Chapter V

GOVERNMENT LEADERSHIP IN EDUCATION
Government leadership in Education

During the early period, Travancore, the princely state, had not given any interest in the education of its subjects. Only the uppercaste people enjoyed all the rights under its ruler. The ruler himself was guided by these nobles who owned the bulk of the property of the country. The downtrodden people were believed to have born for the benefit of the uppercastes. Education was a forbidden fruit for them. Thus the feudal lords in collusion with the government reared a set of individuals without individuality.

It was with the arrival of the missionaries that the people began to imbibe the qualities of education. Accession of Rani Lakshmi Bai to the throne of Travancore gave an impetus to progressive ideas. She showed interest in educating her people for many reasons. She got the support of the Company and its persons for office work. The first move to commence a public school was ordered in 1817 by the Rani by issuing a nittu. With this order the

participation of government in the field of education was inaugurated. Schools were started in Mavelikkara, Karthikappalli, Tiruvalla and Kottarakkara. Each school was to have two teachers whose salary was fixed at fifty fanam per teacher. The Tahasildars of the concerned areas were directed to go to the schools on every fifteenth day of the month and get the report of the students and teachers and send them to the Huzur Cutcherry. In 1820 permission was granted to build a school at Nedumangad and also to appoint teachers for the school.

The subjects like Malayalam, Tamil, Mathematics, and Astrology were to be taught in these schools. Arrangements were also made to get books written in Malayalam based on Bhāratam, Bhāgavatam, Ashtadasasmrithi, etc. On completion the books were to be supplied in all regions for teaching the students.

2. Ibid. Fanam (Panam) One fourth of a Rupee.
3. Ibid; pp.194-5
7. Ibid.
People were reluctant to cast off the traditional system of education, which was imparted to them in Kudippallikūdams, where astrology religious poems, etc. were taught. They had great reverence for the asans or teachers of Kudippallikūdams who shaped the character of students. These schools and their teachers were a threat to the government schools. Whenever a Kudippallikūdam was established near a government school, the parents would withdraw their children from the government school and send them to Kudippallikūdam. The indigenous teachers were part and parcel of Travancore Society.

Without discarding the old system, the government had to shape a new system of education in the state. Yielding to the wishes of the people, the government had to engage indigenous teachers or āsāns in government schools. As a remedy to this problem the government decided to absorb some of the āsāns in the government schools and also to teach some of the popular subjects in the lower classes which people thought to be essential. Eventhough the government absorbed some of the teachers to the government schools they could not eliminate

the indigenous schools because of their popularity and abundance. The teachers or āsāns managed the schools and children efficiently. Even the government appreciated the role of these schools in imparting education.

The government wisely took a decision to absorb these schools into their fold by introducing the syllabus of government schools to these indigenous schools. As a first step the teachers of twenty such schools of Trivandrum were given a grant-in-aid of five rupees each. Āsāns were free to handle their schools while the government controlled them by giving salary. By adopting this policy the government secured the help of the āsāns who had considerable influence on the children and people of this country. An Inspector was appointed to superintend these schools on a salary of thirty five rupees. A text book committee had already been appointed for the purpose of schools. The government appointed three Inspectors to manage the work of the text book committee which was to supply books for kudippallikudams.

9. Rāyasam, dt. 9.5.1045, No.169, 1046(1871), p.398(mss)
10. Ibid.
11. Ibid.
12. Rāyasam, No.119, Aanimasam 20, 1044, pp.858-9(mss)
The policy of giving aid to Kudippallikudam ignited the interest of the people and a considerable number of new schools came into existence. Madhava Rayar visited the schools and witnessed their progress. He expressed his appreciation of the schools and even recommended an increase of salary to the Director of schools by fifty rupees a month. The government also increased the amount spent for such schools by twenty thousand in 1870 and the total expense of the government on vernacular education thus came up to forty thousand.

In 1874 more than thousand students studied in these schools and the government made these schools permanent. The Director of schools after inspection of the schools recommended their approval. A large number of schools came to exist on account of individual efforts. One Vēlu established a kudippallikudam at Trivandrum fort, where forty students were enrolled. After inspection the acting director of vernacular education recommended his school to the government for aid and accordingly the government sanctioned him five rupees as salary per month. In 1874 the government

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13. Ibid; p. 859
14. Ibid; p. 860
accomplished its target of establishing one school in each village from Tovalam to Trivandrum. Many posts of deputy Inspectors were created to check the efficiency of these schools.

Whenever a school was to accommodate more students, the government allowed the appointment of an additional teacher. In certain schools when such circumstance arose, the older student was appointed as monitor. In such circumstances the first teacher used to get seven rupees and the second teacher five rupees. Expense for these teachers had to be met by the concerned village from its collection. This system of payment often proved to be precarious. Due attention was given to this state of affairs by the public. Newspapers brought the matter to the government's notice. The Paśchimātāraka warned the government that village schools would decline unless the government introduced fixed salary system. However

18. Rāyasam No.119, Markazhimasam 1049, No.611,p.911(mss)
19. Ibid.
20. Huzur Records, Vol 121, Book 51, 1048,p.7(mss)
21. Ibid, Medam 1, p.14
22. Ibid;p.62
23. Ibid.
24. Paśchimātāraka (M) 15th September 1874 NNP Report 1874,p.16
the process of establishing schools continued. The government made provision to pay the salary of these village school teachers from the income received from village. People appreciated the Maharājā's interest in education. "It is the mark of wisdom," stated Paśchimatāraka, of the Maharaja of Travancore and also of his affection for the people that he has established schools in different parts of the state to open the people's eyes to the incalculable benefits arising from education.

Thus the elementary education in the state was carried on by three agents; Sirkār village schools, indigenous schools or kudippalikūdams and schools similar to them run by the missionaries. Grant-in-aid not only had brought the indigenous schools and the missionary schools within the purview of the government but it also silenced the belief of the Hindu parents that Hindu religion was undermined.

Provision was made for higher studies for the students who completed their studies successfully from village schools. In 1866-67 four taluk schools were

26. Paśchimatāraka and Kērala Patāka, June 1, 1876 NNP Report 1876, p.101
started for that purpose\textsuperscript{27}. It was decided to establish taluk schools in each taluk or district carrying vernacular instruction to a much higher standard. Thirty vernacular schools, on the model of district English schools were established during the deanship of Madhawa Rao\textsuperscript{28}. Taluk schools were working under the superintendence of an Inspector.

A separate agency was established for vernacular education in 1042 M.E. and the four vernacular schools which were hitherto under the control of the superintendent of district schools were transferred to the Vernacular education department\textsuperscript{29}. A director was appointed for vernacular department\textsuperscript{30}. An Inspector was appointed for the superintendence of taluk schools in the same year\textsuperscript{31}. At the end of 1870 there were thirty-one government schools and seventeen grant-in-aid taluk schools\textsuperscript{32}.

\begin{itemize}
\item \textsuperscript{27} T.A.R. 1042 ME (1866-67) p.75
\item \textsuperscript{28} Kulathu Aiyar, Raja Sir. T. Madhava Rayar (Biography M) pp.40-1
\item \textsuperscript{29} T.A.R. 1042 ME (1866-67), p.75
\item \textsuperscript{30} Ibid. p.79
\item \textsuperscript{31} Ibid.
\item \textsuperscript{32} T.A.R. 1869-70, p.83
\end{itemize}
A central school for Malayalam was set up in Trivandrum which enabled higher studies in Malayalam. The students who passed from the taluk schools would be admitted in the central school.

On the whole the vernacular education was popular during the second half of the 19th century.

Credit for the progress of vernacular education goes to Madhava Rao who was appointed to the post of Dewan in 1857 and he continued his work till 1872. He gave special attention to vernacular education. His Dewanship for fourteen years witnessed many educational reforms in Travancore. Vernacular education department worked as a single unit from Director to teachers. The Inspectors appointed for periodical inspection by the government did valuable

33. Madhava Rao's father Ranga Rao and his uncle Venkata Rao worked as Dewans of Travancore state in its early days. Jyotis Chandra Das Gupta, A National Biography for India, (Dacca, 1911) pp.64-7
In the words of Sir Rama Varma "what Pericles did for Athens, what Cromwell did for England, that Sir Madhava Rao did for Travancore."
G. Parameswaran Pillai, Representative Indians (Biography) (Calcutta, 1902 edn) p.105.
work in enhancing the standard of teaching in schools and the Director never lost an opportunity of recommending a hike in salary for the Inspectors for their work.

Sastra Education

Earlier, Sastra learning had flourished in Travancore. The students—Brahmins—used to go to the teachers’ house for learning and the Travancore government wanted to encourage this policy by arranging classes in the master’s house. In olden times people met the expense of education and now the government gave salary to the teachers.

In 1818, the government sanctioned 2313,5/32 fanam for twelve students studying sastras under two teachers. Students were welcomed to this institution and the government ordered facilities to those who

34. 1595th Rāyasam, No. 119 dt 1044, Edavam 3, 839 (mss)
35. Neet No.270, 992-11-10 Vol IX p.39 (mss)
36. Ibid.
37. Neet. dt.17th Karkadagom 993 ME (1818) Vol 1, Copy of the Showcase Records, Record No.50, p. 207(mss)
came forward to study. If in a school the Brahmin students happened to be in great number, provision was made to appoint a teacher for sanskrit in that school. Provision was also made in 1872 by Madhava Rao to start sanskrit class in the Central Malayalam School. This class paved the way for the establishment of the Sanskrit college. A committee was set up in 1889 to establish a sanskrit school at Trivandrum under the presidentship of Valiakoil Thampuran. In course of time this school culminated as the sanskrit college.

The history of English education commenced in the state with the accession of Swati Tirunal Rāma Varma who ruled Travancore from 1829 to 1847. Himself a scholar, the Rāja wanted to improve the educational status of his subjects. It was during his period that the policy of the British in India on education was substantially changed. Travancore was no exception and its Rājas always supported the British policy.

38. Ibid, p.208
40. Rayasam No. 119, 1047 (ME) p.917(mss)
Charles Trevelyan, who was appointed to enquire upon the future of English education in India by the British government in India strongly supported English education. He pointed out many reasons for encouraging English education. Upto the arrival of the British, education in India was mainly in the hands of religious people. With their arrival English was used to be the written language in offices. Trevelyan advocated the encouragement of English education because it would help their civilians or else they would be compelled to learn the native language. The native policy of education stood in the way of progress, for it did not give any chance to the study of science, the books of which were in English. Therefore it was essential to strike at the whole system of Education. Trevelyan believed that 'the barrier which is opposed to amelioration by the religious character of this present system will be broken down and they will become as susceptible of the highest civilization as any other nation of earth'. His Lordship in council was of opinion

42. No. 19 Minute by the Governor General, Resolution Home Department/Ministry Public Branch Consultation 7 March 1835, No. 7/19 p. 39 (mss)

43. Microfilm of Private Papers Acc No. 1242, American Philosophical Society, notes made by Charles Edward Trevelyan in 1830-32 on the advantage of English language and Western Culture in India (mss)

44. Ibid.
that the great object of the British government ought to be the promotion of European literature and science among the natives of India and that all the funds appropriated for the purposes of education would be best employed on English language alone.

The enlightened Rāja Rāma Varma of Travancore gave genuine support to the teaching of English. He visited the LMS seminary at Nagercoil and expressed his wish to establish an English school at Trivandrum and invited Mr. Roberts, principal of the seminary, to Trivandrum to commence the institution. Thus the first English school of Trivandrum was started and the government appointed Mr. Roberts as the teacher of the school with a salary of hundred rupees per month. This institution came to be known as "Roberts Free school" till 1837. In 1837 the school was named 'Sirkar free school' and Mr. Roberts was absorbed in the Sirkar Service.

Roberts was to reside in Trivandrum and arrangements were made by the government for his stay.

45. No.19 Minute by the Governor General, No.7/19 n.42, P.39
46. Neet:dt.1009 ME / 1834 A.D. Record No.134 copy of the showcase records, Vol. 2 (mss) Also Neet No.219, 1009 Vol XXVI p.399 (mss)
47. K.R.Elenkath, Dewan Nanoo Pillai, (Biography) (Trivandrum; A) p.12
48. Ibid.
there. The government had taken a house at a rent of seven rupees per month at Contonment and later a new Bungalow was constructed for that purpose. In 1836 Mr. Roberts persuaded the government to open some district schools at Köttär, Takkalay, Kāyamkulam and Chirayinkil. The Maharaja gave due consideration to his recommendations and entrusted him to select suitable places for the construction of schools and ordered proper payment for his journey. Overall management of these schools was vested in him. Occasional visits were paid by the British Resident to the English Schools. As far as English education was concerned Roberts was all in all. No wonder that he was called "the Powell of Travancore".

The government increased the salary of Roberts to three hundred rupees per month which according to the

49. Neet No. 323, Vol XXVIII pp.311-2 (mss)
51. Neet No.64 dt 16th Dhanu 1012 (1937) Vol XXXI pp.131-3 Also see. Neet No. 563, dt March 22-1013 (1838) Vol XXXIV p.124 (mss)
52. Neet No. 685, dt 1013-10-31, Vol XXXIV p.264 (mss)
53. K.R. Elenkath, n.47, p.13
standard then prevailing in Travancore was a considerably big sum. He was getting many unusual benefits from the government. In 1852 Charles Roberts was appointed as his father's assistant on a monthly salary of hundred rupees. When Mr. Roberts wanted retirement he was paid properly and his son was promoted to the Headmastership on a salary of hundred rupees. The Maharaja's free school was a blessing to the children of Trivandrum and neighbouring areas because till that establishment of this school they had either to go to Nagercoil seminary or to the C.M.S. seminary, Kottayam for higher education.

**English Education**

The English education in Travancore was set upon a firm footing. The government established English schools in different parts of the state and free education was imparted. Schools were built and teachers were appointed

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54. When Roberts wanted to visit his ailing parents in England the government not only sanctioned him leave but half of his salary also. Neet dt. 17 Kumbhom 1025 (1850) Vol LXXXVII (Re-copy) (mss) pp. 151-3.

His son was appointed as the acting Headmaster and was sanctioned to give the other half of Robert's salary to his son Charles Roberts. *Ibid.* pp. 152-3


in Trivandrum, Quilon, Chirayinkil and Mavelikkara. District schools had already been established in Kottar, Thakkalay, Kayamkulam etc. at the instance of Roberts. Accommodation for teachers also was provided in some places by the government. People began to demand more schools and government yielded to their demand. It was at the people’s request that a school was established at Attingal in 1831 for the benefit of the children from Attingal, Avanavancherry and Kodumangal villages, for these students could not benefit from the nearest school at Chirayinkil.

The district schools were feeding centres for the central school. In 1866-67 seventy boys from the different district schools of Travancore joined the central Institution of Trivandrum. There were sixteen district schools in the State during 1869-70. Some of the district schools displayed high standard. In 1866-67 four of the students from district schools were qualified enough to be admitted directly into the senior department without passing through the junior department of the Central Institution.

57. Rāyasam Vol XXXV 1018 pp.34-6(mss)
58. Neet No. 360, Vol XXXIII dt 1013-6-4 pp.340-1(mss)
59. Rāyasam Vol311, dt·26 Makaram p.92(mss)
60. T.A.R. 1042 ME (1866-67) p.77
61. T.A.R. 1869-70 p.80
62. T.A.R. 1866-67 p.76
Mahārājā's Free school continued to be the central school. This High School had two branches - Junior and Senior. Arrangements were made in 1867 for training students to appear for the matriculation examination of the Madras University in 1868.

Decision had already been taken in 1866 that all the boys preparing for the matriculation examination should be taught in the senior department and accordingly sixty one boys were transferred from junior department to senior department on the re-opening of the school after the vacation. Hundred students were studying in this department during 1867 in the senior department and to help the professor of this department a second teacher was appointed as his assistant on a salary of hundred rupees. A competent Tamil teacher was appointed in the year to teach that language for the university examinations. In the collegiate department of the High School at Trivandrum there were at the beginning of the year ninety six students. In the university examination held in December 1869 fourteen students

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63. Rāyasam Number 119, dt 22 Dhanu 1042 p.535 (1867) (mss)  
64. T.A.R. 1042 (1866-67) p.69  
65. Rāyasam No. 119 dt 22 Dhanu 1042, p.535(mss)  
66. T.A.R. 1866-67, p. 73
passed the first examination in Arts and sixteen in the Matriculation examination, showing great progress when compared to the previous year. For the first time the school sent a student to appear for B.A. and the student - V. Nagam Aiya - came out in flying colours.

The foundation stone for the college was laid in 1869 by Āyilyam Tirunal, who spoke on the occasion as follows: "I consider this a great occasion. In laying the foundation for a college we are in fact imparting strength and durability to a system of public education of a higher order, which cannot fail to exercise a most important influence on the rising generations yet to be born." The new college building was opened in 1873. A law class was started in the year 1874.

67. T.A.R. 1869-70, p. 75
68. Ibid. Nagam Aiya was appointed in the Dewān's office and in the long run he was lucky enough to assume the office of Dewānship in Travancore.
69. T.A.R. 1869-70 p.90

When the Raja returned to the Palace he addressed his brother-in-law saying 'well Thampi, I have just laid the foundation stone for anarchy'
Robin Jeffry, p.97

The story was told by A.J. Thampy, Visakham's grandson, who says that it came from Visakham's wife who died in 1909. Ibid F.N.
Female Education

The government patronized female education only during the second half of the 19th century. Prejudice against female education had not subsided in the society. Girls were admitted only in mission schools. Educated girls gave incentive to people to get their girls also educated. Madhava Rao evinced great interest in female education and he established girls schools at different centres of the State. With the help of the Raja and Dewan a school for upper caste girls was established by Miss Bland Ford at Trivandrum in 1866-67 and in the same year Miss Abel took charge of the school. Respectable residents of Trivandrum sent their girls to this school and at the close of 1866-67 there were fifty six girls on the roll. Besides a sound education in English and fancy needle work, the more advanced secured for a small payment in addition to the ordinary school fee, lessons in drawing, French and music - both vocal and piano.

70. Gupta, n.33, p.74
71. T.A.R. 1866-67 p.74
72. Ibid.
73. Ibid.
Dewan Nanoo Pillay, who studied in the missionary school at Nagercoil, also gave encouragement to female education. His policy was to increase the number of schools year by year. He wrote to a missionary friend that "the government girls schools at the capital and outskirts are working admirably well." He expressed his appreciation for the missionaries for imparting education to the fair-sex.

The government tried the expansion of female education and established a second grade college for women. In 1907 the government had sixty eight vernacular girls schools with seven thousand four hundred and eighteen girls and eight special schools with four hundred and seventy six girls. The government normal school which was started in 1866,

74. Elenkath, n.47, pp.73-4
76. Elenkath, n.47, pp.73-4
77. T.A.R. 1072 (1896-97), p.164
78. S.M.P.A. Proceedings, 3rd Session, 1907, p.14
trained only vernacular teachers. In 1903-04 an English training branch was added to it and the management of this institution was entrusted to the lady principal of H.H. the Maharaja's College and High School for girls. Fourteen girls were given instruction in government normal school in 1907.

Education of the Depressed Classes

In earlier times the government did not consider that the education of the depressed classes was its duty. It did not provide admission to them in its schools. The main reason for this inertia was that the caste students would leave the schools in case these backward students were admitted. It was out of sheer cowardice and regard for the uppercastes that the government denied education for the depressed. The Travancore Administration Report of 1042 ME, stated: "The low caste people are yet not admitted in these schools, because it is felt that their admission would be the signal for the desertion of the higher castes." Thus the educational policy of the government did not embrace all sections of its subjects. It never occurred to the Travancore rulers that a dutiful monarch should treat his subjects alike.

79. T.A.R. M.E. 1042 (1866-67), p. 79
80. Ibid.
81. Ibid; p. 82
Thus the masses were left without education. The Christian missionaries, though with the intention of conversion, took up the responsibility of teaching the depressed. Education in Mission schools opened the eyes of these people. They showed more obligation and loyalty to the missionaries. The government, especially Dewan Madhava Rao realized the folly of driving masses into the hands of the missionaries.

As a remedy for this problem the government decided to establish separate schools for the depressed. A number of vernacular schools were opened by the government for this purpose. In 1904-05 the government had twenty such schools and five thousand five hundred and ninety-one backward children studied in those schools in 1080 M. Steps were also taken by the government to open four new normal schools for the training of these classes and all of them were given stipends. Training was very important for them.

82. Report of the Public Instruction in Travancore, 1895-96, p. 2
83. Ibid., 1904-05 p. 1 Parayās 2252, Pulyās 2266, Vēlans 457, Kuravās 340, Kānies 220, Vēdās 56
84. Ibid.
as caste teachers were not available to teach them. The government hoped that such schools would help to staff all the backward class schools in the state with the same class of teachers. So the government took steps to establish four new normal schools for them at Köttär, Trivandrum, Quilon and Köttayam.

Other Branches

The government had also paid attention to the study of medicine as early as eighteen sixtees. In 1866 the government by an order gave a stipend of four and a half rupees per month to Gōvinda Pillai and sent him to Neyoor to study medicine. The doctor of Neyoor who taught him medicine was also given four rupees per month as fee. Medical class in Tamil was set up in Trivandrum in 1869. The medical establishment reconstituted in 1869-70 had two branches - Junior branch and senior branch. Training in midwifery was also started for women.

85. Ibid p.2
86. T.A.R. 1904-05 p.1
88. Ibid.
89. Huzur Records, year 1044 p.109 (mss)
90. T.A.R. 1869-70 p.92
91. Ibid, pp.93-4
The government had opened a Reformatory school in Trivandrum in 1894. The government had to its credit Fine Arts Department, Engineering Department, Sanskrit college etc.

By this time though the government paid much attention to the spread of education it could not get rid of private enterprises. More institutions came under the management of missions. The government encouraged managements by giving grant-in-aid. It gave aid not only to schools and colleges but to orphanages also. During 1903 nine orphanages received government grants. All of them were conducted by christian missions.

92. Order dt. 1069 Karkadagom 23, Selected notifications by the government (From 1811 to 1925) Srichitralaya Huzür Central Records Series No.11, 1939, Trivandrum, p.608


General and technical education had been imparted in these schools, Ibid.
By the end of the 19th century a clear cut division was evolved in the education department. There existed High schools middle schools and primary schools both vernacular and English. Primary schools in English medium were also established. Sankara Subha Iyer was appointed the first Director of vernacular education in 1892. The Education Department though in a flourishing state, witnessed more changes during his term. In 1895 he co-ordinated the vernacular and English education under the eminent educationist Dr. Mitchell and was appointed secretary in the Huzur Secretariat to be in charge of both. The grant-in-aid scheme promoted the mushroom growth of schools, the establishment of which was not out of pure love of education but for profit. This unhealthy tendency had to be restrained in order to avoid havoc in the education field. A new education code was drawn and new standards of education set up. Diminution of private educational institutions began to be seen from the very year itself. In 1895-96 the

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94. The grant-in-aid code of 1070 M.E. (1894-95) came into full operation and it is gratifying to observe that inspite of the applications of the conditions required in these measures of reform, there had been no retardation of the progress of education in the state. The total number of schools fell from 3335 to 3274 ie by 61. The decrease was entirely among vernacular schools of the lowest grade. Inspite of this decrease, the number of students rose by 2.4 percent. T.A.R. 1072 ME (1896-97) p.164
number of schools decreased was seventy three.

The code enforced certain rules on the appointment of teachers. It stressed on the qualification of teachers. According to this code only qualified teachers could be appointed in schools. The government fixed matriculation test for admission to superior service and it also stressed that only candidates who passed the examination beginning with the one held in December 1892 be eligible for appointment as teachers. Newspapers strongly protested against this and wanted the government to give eligibility for all matriculates irrespective of the year of their passing the examination to 'superior service'. The Kerala sanchari criticised the policy and stated: "The new rules will in a great measure retard the progress of primary education in the country. The utterly inadequate amount of the scholarships granted to those intending to undergo training to qualify themselves as teachers of primary schools is likely to dissuade many of them from joining the training institutions".

95. Report on Public Instruction in Travancore, 1895-6, p.2
96. Kerala Sanchari, November 25, 1893, NNPR 1893 p.317
97. Kerala Sanchari, Calicut, October 24th, 1906, NNPR 1906 p.350
Though the government tried to enhance the standard of education it did not pay attention to the well being of teachers. The plight of the primary school teachers was deplorable because they were getting a meagre income as salary. Most of them took to teaching as the last resort to earn their bread. An examination of records would prove that the government showed much interest in high officials. Besides making an increase in the number of Inspectors the government often increased their salary. The newspapers raised hue and cry against this and wanted the government to make a hike in primary school teachers' salary. The primary school teachers were expected to pass primary grade examination and the order was made compulsory for all the teachers. As most of the fifth grade teachers were old it would have been difficult for them to pass the written and practical tests. And again the newspapers came to their rescue asking the government to give exemption from test to the old and experienced teachers who were drawing only a very meagre salary.

98. Rāyasam No. 119, 1044 Edavam 3 p. 839 (mss)
99. Kerala Patrika, Calicut, 4th February 1905 NNPR 1905 p. 58 etc
100. Kerala Patrika, Calicut, June 25th, 1898 NNPR 1898 p. 188
The new education code had abolished all salary grants for secondary schools which included second grade colleges also. But the government gave a consolidated grant to each school amounting to twentyfive percent of the net expenses of the school after deducting the school fees calculated on the standard rates for all students.

Complaints arose from all quarters that the government was not spending enough money as grant-in-aid. The expense of the government for giving grant increased by 5660-27-5 in 1905-06 showing that complaints were for complaints. The amount paid under grant-in-aid to schools in 1906 was Rs.1,57,036-10-8 against Rs.1,51,375-11-3 in 1905. The Expenditure on education increased year by year. Inspite of the education code, which is said to have retarded education in Travancore, private aided schools rose in number from 1117 to 1207 and students from 64,471 to 67,351. But a decrease of schools could be seen among private unaided schools.

101. Satyavartamani, Paśumalai, 15th July 1906 NNPR 1906 p.234
102. T.A.R. 1905-06 p.56
103. Ibid.
104. Saśilekha, September 6th 1904, NNPR, Madras, 1905 p.315
In 1905-06 private unaided schools fell from 2054 to 1776 and the strength from 81055 to 72096 showing a decrease of 278 schools. The government tried to bring under departmental control as many private schools as it could. During 1905-06 there were four arts colleges, 30 high schools, 155 middle schools, 119 upper primary schools, 3099 lower primary schools and 32 special schools in Travancore state. The government had succeeded to bridle the private institutions which had increased by leaps and bounds.

By proclaiming free education to primary level the government set an example to the other states of India. The Maharaja showed great interest in education. He used to invite promising students from Trivandrum college and converse with them. When examined thoroughly the educational progress achieved by the government was not much. It could not boast of

105. TeA.R. 1905-06 p.53
106. Ibid.
107. Ibid. p.202
108. TeA.R. 1903-04 p.51
109. Pillai, n.33, pp.55-9
its achievement in the field of education until the masses got educated. The depressed classes were not enjoying equal status with the high caste. The government failed to give admission to them in all government schools. They (government) yielded to the upper castes. Official posts were also for them. Even conversion could not confer on the depressed classes equal status with the high castes.

110. Ezhava community, one of the depressed classes, was struggling hard to get education in government schools. Refer. Impact pp.268-72.