CHAPTER V

EDUCATION IN THE PRINCELY STATE OF TRAVANCORE (PART II)

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CHAPTER V
EDUCATION IN THE PRINCELY STATE OF TRAVANCORE

PART II (1931-47)

5.1 Mahārāja Chithira Thiruṇāl Bāla Rāma Varma (1931-47)

His Highness Chithira Thiruṇāl is the last in the line of the Travancore royal family coming within the purview of this study. The period from 1931 to 1947 is not simply one of closure, but also of transition to education in Free India. The task of summing up the cumulative achievement in education during the reign of the various Rājas and Rāqis and indicating the directions of development for the future are even more relevant than recounting the individual events of the period. This is a stupendous task, but is very much simplified because the Statham Committee Report coming at the commencement of the period gives an excellent review of each aspect of education before giving its recommendations. The action taken on the basis of the Report covers by and large the typical model of transition from education in princely Travancore to Free India. Since on the whole the Report represents the most forward opinion in India at the time (with Mr. Statham I.E.S and Dr. Jivanayagam as Chairman and Member Secretary respectively) an abstract of the important aspects in it would constitute an excellent review and trend statement relevant for our purpose. Only in one or two aspects like manual training (as against integrated work education) and possible use of vernacular schools and incomplete schools in backward locations as an instrument for universalisation (in spite of their defects) do we find that a more progressive or democratic trend was missed and these are used as occasions for historical (internal) criticism.

About Mahārāja Chithira Tiruṇāl, T.K. Velupillai says: "The accession of H.H. The Mahārāja Śī Chithira Thiruṇāl heralded a spontaneous outburst of educational activity. The policy, which was being pursued by more than a century by His Highness' illustrious predecessors and which almost reached its
culminating point in the reign of Śrī Mūlam Thirūnāl, had brought education to the very doors of the people in all parts of the State.¹

5.1.1 Travancore education reforms committee

The first notable achievement in the field of education, during His Highness reign was the appointment in 1932 of the Education Reforms Committee, with Mr. R.M. Statham as Chairman and K.Sivaram Panicker and Dr. D. Jivanayagam as members. The Committee was asked to “enquire into the present educational system in the State and advise the Government as to the reforms to be effected in it”.²

The Statham Committee revealed several defects in the system of control and administration of education. After pointing out that the Government is in a favourable and strong position with regard to the laying down and carrying out policy and control of education it adds that “Government have not always paid sufficient attention either to the laying down of a sound educational policy or the supervision of the policy being pursued by the Education Department”.³

Serious defects in the system of administration and supervision were brought out in the Report. “The Director of Public Instruction with 3,761 institutions under his control has a small staff at the Head Office. Though 45 lakhs of rupees were spent in 1107 ME (1931-32) the system of financial control was not well regulated. Even the revised estimate figures differed widely from the actuals. From a financial point of view under expenditure is, in many ways, as serious a defect as over-expenditure and may give rise to much opportunity for misuse. The Director of Public Instruction himself was not in a position to check under expenditure or over expenditure or even irregular expenditure”.⁴ The Annual Report figures were likely to be revised estimates rather than actual figures. Practical solutions like double check, internal audit etc. were offered. It was pointed out that while the total proportion (23.6 percent) spent on education represents a much higher proportion of State expenditure

³ Ibid., pp 9-70.
⁴ Ibid., p. 17.
(nearly double) than elsewhere, the percentage to total expenditure on direction and inspection was the lowest in Trivandrum (4.1 as against 7.4 in Madras). Adding more posts in the office, strengthening and streamlining the inspectorate, making provision for the head to lay down policy and direct such policy through instruction to subordinates, personal explanation and propaganda, giving the Director also the power of secretary (and the position of at least Assistant secretary) to Government and direct contact with the Dewan, writing of office manual, Grant-in-aid and other codes, updating the Education code, spelling out the devolution of powers (which seemed to be exercised defacto) etc. were among the several valuable suggestions for improving the control of education.

The Report called attention to the fact that 25 years ago Dr. Mitchell in his first Annual Report (1084 M E) pointed out the problem with reference to educational wastage and want of control of expenditure and that nothing seemed to have been done, Mitchell’s effort in introducing the Education code, pointing out the futility of the large number of incomplete Vernacular primary schools in complete and reducing them drastically in 1085 M E etc. were not followed up. The wastage associated with incomplete schools is a pet theme (even as obsession) with Statham and recurs frequently in the Report. Elsewhere the Report says, “The position at present is far more serious than it was when Dr. Mitchell addressed Government. In many cases, aided managements are not making any regular recurring contribution towards the total cost of education...and in some cases private management are actually profiting out of the amount sanctioned by Government by way of Grant-in-aid1. The specific ways in which such abuses had happened were detailed in various parts of the Reports.

Some of the Statham Committee diagnoses of administrative pathology are extremely insightful and the solutions offered are sometimes so simple (vide infra) that one wonders how... simple things were overlooked so long. There are also instances where the Report does not show adequate sympathy to the lack of neatness

1 *Ibid.* p.20
associated with empirical approaches. So in some places Statham seems to be speaking like a pre-war French bureaucrat rather than like an English Educator of the developing period or of the post war socializing period.

5.1.2 Mass education

The overlapping problems of elementary education, increasing provision and access, education through the local languages etc have so far been discussed under the head of Vernacular education. The Statham Report deals with the basic aspects of the issue under the excellent term mass education, isolating post-primary education offered in local languages for treatment with the adjective 'vernacular' and finally making out a case for the dropping of the appellation.

The opening sentence of the chapter has a very modern slant. "It is the duty of the State to take such measures as will ensure that, as far as possible, every child of school age reads at school and continues at school for a sufficiently long period to acquire permanent literacy". But Statham's "efficiency obsession" has led to a bit of too much hampering on the later part regarding continuing at school "for sufficiently long period also. The Report also refers to the need for adult literacy and post-school instruction. All this has been discussed under "Aim of mass education", implying that becoming literate and permanently retaining, literacy are the aims. However the Report has added that "the primary schools should provide courses of instruction most suited to the needs of the small pupils attending them; and while these needs are common in so far as literacy is concerned, they will vary considerably as between rural and urban areas and between agricultural and industrial areas".

The Report relates these issues to the types of supervision needed and the question of the unification of the primary and secondary systems. Following the European practice of secondary schools aiming at University entrance, English medium schools provided forms I to VI with some preparatory schools preparing children for entrance at Form I. The primary schools and vernacular middle schools were also a base for English education provided they were bridged at some stage

\[Ibid., pp. 71-152.\]
through acquiring adequate knowledge of English. However in 1107 ME (1932 A.D),
the cleavage between the English and vernacular systems was more conspicuous than
the bridging. It is the credit of the Report that valuable suggestions were given for
building a unified system from below, diversifying to meet diverse needs at
appropriate points.

Now comes a very interesting exercise based on the famous Statham
pyramid (It should actually be called the Statham trapezium). According to this,
permanent literacy could be obtained only if a pupil completed class 5 and all drop-
outs before that stage are considered as incapable of retaining their literacy
permanently, and hence ‘wasted’. In Madras a formula was introduced by which a
minimum ratio between attendance at standards 5 to 10 was insisted on for assessing
grants.

Thus in 1107 M.E (1932 A.D) there were 5,28,486 pupils in the first
five classes (divided in about the ratio of 4:1 between primary and vernacular middle
schools) including 10,872 pupils in the preparatory classes of English schools.
Calculating from the census figure of corresponding school-age population it is
deduced that 80 percent of the school-going population were in school. This fallacy is
exposed in the Report which shows that after deducting the under-fives and over-tens
in classes I to V, the enrolment comes to only 3,50,348 which gives an enrolment
figure of only 52.06 percent. Different ways of calculation (taking corresponding 6-
11 age groups) give still lower figures.

Primary schools in Travancore till then had only four classes. Statham
insists that permanent literacy is possible only with five classes and therefore
carefully analyses date over 20 years (1088-1107 ME) for comparison of enrolments
in classes IV and V. In 1088 M.E, (1922-23) there were 20,345 pupils in classes IV
and 12,515 in class V. In 1107 M.E (1931-32), the figures, were 77,293 and 32,563.
Statham’s concern was mainly with the huge ‘wastage’ implied by these figures and
enrolment in class I to the expenditure incurred by Government vernacular schools
(Rs. 7.05 lakhs in 1088 and Rs. 27.86 lakhs in 1107-an increase of 295 percent. But
the ratio of enrolment (class I to V) only increased from 30 percent to 44 percent and
the number of schools increased by only 106 percent. But it would be fair to compare
total increase in expenditure to total increase in enrolment—where there appears to be
parity. And when a nearly 300 percent increase in total enrolment is managed by only
106 percent increase in schools, this could be interpreted as improvement in
efficiency by even Statham's standards. The major 'Statham rule' is about the ratios
between enrolments in class I-IV and V. Skipping the total figures tables (which
would make an 'absolutist' rejoice), it is worth reproducing two comparative tables:

**TABLE 5.1**

PERCENTAGE COMPARISON OF COHORT GROUPS
IN CLASSES I, IV AND V IN 1088-1092 AND 1103-1107 M.E. (1913-1932 A.D)

<table>
<thead>
<tr>
<th>Year</th>
<th>Class I</th>
<th>Class IV</th>
<th>Class V</th>
<th>Class I</th>
<th>Class IV</th>
<th>Class V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1088 (1913 A.D)</td>
<td>100</td>
<td>53</td>
<td>28</td>
<td>100</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>1091 (1916 A.D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1092 (1917 A.D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1103 (1928 A.D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1106 (1931 A.D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1107 (1932 A.D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Report of the Travancore Education Reforms Committee (1933)*

The Report expresses disappointment that after twenty years, the
wastage between classes I and IV should be considerably greater than it was before
and bewails the insufficient return for the expenditure.

**TABLE 5.2**

COMPARISON OF THE PERCENTAGE OF PUPILS IN
EACH OF THE FIRST FIVE CLASSES TO TOTAL STRENGTH-
IN TRAVANCORE, MYSORE, AND MADRAS.

<table>
<thead>
<tr>
<th>State</th>
<th>Class</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Travancore (all Schools)</td>
<td>32.7</td>
<td>25.3</td>
<td>21.1</td>
<td>14.6</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td>Madras (Boys Schools)</td>
<td>48.4</td>
<td>29.3</td>
<td>14.4</td>
<td>10.9</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Mysore (Boys Schools)</td>
<td>54.5</td>
<td>19.5</td>
<td>14.6</td>
<td>10.4</td>
<td>0.8</td>
<td></td>
</tr>
</tbody>
</table>

*Figures taken from the Report of the Travancore Education Reforms Committee, 1933.*
Another table presented in the Report shows that the percentage of pupils under instruction in all stages to total population in Travancore (11.8) was nearly twice as high as in Madras (6.2) and Mysore, five times higher than in Hyderabad (2.5) and slightly exceeded only by Cochin (12.1). Regarding the last, the male-female disparity is less in Travancore.

It is to the credit of the cumulative educational effort in Travancore up to 1931 (commencement of Chithira Thirunāl's reign) that without any conscious effort directed towards the Statham trapezium, with a neatly formulated policy, Travancore had arrived at a much higher ratio in Class IV than at Madras and Mysore. And in standard V the proportion at Trivandrum was 165 percent of what obtained at Madras and 763 percent of what obtained at Mysore. It must also be noted that it is a comparison of Trivandrum mixed relay with boys' relay race at Madras and Mysore. If the mixed relay has been taken in all the cases the superiority of Travancore would have been even more marked. Taking Travancore alone, it has fallen only slightly short of the Statham trapezium requirement, without any cognisance of it. As regards the fall in the ratio over twenty years it calls for an interpretation in terms of social change theory and dialectic of qualitative and quantitative factors (vide next chapter). It must however be added that it is to the eternal credit of the Travancore Education Reforms Committee that while a few of its interpretations have been coloured by the pet hypothesis of its Chairman, it has taken special efforts to dig out and candidly present date which could go counter to the hypothesis.

One point where the investigator would accept the date as well as the interpretation of the committee is regarding disparity between Departmental schools, while the retention ratio is over 70 percent in the Departmental schools, it is less than 30 percent in the private school (for 1107 M.E). The Report observes that the ratio is consistently high in Departmental schools and low in private school throughout the ten year period (1098-1107 M.E). However the recommendation given elsewhere that Government should gradually withdraw from direct management of schools does not follow from their figures or from their interpretation at this point.
The Report also clearly brings out the history of reorganization of vernacular schools.

1059 M E: Lower vernacular (2 classes), Mid vernacular (4 classes), Vernacular high schools (6 classes).

1070 M E: Vernacular Primary (Infant class, classes I & II), Vernacular Middle (class III & IV), Vernacular High (Classes V, VI and VII).

1077 M E: English Primary Schools abolished. Vernacular Primary lower (2 classes) upper (4 classes).

1084 M E: Reorganization of primary schools. Lower grade-classes I to IV Higher grade-classes I to VII.

From 1084 M E (1909 A.D.) the lower primary school has had four classes. The committee recommends the upgradation of this to a five-year lower primary school. All incomplete schools (by this standard) should be abolished unless they are feeder schools (since anything less than five year schooling cannot ensure permanent literacy and constitutes wastage). Any way this upgradation completed later is one of the permanent benefits emerging from the Report. Since optional English was recommended in class V, this helped to unify the educational system and make the structure comparable with an All-India Pattern.

The Report analyses the primary management by types. There are at least nine Christian missions of which Roman Catholic, London Missionary Society (LMS), Church Missionary Society (CMS), Marthomma, Salvation Army and Jacobite are the most important, accounting for over 1000 schools. Nair Service Society (NSS) (6+3) and Sree Nārāyana Dharma Paripālana Yōgam SNDP (3+2) had started a handful of schools each. Muhammadan managements were running 52 boys’ schools and six Girls’ schools and 92 Girls’ Schools accounting for a strength of over eleven thousand boys and eleven thousand girls are perhaps the most floating of the types.

After making a taluk-wise analysis of the incomplete schools the Report points to the generalisation that the taluks with large numbers of incomplete schools show almost the lowest literacy figures of men and women in the State.
The Report notes that the majority of teachers are untrained and the vast majority have insufficient general qualification Vernacular School Leaving Certificate (VSLC) accounting for over 70 percent. The pay in the Departmental schools is not large, but not totally inadequate (Rs. 15 to 22) either. The general condition of teachers in private schools is deplorable...the amount paid as the grant-in-aid of Rs. 8.5 to 10.5 “together with a small a additional remuneration from the management varying from four annas to two-and-a-half rupees or he received only the grant-in-aid or ... Such portion of the grant-in-aid as the management can be persuaded to pay him”¹. The committee estimates that a considerable number of teachers get Rs. 6 to 7 and some even get Rs. 4 (less than half the lowest limit of Government grant paid) which is also ‘considerably lower than the wages of an ordinary manual work’². The committee noted that there were no women teachers in the Departmental boys’ schools and only a limited number of women teachers in the aided schools. It recommends that more women should be appointed.

The committee recommended that overlapping of school provision should be done away with not only between different managements, but also between boys’ and girls’ schools. Coeducation and mixed staff are recommended as the policy in primary education.

The existing curriculum found in boy’s schools is criticised as providing for very few activities such as observation of surroundings and inquisitiveness. The curriculum recommended includes: language, arithmetic, geography, history and civics, nature study, hygiene, physical training and practical work with needle work and music for girls and English as optional in class V. The Board of Education in England recommended that the curriculum should be thought of less in terms of knowledge to be taught and more in terms of activities to be fostered and interests to be broadened. Project method and use of the environment are recommended. Provision of kindergarten classes, suitable teacher training, adequate

¹ Ibid., p. 95.
² Ibid.
teacher training, better facilities and equipments for schools, adaptation of the curriculum and time table to suit different areas, refresher courses, better supervision etc. are other important recommendations. The problem of compulsion is analysed but it is noted that even if worked properly it "gives a guarantee of attendance at school, it gives no guarantee of education or literacy". But a number of preparatory steps are suggested. Valuable suggestions are also given regarding adult education and rural libraries.

5.1.3 Vernacular middle/high schools

Since the lower or basic section of what was hitherto considered as Vernacular education has been elaborately discussed under 'mass education and integrated as primary education (classes I to V) it remained for the committee to dispose of vernacular Middle and High schools. The Report uses the chapter 'Vernacular Education' exclusively for post-primary vernacular education.

The committee found 285 schools called vernacular middle or high schools. Of these, vernacular high schools were eight in number, two exclusively for girls and the other six were boys' schools (admitting girls also). Five were departmental and two were private. These schools enrolled 445 pupils in the eighth class (of which 117 were girls) and 537 pupils (154 girls) in the ninth class. The Report states the number of schools is so small and their strength so comparatively poor that they appear to represent a kind of isolated form of secondary education leading to no particular direction. It is however admitted that the standard in these schools is reported to be good, that they represent a much greater improvement on the Vernacular School Leaving Certificate (VSLC) standard and that their main function would appear to be to supply a better quality of material for recruitment as teachers. Hence it has been recommended that these schools may be transformed into vernacular training schools.

The Vernacular Middle schools came in for more direct criticism. The committee could not see any definite objective or aim in the scheme. The Director's

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1 Ibid., pp. 153, 170
2 Ibid.
Report 1106 M E (1931 A D) gives the objective as bringing vernacular education within the means of poor, in a way to avoid the tendency to lapse into illiteracy. The committee admits that this aim is laudable, but then disposes it off by the simple Statham argument:

| Strength in Class I | 1, 41, 450 | 1101 M.E |
| Strength in Class VII | 12,418 | 1107 M.E |

Condemnation of the system on this ground is not fair since there is no Statham Ratio for standard VII. While 21 percent had reached standard V one can really expect a higher dropout ratio thereafter, especially in a course not meant to lead to higher studies. And any dropout after class V is not a waste by the Statham test. The proper application of the extended ratio in this case would have been to avoid a global whole-state comparison and relate the class I enrolment in complete vernacular middle schools and class VII enrolment in these schools and their declared feeder schools (plus those who have been known to have gone into English school-Form I or II). Besides, how pet hypotheses can affect even simple arithmetic is shown by the fact that even taking the whole State figures of class I to VII, the Report gives a figure of eight out of 100, whereas our calculation gives a figure very close to 9.

But the other arguments against the vernacular middle schools appear to be solid. They seem to be largely out of keeping with the needs of education at the primary stage. "The course of study is purely literacy and covers practically the same ground as courses in English schools. No vernacular middle school attempts to give any rural or industrial bias; and the schools have no practical work of any kind, and consequently, no provocation bias of any kind". Agriculture and nature study are largely on paper. The manual training provided is no more than clay modelling and paper-folding and possibly suited for kindergarten and infant classes. What is provided is literary education similar to but far less satisfactory than the literary education on the English schools. The Report also calls attention to the low

1. Ibid.
2. Ibid., p.158
percentage of passes in VSL Examination (less than 30 percent in each year between 1928 and 1932). Hence the Report recommends abolition of the vernacular middle schools and instead start post-primary education providing alternate courses with a vocational bias and related to the occupations and conditions of the area surrounding the school. The practical work relating to local occupations should be sufficiently advanced to form the basis for future wage-earning in such or similar work or pave the way for subsequent training in technical institutions. Since these schools would also be providing sufficient general education and English elective (and since regional language medium is recommended at least as optional in secondary education) those with scholastic aptitude would be able to pass over to secondary schools proper. The Report is flexible about the name to be given to these post-primary schools. It may either 'upper primary schools', or 'vocational bias schools'. Success-stories in environmental work exploitation as in Mārthanḍam Rural centre etc. have been cited. A vernacular Final Examination at the end of the eighth class was also recommended.

The Committee's efforts in building up from the ground, integrating and meaningfully diversifying the course and relating them to life etc. constitute a brilliant exercise and anticipate the more well-known exercises of Sargent Mudaliar, Kothari and others. Perhaps this part of the Report has not been adequately emphasised by educational historians and administrators. But the most revolutionary aspects of the Report do not seem to have worked-nor have later allotropic forms like Basic Education (state version), work experience, Socially useful productive work etc. taken off in any appreciable measure.

The reason possibly is that the attitudinal and intellectual dimensions woven into labour and education have not been seen in a total historical or dialectical content by Statham and later Report writers and policy-makers down to the present day. If some of the failures and inadequacies seen by the committee in vernacular middle and high schools had been seen in this kind of historical perspectives and labour dialectic and if the small successes emerging from old schemes but relevant for the new content had been sensitised, the history of work education would have been different.
5.1.4 Secondary education

It was the intention of the committee that with the integration signalled by the upward and diversified growth from below in the recommendation regarding vernacular education, what had been called English education so far would also articulate with this new organic growth and a general form of secondary education would emerge. But summarising the developments so far is possible only through using the English Education terminology (which too had a further carry-over than what the committee intended).

In 1107 M.E (1932 A.D.) there were 75 English High Schools (59 Boys, 16 Girls, 23 Departmental, 22 Aided and 30 aided) with an enrolment of 32,287 (22,780 Boys, 4507 Girls). There were also 187 English Middle schools (162 Boys, 25 Girls, 19 Departmental, 44 Aided, 124 unaided). There was rapid increase in the 20 year period preceding the criterion year (1088 to 1107 M.E.). High schools increased from 30 to 75, and middle schools from 42 to 187. High school strength increased from 10,775 to 32,287 and middle school enrolment from 4,032 to 21,110. The increase in both cases is phenomenal in the case of girls for both types of schools-four times in the number of schools and 5+ to 6+ times with reference to enrolment. The increase analysed in terms of management shows interesting results. As regards number of high schools there is a little more than doubling in the case of both Departmental and private schools. As regards English Middle schools the Department records a reduction -23 (22+1) in 1088 (1913 A.D) to 19 (14+5) in 1107 (1932 A.D) whereas private schools show a huge rise- 19 (14+5) in 1088 (1913 A.D) to 168 (148+ 20) in 1107 (1932 A.D). The 124 unaided schools (119+5) seem to have mushroomed in this period1.

The Report also bewails that though the schools have multiplied in numbers, they have all grown in accordance with the same model- the purely literary university preparation type. The Report also notes that in Travancore the proportion of pupils at the secondary stage is considerably higher than the corresponding

1 Ibid., p. 170-188.
proportion elsewhere (Boy's enrolment at the secondary stage to total male population-Travancore 2.8, England 1.2, Madras 0.8).

The committee also notes the absence of practical instruction. Manual training was provided only in Model High School and S.M.V. H.S., Trivandrum. Even here “no real hard carpentry work is done, and there is no turning, carving, cabinet making, engraving or real wood-work”. Educational unemployment was largest among school final candidates. The standards were low and continued to fall. There was very little provision for athletics and physical training, the total government expenditure in all types of schools in 1107 M.E (1932 A.D.) being Rs. 1,250. Failed students at English School Leaving Certificate (E.S.L.C) examination continued to be admitted so that even adults were found in schools.

The committee therefore recommended: alternate course at the secondary stage, increased provision for athletics, selection examination at the end of the Forth Form, leading to diversion of pupils, religious instructions, civic education, medical inspection, midday meals, better scheme of inspection etc. on two or three aspects a detailed discussion of the issue is warranted.

In the discussion of Alternative courses the committee cites the 16 courses recommended by the E.S.L.C syllabus. Revision committee but rejects a few of them on grounds which appear reactionary, considering the qualifications of the members, and that at least one of them must have been exposed directly to John Dewey’s philosophy in practice. Three criteria are given for the selection of such diversified courses. Two of them are sound, but the other one reads; (ii) Vocational work or technical study which leads to occupations acceptable to educated persons (underlining ours). . . . . . . We consider that any form of vocational work which is introduced in pre-university classes should be (underlining ones) confined to the first two types. Wide experience has shown that, in India at any rate, the endeavour to teach high school students, metal work, agriculture, mat weaving, carpentry etc., with the idea of such students ultimately becoming tin-smiths, manual labourers, mat weavers and cabinet makers, has . . . . . . been a complete failure\(^1\). Here is an

\(^1\) Ibid., p.188.
example of a descriptive norm succeeding a prescriptive norm to reinforce a prejudice against productive labour-a disease rightly diagnosed by Gandhiji six years ago in the same city. In discussing manual training also the Report says, “Manual training... unrelated to vocational education should... be found in every school in the State”. Further elaborating the idea, the Report reiterates points like ‘use of hand’, the need for the pupils acquiring in the school some kind of “manual dexterity other than the ability to wield his pen”. The use of the hand here is kept quite free from the use of the head and heart. A re-reading of extracts from Gandhiji’s speech at the Mahārāja’s College (1926) would show what a super-Doctor the ‘Half Naked Fakir’ has been in pedagogical science. The exclusion of courses like carpentry from the alternative courses list appears contradictory to the comment that at S.M.V and Model High Schools there is no real hard carpentry, no turning, carving, cabinet making etc. (implying that it is a desirable norm even for ‘educated persons’).

A very progressive stand is taken regarding the use of vernacular as the medium of instruction at least on optional basis at the secondary and middle stages. The three arguments given by those who are in favour of retaining English medium at the high and even middle school stages are rejected with sound arguments.

As regards text books a progressive step has been taken in saying that there should be only one Text Book Committee with members competent to judge both books written in English and in the vernaculars. The Report is also against the imposition of one book in the whole State. The Committee will approve a number of text books of the required standard and individual schools should be free to select from the list.

As stated earlier, overlapping of efforts is decried. Government’s policy in the future should be only to retain a limited number of departmental English schools which can serve as model institutions. The other schools should gradually be handed over to aided agencies or to municipalities and local bodies. But elsewhere the same Report has shown the travails of teachers in some private schools, especially the unaided middle schools.

1 Ibid., p.191.
Naturally Government could not discuss itself drastically of its responsibility for direct concern with even the literary type of English education.

5.1.5 Collegiate education

The baseline information comes from the Statham Committee Report. In 1107 M.E. (1932 A.D.) there were seven colleges. Maharaja’s College of Arts and Science and Women’s College at Trivandrum, the first grade colleges at Changanachery and Alwaye and the Intermediate colleges at Kottayam and Nagercoil. During the ten years preceding 1098-1107 M.E. (1923-1932 A.D.), the strength in the intermediate classes increased from 1,372 to 1924 and in B.A from 469 to 955. There were also a little over 600 students (1108 M.E estimates) studying in colleges outside Travancore, of whom Madras accounts for 403 and Cochin 117.

The most important recommendation in the Report is regarding the intermediate class. It holds that the intermediate really belong to the school stage and not to the college stage. In this it has anticipated the Mudaliar and Kothari Commission Reports. It cites the examples of Allahabad, Aligarh, Lucknow and Dacca which had already separated intermediate from University education. The arguments, advanced by the committee are: A student of the Junior intermediate in Travancore may actually be only fourteen years old, and is commonly between the ages of 15 and 17. It is difficult to give students of that age the comparative freedom and opportunities which universities are supposed to offer to young men. Nor is it easy to handle the younger age group from the point of view of discipline, residence, tuition etc. in the same manner as one would handle students aged between 18 and 22.

The vast majority of students in the college were really reading in post school classes. There was very little provision in the Travancore colleges for honours classes and research.

The colleges at Travancore are short of the general standards not only on the academic side, but also in terms of general culture, physique, character and citizenship.

1 Ibid., pp. 211-232.
Hence residential facilities, inter-collegiate activities, athletics, closer contact between staff and students outside formal class hours, are recommended.

But perhaps the most crucial recommendation relates to the intermediate classes in the Degree Colleges. Though these belong to the school stage it was not possible to take any action without concurrence of the University of Madras. But what the Government could do immediately was to organise its own colleges in tune with the spirit of the points made out. Hence the Committee recommended reunification of the Degree classes at the Maharajahs College of Arts and Science and shifting of the Intermediate classes to the present site of the Government Arts College.

The question of a University of Travancore was also discussed at length by the committee. The committee says that discussion of the defects of collegiate education amounts to discussion of the conditions of affiliation to the Madras University. The control of the Madras University extended down to the courses of study from the beginning of the high school stage. Hence Travancore could not radically alter her higher educational system or her colleges, studies in schools and colleges remaining within the Madras University. Further, Travancore continued to be the most isolated unit of the affiliated colleges within the Madras University. The University library, Department of research and institution, special lectures, University Union, U.T.C, University athletics etc. were all inaccessible to Travancore colleges. Travancore was not represented in the executive body of the University. Travancore lacked the grouping of muffasil centres as was possible in Trichnopoly. The Report adds, “We are ... of the opinion that the disadvantages of remaining within the Madras University outweigh the advantages”. But the Report does not recommend immediate steps for the establishment of the University of Travancore. The reason is that any such immediate action would further aggravate the isolation of higher education in Travancore. Hence it is suggested that the preparatory steps for the establishment of a University such as Honours courses, Residential facilities, infrastructure etc. should be immediately taken. The Report

\[1\] Ibid. p.231.
also adds another necessary warning for a State making such preparation: “In the last
twenty years in India, many new universities have been started; and experienced
educationists are aware to what extent some of these universities have been
handicapped by the sinking of almost all available resources into extravagantly costly
buildings”.

Higher professional education is discussed separately.

5.1.6 Female education

The Statham Committee presents baseline data (1107 M.E.) regarding
Girls’ and Women’s education. The number of girls receiving education in
proportion to the total population was far greater than any other part of India except
Cochin-Travancore (9.2 percent), Madras (3.0 percent). Cochin was marginally
higher (9.3 percent). Literacy figures for Travancore was 16.8 percent as against 3.1
percent at Madras. The total number of girls under instruction in all classes of
institution rose from 1,44,535 in 1098 to 2,35,934 in 1107. Yet there were
unsatisfactory features, example disparity with men (40.8 percent literacy), disparity
among taluks etc. Citing the disparities in percentage of women literates such as
Tiruvalla (31.0%), Tóvala (9.4%), Vilavangōde (2.2%) the Report tries to make out a
case that it is not a case of poor organisation of schools (with a large number of
incomplete schools,) which contributed to low literacy.

The need for curricula suited to the needs of women is emphasised,
both at the school stage and college stage.

For the same reason as suggested for the reunification of the Degree
courses in Arts and Science and separating the intermediate course, the Report
considers that a first grade college for women confining different levels of collegiate
women’s education is unnecessary. The present Mahārāja’s College for Women
should provide only intermediate in Arts and Science with residential
accommodation, and retaining the present staff in a full for a system of tutoring with
teaching of drawing and music also.

1 Ibid., pp 231-254.
2 Ibid., pp.254-270
A very obvious point overlooked with reference to the supervision of the education of girls was brought home in the Report. When the post of Inspectoresses of Girls school was introduced it was assumed that the supervision of girls' education was assured. First of all there was heavy overloading of work in the women's inspectional wing. Even assuming that they could complete inspection of their quota of girls schools, the fact remained that nearly 70 percent of girls were studying in boys schools and did not have the benefit of inspection by women. Hence Assistant Inspectoresses (6 were recommended) were not to be confined to Girls' schools but should also inspect the new mixed schools, and the inspectorate will largely amalgamated.

After recommending coeducation, mixed staffing and even mixed inspecting at primary stage, the Report takes a conservative stand in the matter of appointment of women in departmental secondary schools. There are obvious difficulties in the way of married women, particularly a married woman with a family, doing inspecting work or doing teaching work in higher grade institutions. Apparently the Committee has underestimated the ability of Travancore women.

5.1.7 Muslim education

The total number of Muslims under instruction at all stages in 1107 M.E. (1932 A.D) was 21,080. This works out to 5.8 percent of the corresponding school age population. This is much lower than the general percentage. From 1098 (1923 A.D) to 1107 (1932 A.D) there has been an increase from 14,607 to 21,080 (a little less than 50 percent). This too is a slow rise. The class-wise distribution and percentage (limited to classes 1 to V) of Muslims in Vernacular School is shown below:
TABLE 5.3
CLASS-WISE ENROLMENT OF MUSLIM PUPILS IN VERNACULAR SCHOOL IN 1107 M.E. (1932 A.D) AND PERCENTAGE (LIMITED TO CLASSES I TO V)

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrolment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Enrolment</td>
<td>7,380</td>
<td>4,574</td>
</tr>
<tr>
<td>Percentage (of total classes 1 to V)</td>
<td>40.7</td>
<td>25.2</td>
</tr>
</tbody>
</table>

NA Not available


"The expected deduction is made that the wastage amongst Muslims is very much higher than the general wastage in the first five classes and compares very unfavourably with the wastage of pupils from most other communities". The total number of Muslims reading in English Schools was only 1,365 and among girls it scarcely existed at all.

TABLE 5.4
ENROLMENT OF MUSLIM PUPILS IN ENGLISH SCHOOLS: TOTAL AND GIRLS

<table>
<thead>
<tr>
<th>Class/enrolment in form</th>
<th>PREP</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>369</td>
<td>271</td>
<td>201</td>
<td>170</td>
<td>151</td>
<td>95</td>
<td>108</td>
</tr>
<tr>
<td>Girls</td>
<td>23</td>
<td>15</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>


The number of Muslims in Arts Colleges in 1107 M.E. (1932 A.D) was 57; in Training college nil. In vernacular training schools only two. Literacy figure for Muslims was 21.0 percent for males and 2.4 percent for females. A comparative table in regard to literacy figures for the age of above five would reveal the extreme backwardness of the Muslims.
In order to attract Muslim pupils to school, Arabic classes were attached to ordinary schools and special schools including a high school were opened for Muslims. A Muslim Assistant Inspector was also appointed to supervise these schools. These measures did show some result, but certain anomalies have been brought in the Report. The number of ordinary schools (160) and special schools (78) with Arabic were very large and distributed throughout the State. The Muslim Inspector did not have administrative powers associated with ordinary Assistant Inspectors. He reported directly to the Director of Public Instruction and to the Inspector of Vernacular Schools. Hence he was not able to influence the efficiency of instruction or control wastage and stagnation.

Fee concessions and scholarships were available for Muslim students, but other favourable conditions were lacking. The teachers' qualifications in the relevant schools were also low. Except the Arabic Munshis, Muslim teachers were almost non-existent.

The simple prescription offered by Statham Committee is that instead of one their should be three Muslim Assistant Inspectors and they should be recruited to the ordinary cadre of Assistant Inspectors and posted in areas where Muslim
schools also should be retained to cover the special needs of Muslim education nor covered by the amalgamation and strengthening indicated above.

Though the Committee felt that it is not a good practice to run special school, the Muslim High School at Aleppey which had in 1108 M.E. (1933 A.D), 122 students in all the seven classes and the other special schools were recommended to be retained, and integration effected by gradually admitting more and more pupils from other communities. Recruitment of more Muslim teachers (including women as and when they got qualified), larger provision of scholarships, improvements at the primary stage, training of Arabic teachers on more modern lines, provision for their religious education were also recommended.

Perhaps the one questionable recommendation of the Statham Committee is regarding the study of Urdu. As one of the infinitesimal minority of Urdu Muslims in Kerala, this investigator feels that the recommendations of Statham Committee in this regard were uncalled for, impractical and is probably due to an inadequate understanding of the history of Islam in Travancore and inadequate analysis of the Malabar situation, already under Statham's education direction. The committee considers the learning of Arabic by Muslims reading in English schools as a handicap. "... it will be more in keeping with the trend of Muslim education all over India, if the study of Urdu was introduced at least above the primary stage ... several Muslim gentlemen whom we were able to consult were of the opinion that it might be a step in the right direction, but they expressed doubts as to whether their community generally would agree to the giving up of the study of Arabic in the higher classes and forms."

5.1.8 Education of the depressed classes

The total population of depressed classes classified as such for educational purposes was at the time of the Report about 6.7 lakhs and the corresponding school age population was 1 lakh. The total number of depressed class pupils under instruction at all stages was 34, 132 or 5 percent of the total population.

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1. Ibid., p.281.
2. Ibid., pp.285-297.
A more controlled comparison would be the number of pupils studying in vernacular schools, the number 33,144 and constitute 33.1 percent of the corresponding school age population, but the Statham distribution between classes shows the position to be even weaker than what the total enrolment would show. The distribution was class I-44.2 percent, class II-26.87 percent, class III-16.3 percent, class IV-9.1 percent, class V-3.2 percent. Over 70 percent of the pupils were in the first two classes. The Report does not explicitly say, following Statham’s assumption that a pupil not reaching class 5 is wasted, that the retention rate for the depressed classes was just about one percent of the corresponding school-age population. But after analysing several reasons for this such as caste prejudice, segregation, extreme poverty, and noting that 80 percent of depressed caste pupils are in aided and unaided schools, the Report finally comes to its habitual diagnosis: “we believe the main reason for this to be that there are a large number of schools conducted by Mission and private managements, which have been established and continued with the definite purpose of attracting depressed class pupils to school, and all over the State, it is common to find such schools working in more or less close proximity to the ordinary departmental or privately managed schools. We have dealt at length with the problem of the overlapping of vernacular schools”\(^1\). It is not clear whether the distinguished committee has not mistaken the only available doctor to be the cause of the disease. Of course the Report goes on to develop the view that depressed class pupils should read in the common school and that “separate schools, even when provided with the highest intentions tend to be less efficient in almost every way than the ordinary school”\(^2\). It must be noted that earlier the same Report has said “a considerable number of schools which, while normally being open to the depressed classes, seldom, if ever have any depressed classes in attendance”\(^3\). This is a clear admission that the small incomplete schools, at close proximate to the poor is \textit{more efficient} than the ordinary school at least in one way-perhaps a crucial way for the point at

\(^{1}\) \textit{Ibid.}, p. 287.
\(^{2}\) \textit{Ibid.}, p. 286.
\(^{3}\) \textit{Ibid.}, p. 287.
issue, namely drawing the depressed class pupils to the school at all, though unable to retain them for long.

The Report then adds one more section under the caption “ill-organised schools” which contains a strong criticism of “the policy which has been adopted in the part by these well-intentioned managements... (of providing) small, ill-equipped and incomplete schools in large numbers over a wide area, in an endeavour to make some, form of school available for groups of depressed classes wherever they exist”¹. The pioneering efforts of LMS, CMS, Salvation Army and other missions is noted, but the committee feels not enough to pass a sentence regarding field which it has probably ploughed only from the bund: We fell strongly that, had the policy been different and has determined efforts been made to provide well-equipped and complete schools, though perhaps fewer in number, the education of the depressed classes would have advanced more rapidly than it has done”². This is purely conjectural, and in a State where a few decades ago not only the touch but even the sight of the depressed classes could pollute, the ‘efficient’, persons who conducted the ordinary schools could have attracted more of these classes to their schools.

The Report discusses other points such as the school and literacy, absence of special supervision, need for definite policy, duty of the inspectorate, improvement of the schools, plural class teaching, special assistance etc., and gives useful findings.

5.1.9 Teacher education

In the criterion year (1107 M.E.) of the Review taken by the Statham Committee Report³, there were 19 training schools (6 higher grade, 13 lower, 11 Departmental, 8 private). Only one of these was for women, run by Government, with a strength of 35. The strength of the men trained in all the college was 328, there was only one training college run by Government, training both graduates (46 men and 4 women) and undergraduates. Both courses were of one years duration and the

¹ Ibid., p.288.
² Ibid., pp. 288-299.
³ Ibid.
graduate course led to the Licentiate in Teaching (LT). Passed intermediated and ESLC candidates were admitted to undergraduate training. Vernacular higher grade training classes admitted those who had passed vernacular high school examination. Lower grade training classes admitted VSLC passed candidates.

The majority of teachers in schools were untrained. The untrained teachers include 333 graduates, 1,228 Intermediate or matriculate and 8,354 others. The practice was to appoint the teachers first and then send them for training after some years. The training provision was so inadequate that "even if all the untrained teachers were willing to be trained immediately, it would take seven years to train the graduates, 25 years to train undergraduates, and approximately twenty-three years to train all the untrained vernacular teachers". If the course were increased to two years (as the non-graduate courses were, outside the State) the time required would be largely increased.

The selection of teachers for training was entirely in the hands of the Director of Public Instruction or the Inspector of English schools. The selection were made mainly from departmental schools so that "privately-managed schools, which form the large majority of the English schools have found it difficult, even when they were willing, to get their teachers trained".

In fact there was no preservice training and a considerable time elapsed before they were sent for training. As the committee observes, "Teachers with ten to fifteen years' service and aged between 34 and 40 can scarcely be expected to respond satisfactorily to training". In vernacular schools, there was a practice of allowing teachers with more than ten years service to appear for the TTC examination, a method of securing trained teachers which the committee calls "entirely unsatisfactory".

In the LT course, there was no practical examination, which the committee underlines a defect. The conditions of application to Madras University were also a constraint. Another serious defect pointed out by the committee was that

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1 Ibid., p.301.
2 Ibid., p. 301-302.
3 Ibid.
the Training College did not have administrative head of its own: "We can find no reason for the curious practice of combining the post of the principal of the Arts College with that of the post of principal of Training College. We do not feel that, at present the Training College is really in touch with educational movements either throughout the State or in India generally". Lack of follow-up, non issue of educational bulletins, non-functionality of the Educational Bureau, and absence of training facilities for important subjects of study (like geography, child education and domestic science) are some of the other defects pointed out.

The under-graduate training was judged as insufficiently practical and largely unrelated to the daily problem of school work. One year (in effect, eight months) was far too short a course. The committee says that Vernacular Training Schools were bad because:

1. the material sent to them was bad.
2. it is impossible to give satisfactory professional training within one year.
3. the prescribed courses were extremely unsatisfactory with no real practical instruction, no assistance to meet the elementary difficulties that crop up in school organisation, not training for manual work. There was no approved syllabus for nearly ten years nor did the schools trouble to write up and keep handy syllabuses of their own.

Of all the aspects of administrative pathology brought out by the committee the most serious seems to be regarding non-payment of stipends in most privately managed schools and the fraudulent maintenance of school registers: "and the headmasters have apparently light-heartedly filled in fictitious acquittance rolls to show that the full stipends have been paid to teachers, when, in fact, in the majority of cases, the management's contribution has never reached the teacher at all. The extent of the scandal varies from school to school; and while in some cases, the teacher under training receives the Government portion of the stipend and a portion of the management's contribution, in other cases, the private school managements swallow
the whole of their contribution and most of the Government's contribution". In a large number of cases, the services of the teacher who has been sent for training with a guarantee has been dispensed with immediately after training.

The committee recommended that the pre-service training should be the normal practice, and if untrained teachers were appointed, it should be only on probation not exceeding two years within which he should get trained. It also recommended the raising of the general education qualification for admission for training as primary school teachers; stopping appearance for TTC examination without undergoing training; continuance of undergraduate training at LT class, and improving them; a separate Principal and Vice-principal and additional staff for the college; starting a new college; increased admission; better contact with schools; satisfactory course in manual training and physical training residential requirement and facilities. Training for project method and vocational bias was recommended in the lower level training programmes. In selecting candidates for primary schools people from rural areas and who were likely to go back to such areas should be given preference. Practice teaching should be conducted in the types of schools to which the trainees will go, and not be confined to the Model school. The vernacular high school should be transferred into a training school. Adult education classes should be attached to them whenever possible. The following significant recommendation is worth quoting: "The primary school teacher should be made intimately acquainted with the various difficulties connected with school attendance, wastage, infant class teaching, promotions, adjustment of school hours, plural class teaching, backward pupils, educational surveys, contact with parents and rural community work, and careful instruction as to how to meet those difficulties".

5.1.10 Technical and professional education

The Statham committee reviews the provision of technical schools as in 1107 A.D. The School of Arts and Sri Moolam Technical School at Trivandrum; S.M.R.V Technical Institute, Nagercoil; The Carpentry School, Quilon; The School of

1 Ibid., p. 310.
2 Ibid., p. 316.
Commerce, Aleppey and the Textile Institute, Trivandrum- all managed by the
Department of Industries, besides 68 privately managed industrial schools recognised
(and all but even) aided by the same department, and the Agricultural schools at
Kottarakkara, Alwaye and Kônni maintained by the Agricultural Department- the
courses run by these schools and certificates to which they lead are all reviewed. The
civil overseers course and the plan for maistries at Sree Moolam Technical school
were apparently designed to meet the needs of PWD. The gap found in other States in
India (vide Chapter II) regarding lack of provision for training in some form of
engineering was found in Kerala also at that time.

In almost all the courses indicated above the candidates under training
were given stipends. Of the agricultural schools, the one at Kônni was considered as
efficient by the committee. Of the 138 candidates who applied 52 were admitted and
continued through the course, and 32 received stipends. The schools at Alwaye and
Kottarakkara recorded slight wastage (4 out of 21 and 3 out of 32 respectively). At
Kônni, the first batch of students was given grants of lands and loans in connection
with the establishment of the Agricultural colony there. Uncertainty about such
follow up is expressed with reference to subsequent batches since the majority of
students did not own any land. In this experiment, besides a stipend of 4 or 5 Rupees,
the students were allowed to work as labourers on the Government farms attached to
the schools and wages of about Rs. 5 per month. The entrants should have read up to
class 6 of a vernacular school or the third form of an English school.

In 1107 M.E., the expenditure on technical and industrial education
including direction and inspection was only Rs. 85,000/-, whereas the expenditure for
general Education was over 46 Lakhs. The proportionate number of students studying
in technical institutions at all stages in Kerala was very low compared with all-India
figure. Hundreds of students pursue such courses outside Travancore of which
medical schools and colleges account for more than half.

The reluctance to embark on a scheme of Technical Education was a
phenomenon seen all over India though nor to the extent as found in Travancore.
Three kinds of arguments are made to explain this reluctance: 1. Difficulties in
finance. 2. Need for cultural courses of study. 3. Lack of industrial occupations. The Statham Committee refutes each of these arguments convincingly: (1) To plead difficulties of finance “is like a house holder squandering his large income on unproductive personnel luxuries and then stating that he has no money to feed his family”\textsuperscript{1} Spending huge amounts of money on replicating identical type of literary unproductive courses is just like that (2). Technical courses have their own culture, Invention and discovery have resulted from technological study and research and have led to both industrial development and the general well being of the people (A refreshing Deweyan strain is reflected here. This argument is concluded with the statement: “In a well-balanced development of a country’s manpower and resources there is room for a variety of educational effort”. (3). It is admitted that “higher grade technical education must not advance far ahead of the industrial possibilities of a country. But Industrial possibilities cannot be explored and developed unless the State has the assistance of keen brains trained in the application of scientific knowledge to the use and manufacture of raw material”\textsuperscript{2} Then the Committee goes on to indicate some directions of development, given Travancore’s resources. 

The technical and vocational bias recommended by the Committee at the school level has already been discussed. Additionally it recommended the starting, by Government, of a limited number of technical schools taking the form, either of alternative courses located in the existing high schools, or of independent technical schools and encouraging aided institution to open such schools. Courses in the spirit of what was recommended could be started in the existing technical institutions at Quilon, Trivandrum and Nagarcoil.

The committee also recommended the scheme of Industrial apprentices, technical scholarships, industrial and economic survey preparatory to providing high technical courses, and opening by Government a College of Technology having intermediate and diploma courses-with its own standards and diplomas- \textit{independent of the Madras University}. If successful, the college could

\textsuperscript{1} \textit{Ibid.}, p.240
\textsuperscript{2} \textit{Ibid.}
obtain its own charter. Some possible courses and structures were suggested. The possibility of the college of Technology taking over and developing the PWD and school of Arts also has been mooted. The college of Technology must “begin only with the intermediate classes and with parallel special classes for the training of instructors and mechanics”

A very significant recommendation of the Committee is that, “in future, the Director of Industries should be an expert competent to hold the combined post of Director of Industries and Director of Technological studies in the College of Technology”

The Committee also recommended as early as possible a medical school at Trivandrum. This is also related meaningfully to rural reconstruction.

In legal education the State had a Law College in 1907 M.E. and large number of students were attending it. The committee recommended that “the numbers admitted to the Law college should be considerably restricted and that care should be taken to see that as far as possible, only the best qualified and most earnest students are selected”

5.1.11 Medical education

The need for starting medical education in the State was underlined by the Statham committee’s baseline data: out of 468 Travancore students studying outside the State in various professional courses 127 were in various medical colleges and 142 in medical schools. The committee recommends: “while we consider ……that it is neither practical nor desirable to establish a medical college in Travancore, at present, we recommend that the Government should, as early as possible, establish a medical school at Trivandrum”. The Committee also gave a foresightful prediction that “rural men with medical school qualifications will be required in considerable numbers……”

1 Ibid., p. 244
2 Ibid., p.247
3 Ibid., p.250
4 Ibid., p.238.
5.1.12 Fine arts education

In 1107 ME (1932 AD) Fine Arts Education was catered to only by a limited number of unrecognised schools for the reading of music and fine arts. The committee recommended that the condition of these schools should be investigated and well-managed schools should be placed on a recognised basis both for purposes of aid and examination.

5.1.13 Sanskrit education

The Statham Committee notes the fame which Travancore has acquired for Sanskrit studies and specially commends the Travancore Sanskrit series. Its report adds, "Nor is Sanskrit important only to savants. It seems to influence the life of the common people as well. In no other place in India, perhaps, is Ayurvedic medicine more popular... As the Royal House thought it part of its duty to all that the Hindu religion was properly observed in the State, Vedic schools were established for teaching people the accurate chanting of the mantras. For years, the State maintained a Paṭāsāla where Sanskritic studies of an advanced nature were undertaken and this institution later came to be designated the Sanskrit College. Special Sanskrit schools were developed during the modern period, and in 1931 there were 16 such schools with a total strength of 2056. Two of these were Vedic schools as early as 1917. A.R. Rāja Rāja Varma had given an analysis of the defects in these schools: "antiquated methods of study, the absence of a foundation of a general liberal education, the lack of advanced study in Malayalam and ignorance of modern science."

The result was a modernizing tendency in Sanskrit education, and incorporation of Sanskrit studies in English and 'Vernacular' education. The Statham Committee also gave several useful recommendations following this integrated development.

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1. Ibid., p.250
2. Ibid., p.250-251
5.1.14 Follow-up of the education reforms committee

The Report of the Education Reforms Committee (1933) was placed before both Houses of Legislature and their recommendations were finally accepted by the Government with certain modifications.

The Committee made a thorough examination of the conditions prevailing in Travancore and recommended change in the various fields of administration, viz., collegiate education, English school system, Vernacular school system, technical and professional education, female education, education of special classes, like Muslims and depressed classes, training of teachers and the problem of unemployment.

In the matter of vernacular education, the recommendations of the committee were carried out gradually. Incomplete schools, which led to educational wastage, were either discontinued or raised to complete primary schools. New schools were opened in localities where facilities for primary education did not exist. With the result that within a few years every Pakuti had a school in or near it. Private managements were persuaded through grant-in-aid to open schools.

The following table will clearly show the growth from 1935 to 1947 of 'vernacular schools' and strength of pupils.

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1 Administration Report Education, for the year 1110 M. E. Trivandrum: Government Press. 1935, p.3.
2 Figures taken from the Administration Reports, Education, for the years 1100 to 1122 M. E.
Table 56
GROWTH OF PRIMARY SCHOOLS FROM 1935 to 1947 A.D

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1110 M.E.</td>
<td>3348</td>
<td>607139</td>
</tr>
<tr>
<td>(1935 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1111 M.E.</td>
<td>3271</td>
<td>629451</td>
</tr>
<tr>
<td>(1936 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1112 M.E.</td>
<td>3268</td>
<td>666890</td>
</tr>
<tr>
<td>(1937 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1113 M.E.</td>
<td>3290</td>
<td>694515</td>
</tr>
<tr>
<td>(1938 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1114 M.E.</td>
<td>3321</td>
<td>692817</td>
</tr>
<tr>
<td>(1939 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1115 M.E.</td>
<td>3323</td>
<td>684312</td>
</tr>
<tr>
<td>(1940 A.D)</td>
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<td></td>
</tr>
<tr>
<td>1116 M.E.</td>
<td>3369</td>
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<td>(1941 A.D)</td>
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</tr>
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<td>1117 M.E.</td>
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<td>673196</td>
</tr>
<tr>
<td>(1942 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1118 M.E.</td>
<td>3326</td>
<td>682188</td>
</tr>
<tr>
<td>(1943 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1119 M.E.</td>
<td>3282</td>
<td>708140</td>
</tr>
<tr>
<td>(1944 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1120 M.E.</td>
<td>3462</td>
<td>715032</td>
</tr>
<tr>
<td>(1945 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1121 M.E.</td>
<td>3264</td>
<td>782958</td>
</tr>
<tr>
<td>(1946 A.D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1122 M.E.</td>
<td>3709</td>
<td>946490</td>
</tr>
<tr>
<td>(1947 A.D)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Administration Reports, Education, for the years (A.D 1935-1947)

In 1114 M.E. (1939) the Government ordered the prohibition of the word, vernacular, in official correspondence. Consequently vernacular schools came to be called Malayalam or Tamil schools. Text-books in non-language subjects in Malayalam and Tamil were prepared under the auspices of the Government and prescribed for all middle school classes. It would be seen that contrary to the recommendation of the Statham Committee Report the ‘Vernacular thinking’ and even nomenclature persisted for a long time. On the major recommendation

1 Administration Report, Education, for the year 1114 M.E. Trivandrum: Government Press. 1940, p.182.
regarding environment oriented education, vocational bias, and post primary courses, very little was done, some of the possible innovations developed through the vernacular High School disappeared in the long run. Similarly the concept of secondary education took some time to take root. The terminology of English schools continued for a long time to come. The following comparative statement (table) gives the figures for the different grades of school and their strength for the years '1115 to 1116 M.E.'. 

**TABLE 5:7**

**NUMBER OF SCHOOLS AND STRENGTH ACCORDING TO GRADE AND MANAGEMENT (1115 & 1116 M.E.)**

<table>
<thead>
<tr>
<th>Grade and Management</th>
<th>1115 (1940)</th>
<th>1116 (1941)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Strength</td>
</tr>
<tr>
<td>Departmental English High School for Boys</td>
<td>25</td>
<td>11583</td>
</tr>
<tr>
<td>Do do for Girls</td>
<td>2</td>
<td>1668</td>
</tr>
<tr>
<td>Departmental Middle School for Boys</td>
<td>10</td>
<td>1134</td>
</tr>
<tr>
<td>Do do for Girls</td>
<td>3</td>
<td>354</td>
</tr>
<tr>
<td>Pvt. English High School for Boys</td>
<td>72</td>
<td>25864</td>
</tr>
<tr>
<td>Do do for Girls</td>
<td>18</td>
<td>4974</td>
</tr>
<tr>
<td>Pvt. Middle School for Boys</td>
<td>150</td>
<td>18631</td>
</tr>
<tr>
<td>Do do for Girls</td>
<td>24</td>
<td>3596</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
<td><strong>67804</strong></td>
</tr>
</tbody>
</table>

*Source: Administration Report, Education for the year 1116 M.E. (A.D 1941).*

The number of Malayalam and Tamil schools rose from 3323 in 1115 to 3369 in 1116 M.E., but their strength decreased from 684312 to 670201. The

---

following comparative statement gives the figures for the different grades of Malayalam and Tamil schools in 1115 and 1116.

Table 5.8

NUMBER OF SCHOOLS AND STRENGTH BY GRADE
AND MANAGEMENT-1115 & 1116 M.E. (1940-1941 AD)

<table>
<thead>
<tr>
<th>Grade and Management</th>
<th>1115 (1940)</th>
<th>1116 (1941)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Strength</td>
</tr>
<tr>
<td><strong>Departmental Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Schools and Middle Schools for Boys</td>
<td>177</td>
<td>83,582</td>
</tr>
<tr>
<td>Do- for Girls</td>
<td>60</td>
<td>21,8652</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>750</td>
<td>1,78,418</td>
</tr>
<tr>
<td>Total</td>
<td>987</td>
<td>2,83,852</td>
</tr>
<tr>
<td><strong>Private Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School and Middle Schools for Boys</td>
<td>207</td>
<td>61,453</td>
</tr>
<tr>
<td>Do- for Girls</td>
<td>16</td>
<td>15,750</td>
</tr>
<tr>
<td>Primary schools</td>
<td>1,083</td>
<td>3,23,257</td>
</tr>
<tr>
<td>Total</td>
<td>2,106</td>
<td>400,460</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3093</td>
<td>684,312</td>
</tr>
</tbody>
</table>

Source: Administration Report, Education for the year 1116 M.E. (A.D.) 1941).

By the forties the Tamil and Malayalam schools clearly began to acquire the characteristics of secondary education as contrasted with earlier 'vernacular higher' education. By 1122 M.E. (1946-47) the distinction between the English, Malayalam and Tamil schools was removed and a uniform type of schools was established. The preparatory class in the English schools was also abolished. Not much was done with respect to alternate courses.

There were great strides in the education of the backward classes previous the Statham Commission Report. The total number of backward class
pupils, comprising Pulayãs, Pañayãs, Kuñavãs, the Hill tribes etc., during 1111 ME (1935-36) was 31,259 including 9,711 distinguished as shown below¹:

<table>
<thead>
<tr>
<th>Colleges</th>
<th>-</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English schools</td>
<td>-</td>
<td>2667</td>
</tr>
<tr>
<td>Vernacular Schools</td>
<td>-</td>
<td>28584</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>31259</td>
</tr>
</tbody>
</table>

In 1111 ME a grant of 14 'chakrams'² was sanctioned for each pupil of these communities reading in the 3rd and 4th classes of all recognized vernacular schools in the State. The Administration Report of the State for the year 1111 ME (1935-36) stated:

Sixty Harijan Schools for the education of the backward communities were started by people and associations interested in their uplift and the question of giving them recognition and grant-in-aid was under the consideration of Government. The Harijan Hostel in Trivandrum, a private boarding home for pupils belonging to backward communities, was given a grant of Rs.900 during 1111 M.E. as against Rs.300 granted in 1110 M.E.².

There was steady progress in the enrolment of Backward class students (Pulayãs, Pañayãs, Kuñavãs, Hill tribes, etc.) in the schools in the succeeding years. The number of backward class students in 1111 M.E. (1935-36) and 1121 ME (1945-46) will show the rapid progress achieved by these classes¹.

² 28 ½ chakrams is equal to 1 Rupee.
³ Figures from the Administrative Reports, Education, for the years 1111 and 1121 M.E.
Table 5.9
ENROLMENT OF BACKWARD CLASSES IN 1111 M.E.(1935-36)
AND 1121 ME (1945-46)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Students</th>
<th>1111 M.E</th>
<th>1121 M.E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>English Schools</td>
<td></td>
<td>2,201</td>
<td>456</td>
</tr>
<tr>
<td>Malayalam and Tamil</td>
<td></td>
<td>19339</td>
<td>9,245</td>
</tr>
<tr>
<td>Schools</td>
<td>Total</td>
<td>21,548</td>
<td>9,711</td>
</tr>
</tbody>
</table>

Over the ten year period preceding the first steps to independence the enrolment of backward classes in English schools has gone up by over ten times. In the case of girls the increase is by 18 times. In the Malayalam and Tamil schools the total enrolment has trebled (approximately).

A sum of Rs.3 Lakhs was set apart for the uplift of the backward classes. There were 70 Harijan school at the dawn of independence in 1121 M.E. (1946 A.D) which received the usual concessions including grant-in-aid. A sum of Rs.9,324 was spent by the Government for these schools.

As regards Muslim education, though the Educational Reforms Committee’s recommendations were considered but only one Muslim Assistant Inspector of Schools was appointed (as against three recommend) in 1110 M.E (1934-35)1. Yet there was a considerable progress in the admission of Muslim girls in that year. In the same year sanction was given for the teaching of Arabic in all mixed primary schools.

Many Muslim Associations earnestly assisted the Government in the Education of Muslim Girls. As a result the number of Muslim Girls attending schools

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1 Admission Report, Education for the year 1110 M.E. op. cit., p. 219.
rose from 4,853 in 1109 M.E. (1933-34) to 6,052 in 1110 M.E. and to 10,450 in 1111 M.E. (1935-36).

To encourage Muslim Education, the Education Reforms Committee made the following recommendations:

1. Recruitment of three Muslims to the cadre of Assistant Inspector.
2. Encouragement of Arabic classes in ordinary schools and the gradual closure of the special Muslim Schools.
3. The retention of separate primary schools for Muslim Girls.
4. Improvement of the qualification of Arabic Teachers.
5. Recruitment of Muslims as teachers at all grades.
6. Encouragement of religious instruction for Muslim pupils.
7. Provision of a large number of scholarships for Muslims and the extension of fee concessions to Muslims in Colleges.
8. Retention and development of Muslim High School at Alleppey.

Several Malayalam Schools were run by the Government for the benefit of Muslims. Arabic was introduced as an optional second language for Muslim pupils in many English and vernacular schools. In all departmental schools in which there were a number of Muslim pupils, Arabic Munshis were appointed.

The following table illustrates the progress of Muslim education during the period, 1112 to 1124 M.E (1937 to 1949).

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2. *Administration Reports, Education, for the years 1112 to 1124 M.E.*
Table 5.10
NUMBER OF SCHOOLS TEACHING ARABIC AND ENROLMENT
OF MUSLIM PUPILS IN 1112 ME TO 1123 ME

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Muslim Pupils</th>
<th>Schools providing instruction in Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1112 M.E</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>(1936-37)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1113 M. E</td>
<td>23410</td>
<td>9743</td>
</tr>
<tr>
<td>1114 M. E</td>
<td>22516</td>
<td>9126</td>
</tr>
<tr>
<td>1115 M. E</td>
<td>22612</td>
<td>9719</td>
</tr>
<tr>
<td>1116 M. E</td>
<td>22717</td>
<td>9808</td>
</tr>
<tr>
<td>1117 M. E</td>
<td>22543</td>
<td>10181</td>
</tr>
<tr>
<td>1118 M. E</td>
<td>22186</td>
<td>10512</td>
</tr>
<tr>
<td>1119 M. E</td>
<td>23841</td>
<td>10486</td>
</tr>
<tr>
<td>1120 M. E</td>
<td>25574</td>
<td>10183</td>
</tr>
<tr>
<td>1121 M. E</td>
<td>23879</td>
<td>13897</td>
</tr>
<tr>
<td>1122 M. E</td>
<td>35163</td>
<td>11098</td>
</tr>
<tr>
<td>1123 M. E</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>(1947-48)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NA = Not available

Source: Administration Report, Education for the year 1116 M.E (A.D) 1941.

There has been steady increase in the enrolment of Muslim pupils over the 11 year period. The rise appears very steep in the last two years covered in the study.

There has been steady growth in the education of girls following the implementation of the recommendation of Statham Committee Report. The following table will show the steady progress in female education by the State during 1112-1124 M.E.

Administration Reports Education, for the years 1112-24.
The above table shows that within a period of 12 years there was an increase of 2,26,690 girls attending the various grades of education (an increase of nearly 75 percent). The Education reforms committee advocated co-education in all schools except in those which were maintained for Muslim girls. In 1934 the Government accepted the recommendations of the Educational Reforms Committee that primary schools should in future be regarded as mixed schools. The primary boys' schools and girls' schools under one head.

The Statham Committee had bewailed the low status of teacher education in the State and the total absence of pre-primary education and offered valuable recommendations. In 1935-36 recognition was granted for the first time to two nursery schools and the kindergarten under private managements. The first kindergarten school under the Education Department was started in the premises of

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Girls Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112 M.E</td>
<td>302732</td>
</tr>
<tr>
<td>(1936-37)</td>
<td></td>
</tr>
<tr>
<td>1113 M.E</td>
<td>316437</td>
</tr>
<tr>
<td>1114 M.E.</td>
<td>319246</td>
</tr>
<tr>
<td>1115 M.E.</td>
<td>318318</td>
</tr>
<tr>
<td>1116 M.E</td>
<td>315538</td>
</tr>
<tr>
<td>1117 M.E</td>
<td>320635</td>
</tr>
<tr>
<td>1118 M.E</td>
<td>331548</td>
</tr>
<tr>
<td>1119 M.E</td>
<td>350142</td>
</tr>
<tr>
<td>1120 M.E.</td>
<td>378446</td>
</tr>
<tr>
<td>1121 M.E.</td>
<td>401189</td>
</tr>
<tr>
<td>1122 M.E.</td>
<td>468367</td>
</tr>
<tr>
<td>1123 M.E.</td>
<td>(1947-48) 507009</td>
</tr>
</tbody>
</table>

the Government Model School on 08-01-1112 (1936). It was shifted at the beginning of the school year 1947-48 to the premises of the Cotton Hill English High School for Girls, Trivandrum. The new building and premises were spacious enough to provide a happy environment for the children. There was accommodation for 75 children. A trained graduate with special training in Montessori education method was appointed as Head of the Institution. In the year 1112 M.E. (1937 A.D.), there were 50 children on the rolls. Children in the age group of 3 and 4 were admitted in these schools. The school became popular very soon. The syllabus for the young children consisted of storytelling, action songs, drawing and handiwork. For the older children, language and arithmetic were also added.

In order to train children to develop healthy and regular habits, their daily routine was regulated by a time table, which made provision for lesson in indoor and outdoor activities, sleep, food etc. Play materials, like the swing, seesaw, toy car, rocking-horses, tricycles, etc., were provided to build up the physique of the children and arouse their imagination and constructive powers.

There were two aided nursing schools, one at Nagarcoil and another at Neyyar, which were in receipt of a monthly grant of Rs. 13 and 13.5 respectively. There was also an unaided kindergarten school at Kottayam.

For the medical inspection of students in the State, the taluk were divided into four groups and the medical examination of the primary school children in each group was conducted by the officers of the Public Health Department in the course of three years, so that the whole State was covered within a period of twelve years.

There was progress in Sanskrit education also. In special Sanskrit schools, the duration of the course of study was six years. While there were 16 Sanskrit schools in 1933, in 1945 there were 38 aided Sanskrit schools and 17 unrecognised schools under private management.

1 Ibid.
2 Ibid.
3 Ibid.
Sanskrit education in the State underwent a change during 1121 M.E. (1946). "The reorganisation of Sanskrit schools on the lines of the recommendations of the Education reorganisation Committee was sanctioned by the Government. The existing Sanskrit schools were allowed to be transferred to the new type of Sanskrit schools progressively¹. The Sanskrit College at Trivandrum was authorised to inspect these schools.

5.1.15 Swāthi ThiruṆāl Academy of Music, Trivandrum

This institution was opened on the 10th September, 1939, in the name of Swāthi ThiruṆāl Mahārāja of Travancore, who was a great composer of music. This institution was started for the purpose of imparting higher education in music and popularising the compositions of His Highness Swāthi ThiruṆāl.

The Academy's aim was to send out a number of students, who having instruction in traditional methods, would be able to preserve correct standards in music and become competent teachers of music. In the beginning, admission was limited. In 1941, there were 90 students studying in the institution. This was a three years' course and at the end of the third year, a public examination was held. During the academic year 1116-1117 (1941-'42 A.D.), many distinguished persons from far and near visited the institution and expressed their satisfaction at the work done there². In 1949 the strength of the institution was raised to 118, (38 for boys and 80 for girls). Separate classes were conducted for boys and girls. With a view to bringing the institution on a par with sister institutions under the Annamalai and Madras Universities, the duration of the course was raised from three to four years from the beginning of the school year 1121-22 M.E (1946-47)³. At the end of the fourth year a diploma, Gānabhūṣanam, was given to the successful candidates.

5.1.16 Foundation of the University of Travancore

One of the outstanding achievements in education during the reign of Śrī Chithira TiruṆāl, was the inauguration of the University of Travancore in 1937.

² Administration Report, Education for the Year 1116 M.E. op., cit. p.178.
³ Administration Report, Education for the Year 1122 M.E. op. cit., p. 164.
The idea of a separate University was an old one. As early as 1882, the Indian Education Commission had expressed the view that Trivandrum might become in course of time the centre of a University. In 1915, Sir Harold Stuart, who was a member of Madras Executive Council had pointed out the necessity of a University for the west coast.

The people of Travancore had been showing a growing interest for Malayalam literature and Kerala Art and Culture and in their conversation and development. It was hoped that the proposed university would not only be the custodian of Kerala culture but would supply the intellectual forces required for the progressive interpretation and development of the Culture.

Moreover, admission of students from Travancore for different courses especially professional courses like Engineering, Medicine and Agriculture was becoming very difficult. The increase in the number of the educated unemployed also called for some change in the purely literary and academic aspect to vocational and technological aspect.

For fulfilling these requirements it was necessary to establish a university in the State. Earlier enquiries has been set on foot to look into the requirements for establishing a University, but the final step had not been taken. A Committee consisting of legislators and educationists had been set up in 1923. The committee recommended the establishment of a University, with Trivandrum as its headquarters. But no action was taken on the report till 1936. In 1936 the committee was asked to submit fresh proposal for the establishment of the University. The recommendations were accepted by Government, and the University of Travancore was incorporated under Act 1 of 1113 M.E., on the occasion of the 26th birthday of His Highness the Mahārāja on 16th Tulam, 1113 M.E. (1st November, 1937).

The control of the University was vested in the Chancellor, Vice-Chancellor, Syndicate and Senate. His Highness the Mahārāja gracingly accepted

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the Chancellorship of the University and nominated Her Highness Maharani Sethu Parvati Bai as Pro-Chancellor. His Highness was also pleased to appoint Sir. C.P. Ramaswami Aiyar, Dewan of Travancore, as Vice-Chancellor of the University, in addition to his duties as Dewan. Prof. C. Chandra Sekhar, special University officer was appointed as Pro-Vice Chancellor of the University with effect from 1st November, 1937.

On 19th June, 1938, the maintenance and control of the Government Colleges in Trivandrum were vested in the University. The four private colleges in the State namely, the Union Christian College, Alwaye, St. Berchman's College, Changanachery, C M S. College, Kottayam and the Scott Christian College, Nagercoil were admitted to the privileges of the University. The courses to which the first batch of students were admitted when the colleges reopened in June, were intermediate B.A., B.Sc., B.A (Hons.), L.T. and F.L.

An Institute of Textile Technology was started in 1114 M.E (1939). In 1115 (1940) the College of Engineering came into existence. In 1943 the Government of India sanctioned the opening of an Indian Air Training Corps (IATC) in the University. The IATC Course extended for three months and was intended to give pre-service training to cadets entering the Indian Air Force. A School of Architecture, admission to which was severely limited, was also established. Admission was limited to post-intermediate or postgraduate students only. A diploma course in Geography, admission to which was confined to graduate teachers in the secondary schools, was also started.

In 1939 the Government sanctioned the proposal of the University for the organisation of a central Research Institute. The research institute was to include the University Departments of Marine Biology and Fisheries and Applied Physics and the Scientific units attached to the various Government departments of the State.

\[1\] Ibid.
One of the earliest faculties to be created in the Travancore University was the Faculty of Oriental Learning including Sanskrit, Malayalam and Tamil, with provision for the study of the history and culture of Kerala. This was supplemented by the resources of the Department of Archaeology and the Huzur Central Records. Later on Hebrew, Syriac and Arabic were included in the list of languages under the Faculty.

The establishment of a University Library, proper attention to physical education, promotion of corporate activities by the creation of a University Union, a University Athletic Club, and a University training Corps, University Extension work and gradual establishment of a complete residential system were some of the other aims of the University.

The University Library started functioning as a Central Reference Library for the benefit of the students and staff of the University and affiliated Colleges, research scholars and registered graduates of the University. The Library was established in 1942 with stock of books of the Old Arts College Library. To this nucleus were added books by annual purchase by the University. Krishnaswami Aiyangar’s private Library of history books and P.P. Srinivasa Sastry’s collection of Sanskrit books were donated to the University Library1.

The new teaching University enjoyed a considerable degree of autonomy in academic matters, though the matters of policy and finance, it was subject to effective control by the Government. The Departmental College in Trivandrum were transferred to the University and they constituted the nucleus of the University.

Under the administrative control of the University in 1116 M.E. (1940-41) there were 7 Government Colleges in Trivandrum. Besides the Institute of Textile Technology and also the Diploma course in Forestry there were four private colleges in the moffusil affiliated to the University of Travancore. The total strength of all the institutions together in 1116 M.E. (1941 A.D.) is given below2.

1 University of Travancore, Calendar for 1948-49. Trivandrum: University Press. p.448.
### TABLE 5:12.

**TOTAL STRENGTH OF ALL THE INSTITUTIONS TOGETHER IN 1116 M.E. (1941 A.D.)**

<table>
<thead>
<tr>
<th>College</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maharajas College of Science</td>
<td>733</td>
<td>99</td>
</tr>
<tr>
<td>2. Maharajas College of Arts</td>
<td>397</td>
<td>53</td>
</tr>
<tr>
<td>3. Maharajas College of Sanskrit</td>
<td>89</td>
<td>6</td>
</tr>
<tr>
<td>4. Maharajas College for Women</td>
<td>NA</td>
<td>251</td>
</tr>
<tr>
<td>5. Maharajas College of Law</td>
<td>136</td>
<td>6</td>
</tr>
<tr>
<td>6. Maharajas Training College</td>
<td>62</td>
<td>18</td>
</tr>
<tr>
<td>7. The College of Engineering</td>
<td>233</td>
<td>NA</td>
</tr>
<tr>
<td>8. Institute of Textile Technology</td>
<td>54</td>
<td>7</td>
</tr>
<tr>
<td>9. S.B. College Changanachery</td>
<td>525</td>
<td>NA</td>
</tr>
<tr>
<td>10. Union X’ian College, Alwaye</td>
<td>358</td>
<td>65</td>
</tr>
<tr>
<td>11. Scot X’ian College, Nagercoil</td>
<td>235</td>
<td>15</td>
</tr>
<tr>
<td>12. CMS College, Kottayam</td>
<td>215</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3037</td>
<td>576</td>
</tr>
</tbody>
</table>

*Source: Annual reports of the University of Travancore for the respective years*

NA  Not applicable.

The University started functioning with the following faculties: Faculty of Arts, Faculty of Science, Faculty of Technology, Faculty of Oriental Studies and Fine Arts, Faculty of Law and Faculty of Education. Each Faculty had several Board of studies comprised in Faculty. Each Faculty consisted of two members elected by each of the Board of studies comprised in the Faculty in addition to the Chairman of the Board ex-officio. The meetings of the faculty were presided over by the respective Deans, the principal of the University College being the ex-officio Dean of this faculty.

The admission in the Teachers’ Training College was also increased considerably and Malayalam, geography and Child Education were also offered as optional subjects. With the establishment of the Engineering College, technical and
technological education progressed very much. There was provision for Diploma and Degree courses in the Engineering College. Civil, Mechanical and Electrical Engineering were taught as optional subjects in the institution.

Thus we find that after the establishment of the Travancore University, Collegiate Education in Travancore progressed considerably.

The following table will show the steady progress of the University in the number of affiliated institutions and student enrolment.

TABLE 5.13

NUMBER OF AFFILIATED INSTITUTIONS AND STRENGTH OF STUDENTS IN UNIVERSITY OF TRAVANCORE

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of affiliated Institutions</th>
<th>Student enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>1938-39</td>
<td>12</td>
<td>2901</td>
</tr>
<tr>
<td>1939-40</td>
<td>13</td>
<td>2895</td>
</tr>
<tr>
<td>1940-41</td>
<td>12</td>
<td>3035</td>
</tr>
<tr>
<td>1941-42</td>
<td>11</td>
<td>3161</td>
</tr>
<tr>
<td>1942-43</td>
<td>11</td>
<td>3407</td>
</tr>
<tr>
<td>1943-44</td>
<td>12</td>
<td>3474</td>
</tr>
<tr>
<td>1944-45</td>
<td>13</td>
<td>3573</td>
</tr>
<tr>
<td>1945-46</td>
<td>14</td>
<td>4335</td>
</tr>
</tbody>
</table>

Source: Annual reports of the University of Travancore for the respective years.
5.1.17 Education reorganization committee

The Government by ROC No. 1918/43 dated 24th November, 1943 appointed a committee for the reorganization of education. The Pro-Vice-Chancellor of the University of Travancore was appointed the Chairman of the Committee and the Director of Public Instruction as Vice-Chairman. Its members were persons belonging to different branches of education, the legislature, industry and commerce. The committee was asked to "enquire into the existing educational system in the State and to formulate proposals for its reorganisation with due regard to the post war development".

The committee began its work by making careful evaluation of the existing conditions of primary education in Travancore. The committee observed that the existing arrangements for mass education had reached their utmost limit of expansion and that the next logical step was the introduction of compulsory primary education.

The committee made the following recommendations with regard to primary education:

1. Primary education to be free and compulsory for all children between the ages of 5 and 10.

2. All incomplete primary schools to be encouraged to complete themselves by adding a fifth class and a definite time to be granted for completion after which recognition be withdrawn for incomplete schools.

3. Schools to adapt themselves to local condition and needs. Rigid unity of working hours be insisted upon, but holidays to vary according to local conditions.

4. Preparatory to the introduction of compulsory primary education, an act to be passed by the legislature.

5. Initially, compulsory education be introduced in a number of selected urban areas.

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2 Ibid. p. 11
6. In the primary classes, there need be no examination, at the end of the fifth class, there was to be an internal examination, with external control over the standard.

7. Every primary school to have its own staff, one teacher who has undergone a recognised course of training in health and hygiene.

8. The minimum qualification of primary school teachers to be a pass in high school education with training.

5.1.18 Introduction of compulsory primary education

Universal and compulsory education of all children of school going age is the primary responsibility of the State. It is also generally accepted that compulsory education must also be free. Travancore was a State in which education was started as a State programme in 1817, fifty-three years before England started on that programme.

The Travancore Primary Education Act was passed on 18th October, 1945. On the recommendation of the Director of Public Instruction, the Government sanctioned the Taluks of Tôvàla and Agástisvaram, including Nāgercoil municipality and Trivandrum city being taken up for the introduction of the Act in 1946-47. The Assistant Inspector of Schools, District 1, was put in charge of the investigation work connected with the implementation of the Act in Tôvàla and Agástisvaram Taluks, while the Assistant Inspector of schools, was put in charge of similar work in the Trivandrum city. A preliminary census of children of the 5-10 age group was taken in the three areas with a view to ascertaining the number and the places where new schools were to be established. Village committees were set up and with their cooperation sites for new primary schools were fixed. As soon as the policy of the Department was announced, the private managements offered to release their school buildings and equipment on a twelve-year lease basis for being used for holding departmental primary schools.

1. Ibid. pp.117-118
3. Ibid.
In the early stages of the introduction of compulsory primary education, there arose many difficulties such as scarcity of school buildings and equipments, scarcity of properly trained staff etc. To overcome these difficulties a shift system was followed, in which one set of classes worked in the forenoon from 9 to 12.30 and the other from 1.30 to 5.¹

In Iļjavam 1121 M.E (1946) a regular house-to-house census was taken in the area in order to find out the number of children of the school-going age who were not attending schools. During 1120 (1945) the strength of pupils in primary schools in the compulsory area (class I to class V) was 39673. This increased to 47850 at the end of 1121 (1946).²

Compulsory primary Education was extended during 1122 (1947), to five more taluks, viz., Kalkulam, Vilavankode, Trivandrum (rural), Kunattur and Paravur. Altogether 144 more schools were opened in the five taluks. The shift system that was introduced in the schools of the compulsory education area in 1121 M.E. (1946) was extended in 122 M.E. (1947) to all departmental schools in the State.³

During the year 1123 M.E. (1947-48) two more taluks were selected for the introduction of the scheme. Nedumangad in the Trivandrum District and Pattanapuram in the Quilon District. In the Pattanapuram taluk, the local people created the necessary sheds under departmental supervision on a 50 percent compensation basis from Government while in Nedumangad, the Department was able to collect cash donations for the purpose.⁴

The table shows the numbers of pupils in the primary schools in the nine taluks where compulsory education had been introduced.⁵

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¹ Ibid.
² Ibid., p. 40
⁴ Ibid., p. 24.
⁵ Administration Report, Education, for the respective years.
TABLE 5.14
NUMBER OF PUPILS IN TALUK PRIMARY SCHOOLS
(WHERE COMPULSORY EDUCATION INTRODUCED)

<table>
<thead>
<tr>
<th>Name of Taluk</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tovala</td>
<td></td>
</tr>
<tr>
<td>2. Agastisvaram</td>
<td></td>
</tr>
<tr>
<td>3. Trivandrum (city)</td>
<td></td>
</tr>
<tr>
<td>4. Kalkulam</td>
<td></td>
</tr>
<tr>
<td>5. Vilavankod</td>
<td></td>
</tr>
<tr>
<td>6. Trivandrum city and Rural</td>
<td></td>
</tr>
<tr>
<td>7. Kunnattur</td>
<td></td>
</tr>
<tr>
<td>8. Pattananpuram</td>
<td></td>
</tr>
<tr>
<td>9. Paravur</td>
<td></td>
</tr>
<tr>
<td>10. Nedumangad</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39673</td>
</tr>
</tbody>
</table>

Source: Administration report, Education for the respective years.

5.1.19 Physical and Health Education

At the time of the appointment of the Education reorganisation Committee, there were no physical instructors in the primary schools in the State. But in Malayalam, Tamil and English Middle schools, there were Drill masters, while in a few High schools, there were qualified physical instructors.

The committee recommended that in High Schools, it was necessary to employ a physical instructor, a graduate who had undergone a full year's course in physical education in a college or Institute of Physical Education. The committee also observed that "it may not be possible to have a similarly trained Physical Instructor in every primary school, but selected teachers should be given facilities to undergo a
short and intensive course of Physical Education. The course may be conducted in camps, specially organised for the purpose. Every primary and Middle school should have as its staff one teacher.\textsuperscript{1}

The other recommendation were:
1. Special attention should be given to the Physical Education of girls.
2. A college of physical education should be opened to give training to teachers.
3. Efforts should be made to foster corporate activities and social service in schools which should be continued and developed in the University.\textsuperscript{2}

\textbf{5.1.20 Health education}

Realising the importance of health education in modern times, Education Reorganisation Committee recommended that in all schools there should be an assembly of children every morning, which should serve as a health parade. The committee had pointed out the importance of teaching hygiene as a subject.

The committee made the following recommendations about health education:
1. Hygiene should form an important and separate subject in the syllabus of Training Schools and all students of training schools receive a good grounding both in the theory and practice of it.
2. The teaching of hygiene in schools should begin as early as possible especially in the first class of the primary schools. The teaching of hygiene should be compulsory in the middle school classes.\textsuperscript{3}

\textbf{5.1.21 Teacher education}

The Government was fully aware that the progress of education in the State depended on an adequate supply of qualified teachers, as the number of schools and pupils increased, necessary steps were taken to give training to the teachers employed in the schools.

The Education Reforms Committee which submitted its Report in 1933 gave a detailed account of the existing facilities for the training of teachers and drew up a detailed scheme for reorganisation.

\textsuperscript{1} Report of the Education Reorganisation Committee. \textit{op. cit.}, p.92.
\textsuperscript{2} Ibid., p.126.
\textsuperscript{3} Ibid
The number of teachers who needed training was excessively large but the provision for training for teachers was wholly insufficient. The facilities provided by the Government for the training of teachers in different cadres annually is given below:

<table>
<thead>
<tr>
<th>Kind of Teachers</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Undergraduate Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Higher grade Vernacular Teachers</td>
<td>125</td>
</tr>
</tbody>
</table>

The following table shows the distribution of untrained teachers in the Boys' and Girls' schools in 1008 M.E. (1933)¹.

**TABLE 5.1**

DISTRIBUTION OF UNTRAINED TEACHERS IN THE BOYS AND GIRLS SCHOOL IN 1008 M.E. (1933)

<table>
<thead>
<tr>
<th>Kind of Schools</th>
<th>Graduate</th>
<th>Intermediate or matriculate</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (English Schools)</td>
<td>229</td>
<td>560</td>
<td>109</td>
</tr>
<tr>
<td>Boys (Malayalam and Tamil Schools)</td>
<td>40</td>
<td>452</td>
<td>6782</td>
</tr>
<tr>
<td>Girls (English Schools)</td>
<td>56</td>
<td>105</td>
<td>30</td>
</tr>
<tr>
<td>Girls (Malayalam and Tamil Schools)</td>
<td>8</td>
<td>111</td>
<td>1433</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>333</strong></td>
<td><strong>1228</strong></td>
<td><strong>8354</strong></td>
</tr>
</tbody>
</table>

*Source: Trivancore Education Reforms Committee*

After a thorough study of the problem, the committee observed: "The ill-effects of staffing the schools with so many untrained teachers have been aggravated by the fact that the majority of teachers possess extremely low general educational qualification."² The committee also found fault with the method of selecting teachers for training. The teachers who had passed the Intermediate Examination and the School Final Examinations were admitted to the undergraduate training course.

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² Ibid.
In the year 1107 M.E. (1931-32), there were 49 men teachers and one women teacher for this course. Though there was special reservation for women teachers, their number was also very small, both in the graduate and undergraduate training sections. Whereas 307 men teachers completed their training from 1927 to 1933, the number of women candidates was only 30\(^1\).

Considering all these facts, the committee made the following recommendations regarding teacher education:

1. Separation of Training college from the administrative control of the principal of the Arts College.
2. The extension of the undergraduate training to two years and the appointment of additional staff.
3. The training of teachers at all grades to be largely pre-service training.
4. The training of schools in the State to be inspected by the principal and vice-principal of the Training College.
5. Vernacular training schools to be completely reorganised and the training course to be extended to two years.
6. Abolition of the untrained teacher certificate examination.
7. No stipends to be provided for pre-service training/candidates in vernacular training schools, but scholarships to be reserved for backward class candidates.
8. Adult education classes to be attached to all vernacular training schools\(^2\).

Most of the recommendations of the committee were approved by the Government. As a consequence, teacher training in the State made rapid progress. The training college was separated from the control of the principal of the Arts College and a principal was appointed as the head of the institution. Admission was given to non-stipendaries also in the Training Colleges.

The training schools increased in number and in 1120 M.E. (1945), there were 38 training schools. The number of trainees also increased. In 1120 M.E. (1945) there were 926 candidates, which increased to 1107 in 1121 M.E.

\(^1\) *Ibid.*

In the year 1121 M.E. (1946), a uniform type of Training course for all undergraduates was introduced and the distinction of lower and higher grades was abolished. The undergraduate section of the Training College was also abolished.

The following table furnishes the number of training schools and their strength during the years 1120 M.E. (1945) and 1121 M.E. (1946)\(^1\).

**TABLE 546**

**THE NUMBER OF TRAINING SCHOOLS AND THEIR STRENGTH**


<table>
<thead>
<tr>
<th>Institutions</th>
<th>1120 (1945)</th>
<th>1121 (1946)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Strength</td>
</tr>
<tr>
<td>Departmental Training schools for Men</td>
<td>11</td>
<td>350</td>
</tr>
<tr>
<td>Departmental Training schools for Women</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Private Training school for Men</td>
<td>20</td>
<td>455</td>
</tr>
<tr>
<td>Private Training school for Women</td>
<td>6</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>926</td>
</tr>
</tbody>
</table>

In 1949 there existed only one type of Training schools for the undergraduates whether they had passed the Malayalam Higher, Tamil Higher or English School Leaving Certificate Examination. The duration of the course was extended to two years. The L.T. Degree was replaced by B.T. Degree and a larger number of teachers and non-teachers were admitted to the Training college and this considerably helped the management to secure qualified personnel for their schools.

**5.1.22 Adult education**

As education progressed in the State consideration was given to adult education also. The Education reorganisation Committee, 1945, made the following recommendations on adult education.

1. Continuation course to be organised for those who discontinued their studies at the end of primary stage.

\(^1\) *Administration Report. Education, for the year 1120 and 1121 M.E.*
Spread of literacy among illiterate adults to be followed up by continuation courses and extension services.

All persons in the age group of 10-40 should be brought under the scheme.

The only permanent solution to the problem of illiteracy, in the opinion of the committee, was the introduction of universal primary education and no scheme of adult education could eliminate illiteracy unless compulsory primary education is concomitantly enforced. The percentage of illiteracy in Travancore in 1945 was 47.8 of the total population and the introduction of compulsory primary education was hoped to lead to further and rapid improvement. The problem of spreading literacy on adult illiterates in Travancore appeared therefore easier than elsewhere.

Voluntary philanthropic and social service organisations should be encouraged and supported by grant-in-aid to undertake this work.

A central bureau of adult education should be established consisting of the representatives of the University, the Education Department, the agencies engaged in adult education and important trade and industrial interests.

Financial aid to the agencies engaged in adult education should consist of a basic grant for each recognised clan and a per capital grant for every adult made literate.

Adult schools can be accommodated in existing school buildings and also in factories, in workshops, libraries etc.

The teachers of adult schools should consist of ordinary professional teachers, professional teachers with special training to volunteers.

There should be a suitable library attached to every adult education centre.

In the opinion of the committee, it should be possible to eliminate illiteracy within a period of ten or twelve years.

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Report of the Travancore Education Reorganisation Committee.