ORIGIN OF THE UNIVERSITY OF TRAVANCORE

The Universities in India had been exercising a very great influence on national life and thought. Political awakening in the country was largely the effect of University education; but it was necessary to enlarge their scope and modify their methods so as to serve the needs of a time when new conditions demanded new requirements in the way of creative rather than of semi-passive or purely critical activity. There was also the need of discipline not imposed from without, but evolved from within spontaneously or as the result of proper surroundings and social life. Universities serve a multiplicity of functions, the most important being teaching and research. The various outlooks of modern universities have been evolved out of our ancient system of education which developed many noble educational ideals beneficial both to educational thought and practice. But the early vigour itself in the great contributions which India made to the science of grammar and mathematics and philosophy and other subjects, had long since spent itself when momentous change began, with the introduction of western education and learning. The ancient universities in India were leading centres of learning. This tradition was continued by some famous centres of Islamic learning in the medieval period. But unfortunately this trend did not survive and modern universities were established as imitation of the London University as it then was.¹

Sir Charles Wood’s Educational Despatch of 19th July, 1854 could be considered as heralding a new era of higher education in modern India. Because Wood’s Despatch was realized in which establishment of Universities in the three presidencies came into existence.² The history of Indian Universities fell into three

periods. The first three universities were established in 1857 at Madras, Bombay and Calcutta. This was the first period. The year 1904, the date of Lord Curzon’s reform marked the second stage. 1904 to 1919, the date of the Report of the Salder Commission marked the third stage.\(^3\) When the F.A. classes were started in the Maharaja’s High School, the St. Joseph’s Convent and the Girls’ High School at Trivandrum and in the High Schools at Kottayam and Nagercoil, the ‘College’ section in these schools came to be affiliated for purposes of examination to the University of Madras. The University of Madras was founded with the object of “the better encouragement of Her Majesty’s subjects in the pursuit of a regular and liberal course of education, and for the purpose of ascertaining by examination persons who have acquired proficiency in different branches of literature, science and art, and of rewarding them by academicals degrees, as evidence of their respective attainments”.\(^4\) The Universities of Bombay, Calcutta and Madras were begun as purely examining bodies and continued to be so till the opening of present century when the Indian Universities Commission was appointed (1902) and the Indian Universities Act was passed (1904).\(^5\) In 1904 the state of Travancore spent 6% of its revenue for education.\(^6\) Lord Curzon’s Act gave rise to a storm of protest because it was thought, though wrongly, that it would take the universities out of Indian control. The Annamalai University of Chidambaram in Southern India was founded with the help of large private donation by Rajah Sir Annamalai Chettiar in 1929.\(^7\)

\(^3\) Vijayalekshmy, K.G., \textit{op.cit.}, p.20.
\(^7\) Vijayalekshmy, K.G., \textit{op.cit.}, p.20.
The Indian Universities Act of 1904 provided for a systematic supervision of colleges by Universities and laid down certain minimum conditions to be complied with by colleges before affiliation could be given, and also gave power to Universities to assume teaching functions and appoint their own staff of University teachers, thus widening their sphere of direct activities for the promotion of learning and research. Following this, provision was made in the University of Madras for opening Honours courses, for the appointment of University Professors and Readers, for organization of inter-collegiate lectures and for the promotion of research by offering studentships. While it was a distinct improvement for Madras, it had the undesirable effect of reducing the mofussil colleges to a secondary position, as they could not directly benefit from the new developments. In 1873 a new building was constructed for the Maharaja’s College and in 1904 it was enlarged. The subjects taught were English, a second language Sanskrit or Malayalam or Tamil, along with Philosophy, History, Mathematics and Law, till in 1883, science was introduced consequent on the completion of a Chemistry laboratory in 1882 and the appointment of a Professor of Chemistry, Mr. H.N. Read, Dr. A.C. Mitchell, Professor of Mathematics in 1890 and Mr. R.S. Lepper, Professor of History in 1900. A Professorship in Sanskrit and Dravidian Languages was established in 1910. The most important development was the opening of Honours classes in English and in History and Economics in 1914 and the appointment of additional and Assistant Professors in these departments. It was felt that the institution had reached a stage when it could be made the nucleus of a separate University, if a break with Madras was considered desirable.

Travancore had always been in the forefront of other states in education. On the eve of Independence, literacy of Travancore was 29%. Its place was the second only to Cochin. This position of distinct advantage, naturally created in the mind of the elite of Travancore the desire to have a University of their own. The origin of the University of Travancore was a crucial landmark in the history of higher education in Kerala and because it laid the foundation on which the Universities of Kerala became independent of the University of Madras and chartered a positive and locally relevant path of their own.\(^\text{11}\) The history of education in Travancore was a long one which divided itself into various states; the disorganized Pial schools were encouraged and brought to fit in with a well-devised scheme of Primary, Secondary and Collegiate education leading ultimately to the establishment of the Travancore University.\(^\text{12}\)

The idea of a University in Travancore was being discussed at all levels among the academic community in Travancore even as early as 1900. Indian Education Commission of 1882 had indicated the possibility of establishing a new University in the state\(^\text{13}\) and the point was pressed upon the Indian Universities Commission of 1902 by Professor R. S. Lepper of the Maharaja’s College. Dr. A.C. Mitchell in the course of his farewell speech as retiring Director of Public Instruction also urged the starting of a University for the state.\(^\text{14}\) In 1912 Dr. A.C. Mitchel, the Director of Public Instruction in Travancore put up a strong case in defence of starting a new University. The Government of India’s Resolution in Educational Policy issued on the 21\(^\text{st}\) of February 1913, had indicated a possible line of action for development of new Universities. The Resolution not only admitted that it was necessary to restrict the area over which the

---

affiliating Universities had control by securing in the first instance a separate University for each of the leading Provinces in India, and secondly to create new local teaching and residential Universities within each of the Provinces in harmony with the best modern opinion as to the right road to educational efficiency\textsuperscript{15} but also categorically affirmed that the Government of India were “prepared to sanction, under certain condition, the establishment” of such Universities anywhere as required. Special mention might be made in this context of the lead given in this regard by A.R. Raja Raja Varma known to the world of scholarship as Kerala Panini\textsuperscript{16} the leading light in the academic world of Travancore in those days. In his speech he delivered on the occasion of the Annual Day Celebrations of the Maharaja’s College in 1913 unfolded his vision of the proposed new University.\textsuperscript{17} In 1914 Principal L.C. Hodgson repeated the demand. In 1915 Sir Harold Stuart, first member of the Madras Executive Council, suggested the formation of a University for the West Coast along with a University for each of the Tamil and Telugu districts. The press was also, now and then, raising the issue.\textsuperscript{18}

**INTERIM REPORT OF THE TRAVANCORE UNIVERSITY COMMITTEE**

The growing desire of the people to have their own University in Travancore manifested itself in several ways including discussions in the Sri Mulam Popular Assembly and the Legislative Council. In November 1917, during the Dewanship of M. Krishnan Nair, the Government appointed a committee. The starting point of the educational activities of the State of Travancore culminated in the appointment of a

\begin{flushright}
\textsuperscript{15} Annual Report of the University of Kerala, 2006, Trivandrum, 2006, p.i.
\textsuperscript{16} Guptan Nair, S., *op.cit.*, p.28.
\textsuperscript{17} Sreedhara Menon, A., *op.cit.*, p.20.
\textsuperscript{18} University of Kerala, *Silver Jubilee Souvenir, op.cit.*, pp.10-11.
\end{flushright}
University Committee in 1917. The Government of Travancore by its order E. 3983, dated 23-11-1917 appointed the Travancore University Committee under the Presidency of Mr. L.C. Hodgson, to investigate and report on the question of the creation of a separate University for Travancore. The committee consisted of seventeen members including the president. The session opened with a speech of the Dewan on 20-02-1918. The committee concluded its deliberations and submitted an Interim Report in 1919. It maintained that the number of students and the variety of the work of University done in the various institutions in the state would justify the establishment of a University in Travancore.

There were three colleges preparing for University degrees in the state. Three others prepared candidates up to an Intermediate stage. There was one other institution, the Sanskrit College, which was not connected with any University, but might be incorporated into a local University if one existed, should the government at any time open central institutions in Medicine, Agriculture, Forestry, Technology and Commerce, these schools when started might also be incorporated in the University. On 10th August 1919, there were about 1,225 students reading for diplomas. In addition to these, there were many Travancore students (as many as 233 in 1917-1918) reading in college outside the state. The number of students and the variety of the work of a University standard done in the various institutions would in the opinion of the

21 Travancore Administration Report, 1917-1918, p.68.
22 Proceedings of the Government of His Highness the Maharaja of Travancore, 1923, Trivandrum, p.442.
23 Travancore Administration Report, 1919-1920, p.73.
24 Annual Report of the University of Kerala, op.cit., p.i.
committee justify establishment of a University in Travancore. The various colleges situated within the state were then affiliated to the Madras University with its headquarters located at a distance of about 600 miles and as colleges they had no representation on the governing bodies of the University. The Committee recommended that the locality of the proposed University should be as near the capital of the state as possible. Thus it was feasible to establish a University of the unitary type in which all its teaching was given in the various departments.

The committee was of the view that the proposed University should be residential. The committee inspected several sites to the University and finally a site suitably situated beyond the seventh mile-stone on the main road to Nedumangad, named by the committee the Aruvikkara site, was approved as the most suitable. The place was in extent nearly 1,875 acres, which area would afford ample space for all immediate University purposes and allow for future expansion. If would be necessary, in order to secure a more intimate relationship between students and teachers, to organise a system of tutorial work. The tutorial work should not be organised by departments but should be built into and form an integral part of the residential system. The proper authority for deciding the necessary qualifications for admission to the University was the University itself. The committee therefore resolved that admission to the University should be by means of a matriculation examination conducted by the University and that this examination should be a test of general education. The committee was of opinion that the University should provide courses and examinations for degrees in Arts and Science, and in Law and Teaching. For Arts and Science

degrees also proposed intermediate examinations. Course and examinations should also be provided for research. It also recommended to starting of studies in Agriculture, Forestry, Technology and Commerce at the right time.\textsuperscript{26}

The committee resolved unanimously that the University should be self-governing and that it should consist of the Chancellor, Vice-Chancellor, an Academic Body, an Executive Body, a Legislative Body and the Convocation. There should also be a students’ representative council. The Vice-Chancellor was to be appointed by the Chancellor. The Academic Body should consist of the ‘Vice-Chancellor and members of the several teaching activities of the University and others who may be co-opted by the academic body’. This body should sanction the courses of study, look into the efficiency of the whole of the teaching and control the necessary examinations and make recommendations for degrees (except honorary degrees). The legislative body, corporate of the University, should be composed of the Chancellor, the Dewan, the Chief Justice, the Director of Public Instruction, all members of the Executive body, members nominated by Government, members elected by municipalities, members jointly elected by the popular Assembly, Representatives of Registered Graduates and Representatives elected by Secondary schools. The Students Council forms part of the University organization in as much as it has the right to represent officially to the Vice-Chancellor the needs of the students.\textsuperscript{27} Finally, the committee was of opinion that the then condition of education in the land warranted the establishment of a University. Six members of the committee submitted their dissenting memorandum for some reason or other. They dissented from establishing a local University for Travancore.\textsuperscript{28}

\textsuperscript{26} Ibid., pp.5-6.
\textsuperscript{27} Ibid., p.7.
\textsuperscript{28} Interim Report of Travancore University Dissenting Minutes, Trivandrum, 1919, pp.1-3.
On a careful consideration of the report, the Darbar decided that the action on the recommendations of the committee should be deferred pending the changes likely to be introduced in the Madras University consequent on findings of the Calcutta University Commission. The Travancore University Committee was accordingly dissolved at this stage.  

1923 COMMISSION REPORT

In the Interim Report submitted, it was strongly recommended that a residential and teaching University of unitary type must be established. Nevertheless, no further action was taken on the committee's report in view of the changes that were in contemplation in the construction and the administration of the Madras University as a result of the recommendation of the Sadler commission. A bill of the reorganization of the University of Madras was introduced in November 1922 and passed in February 1923, and the shape of things to be was clear. A teaching and residential University was to emerge in Madras with the colleges within a ten-mile radius as ‘constituent colleges’ and those outside this limit as ‘affiliated colleges’. When the government slowed down its work in the direction, prominent members of the Travancore Legislative Council and the Sri Mulam Popular Assembly took the initiative to press the hands of the government. The question of the Travancore University was taken up in the Travancore Legislative Council by a resolution moved by Mr. T.K. Velu Pillai a non official member for the immediate establishment of a teaching and a residential University in Travancore.

29 Travancore Administration Report, 1919-1920, p.73.
31 University of Kerala, Silver Jubilee Souvenir, op.cit., p.12.
The discussion on this resolution, which took place on the 22nd and 23rd Nov, 1922, showed that the Council’s attitude was one of sympathy towards the idea. The resolution called on the government to recognize the immediate necessity for establishing a teaching and residential University in Travancore and requested them to take prompt action to fulfill that object. The resolution was withdrawn with the consent of the council on an assurance given by the Director of Public Instruction, on behalf of the government that a committee would be appointed to examine and report on the question.33 It was in accordance with this promise that a committee consisting of officials and non-officials with Rao Bahadur, K.A. Krishna Aiyangar, B.A., B.L., as Chairman was appointed to consider the question of the provision of a University for Travancore.34 This committee had two distinguished outsiders serving on it – Justice Honore and John Mathai. It made an in-depth study of the progress of education at all levels, particularly in the field of collegiate education, and considered carefully the recommendations of the Sadler Report in so far as they were applicable to local conditions.35

In August 1923, the number of students working for degrees of the University of Madras in Travancore colleges was 2,179. In point of linguistic ethnic and cultural unity, and the possession of common tradition stretching over centuries, Kerala could compare favorably with any other part of India. The committee observed that the material for students in a new University in Travancore if one started with the present intermediate grade and if it reckoned upon the restriction of the annual migration, would alone be sufficient to bring it at the start to a level which the Provincial

33 University of Kerala, Silver Jubilee Souvenir, op.cit., p.12.
34 Travancore Administration Report, 1923-1924, p.86.
Universities took about thirty years to reach. These were points which, from a mere statistical basis, might justify the creation of a University whether for Travancore alone or for the whole of Kerala and reinforce the verdict of our predecessors in the feasibility and desirability of a separate University for Travancore.\footnote{Report of the University Committee Travancore, Trivandrum, 1925, p.139.}

The new University should provide suitable provision for higher teaching and research. Every teacher in the University was to be a research-worker as well. He was to awaken in the student a genuine intellectual curiosity by imbibing his teaching with the spirit of enquiry. It should also be possible for the University to conserve some of its activities for the investigation of problems of local importance. The proposed University should be a University with ideas, higher than merely conducting examinations.\footnote{Ibid., pp.145-159.} The University Committee of 1923 applied itself to the task of assessing the relative advantages of a compromise between the competing types of a Unitary and an affiliating type of University. Three alternative schemes were recommended for consideration.\footnote{Annual Report of the University of Kerala, \textit{op.cit.}, p.i.}

1. “A University whose headquarters would be in Trivandrum and which would confine its activities to Travancore and has no administrative connection with institutions outside the state.

2. A University started at the first instance in Trivandrum on the strength of the resources now existing in Travancore but keeping its doors open for the incorporation into it of institutions of a University standard in the neighboring state of cochin and the adjacent British districts of Madurai and Thirunelveli when such institutions spring up and their authorities desire the incorporation
and also prepared to shift the University offices later on, if necessary, to some place within the state, which would be more central than Trivandrum for the entire territory embraced by the University.

3. A University created from the very beginning by the conjoined efforts of all these three Governments, whose area would be comprised in a Pan-Kerala University maintained by contributions (of all kinds) made from all the three states, and governed by University bodies on which adequate representation was provided to the component areas and institutions.” 39

The committee made a realistic approach to the question of the type of University that should be set up. The committee recommended for a federal type of University. In recommending this type, they favoured the location of all colleges composing the University in the same place if the University was confined to Travancore.40 If a Pan-Kerala University was to be formed, the committee recommended that Travancore, Cochin and Malabar should each have a recognized University center at which the constituent Colleges of Arts and Science should be concentrated.41 The Committee was of the view, however, that the formation of more centres should not be permitted. It was obvious that the possibilities of beneficial co-ordination between technical and professional colleges on the one hand, and of constituent institutions of Arts and Science on the other, would call for the location of institutions belonging to these two groups as far as possible, in or about one and the same place. That was to say, should there be scope or need for the foundation of colleges in Agriculture, Commerce, Engineering, Medicine or Technology in the future

40 University of Kerala, *Silver Jubilee Souvenir, op.cit.*, p.16.
University, they should be founded, along with colleges of Arts or Science, at one or other of the recognized University Centres referred to above, and not founded independently in new Centres.\footnote{University of Kerala, \textit{Silver Jubilee Souvenir}, \textit{op.cit.}, p.17.}

The Committee hoped that University education in a few selected centres as indicated above would result in establishing in selected areas really strong groups of scholars to specialize in their work. It would be possible to provide library and laboratory facilities and offer a wider range of studies, and, more than that, create an atmosphere of intellectual life which could be easily found in small isolated colleges. The creation of such centres would also relieve the University of much tension that must inevitably result if all University activities were gathered at a single place.\footnote{Annual Report of the University of Kerala, \textit{op.cit.}, p.ii.} The committee was definitely in favour of the formation from the beginning of a Pan-Kerala University comprised of Travancore, Cochin and Malabar and in case it failed in this endeavour it should keep its doors open for Cochin and Malabar too to join as partners at a later date, if they desired to do so. The University Committee of 1923 positively recommended the establishment of the University headquarters at Trivandrum.\footnote{Sreedhara Menon, A., \textit{op.cit.}, p.26.} An area of 1875 acres at Aruvikkara about 12 kilometers away from the city of Trivandrum on the Nedumangad route was reported by the University Committee of 1917 to be available for the purpose of establishing the proposed University. The new University committee set-up in 1923 observed that about 150 acres of Sirkar land in Trivandrum was set to be now in the occupation of either educational institutions which would form part of the University or others from whom they could be transferred to the University.
Should an immediate start be desired with the fullest possible accommodation, an ideal addition to the grounds and buildings of the collegiate institutions in Trivandrum would be the large area, literally next door to H.H. The Maharaja’s College of Science was then occupied by a battalion of the Nair Brigade. Accordingly, the committee recommended that the University with its head office be located in Trivandrum whatever may be the type chosen for it. It was in the above circumstances that the city campus wherein the main University Office is now located had its origin.\textsuperscript{45} The committee found that neither a uni-collegiate University nor a University of the simple affiliating type would be satisfactory for Kerala and hence as a compromise suggested a federal type.\textsuperscript{46}

The committee suggested that they should convert themselves into collegiate schools offering a continuous four-year course of instruction. Instead of three years of high school and two years of intermediate, it should be possible to give the fullest preparatory training for entrance to the University or technical courses in four years of continuous and systematic instruction in these institutions, to those who wish to continue their studies in the University, others being certified a year or so earlier by government for employment or admission to technical institutions. The University should not merely prescribe conditions governing entrance but also keep the entire control and conduct of the examination leading to it and exercise some degree of supervision over these institutions. If this happened, it would help to raise the standard of the entrants to the University.\textsuperscript{47}

\textsuperscript{45} Ibid., pp.315-316.
\textsuperscript{46} University of Kerala, \textit{Silver Jubilee Souvenir, op.cit.}, p.16.
\textsuperscript{47} Ibid., p.18.
The length of the pass course in the University was closely related to the question of the length of the Pre-University course. If the intermediate course was kept as it was in Madras as two year course it would add an additional year to the period required to take the first degree. This was why it became necessary to think of splitting the intermediate course as kept in Mysore University adding one year to the high school and one year to the College making the degree course one of the three years. The committee did not approve of the pattern in which the Honours course could be done by the exceptional student within the same duration as the pass student, offering an extra course or subject. They said, “The main difference between the Honours course and the pass course should be in the different modes of treatment accorded to each, the Honours student being expected to show independence of mind, to do more of his work on his own account, and to need guidance, rather than more instruction as compared with the ordinary student.” This was why in Madras, the Honours course was completely separated from the pass course. The duration of the Honours and pass courses depended, however, on many factors, not the least important being the pattern adopted by the University of Madras. The committee accordingly felt that the settlement of this issue might well be left over to the new University itself.

One of the chief functions of faculty would be to maintain a suitable balance between the interests and the competing demands of its departments. A University could be regarded as a teaching body only if due prominence was given to the faculties in the control of all its academic work. In many respects this committee justified all the academic developments recommended by the previous University Committee. The committee was of the opinion that the time was not ripe enough to start University

49 University of Kerala, Silver Jubilee Souvenir, op.cit., pp.18-19.
College of Agriculture and Forestry in Kerala should however Malabar and other portions of British India come to be associated with the new University, it might perhaps be possible to think of a Central Agricultural College and a Central Forest College. But it recommended the institution of diploma or certificate courses in Agriculture, Forestry and Ayurvedic Medicine.\textsuperscript{50}

The previous committee had recommended the formation of a faculty of oriental learning on the lines of the faculty that functioned at the Hindu University of Benares. This committee recommended a similar faculty. The new University might help to focus the attention of its research students on matters appertaining to Kerala. The committee stressed on the significance of research in the new University even from the beginning itself. Its research side should be kept in close touch with the ordinary teaching of the University. It would be possible to establish effective co-ordination between the University and certain institution or departments. Such were the Industries Department and the Department of Agriculture and Fisheries and Geology and to link up their laboratories and research sides with those of the University.

The committee envisaged two classes of safe guards (i) to enable the University to maintain its reputation and the integrity of its standards and (ii) safe guards needed to prevent deterioration resulting from the absence of suitable academic freedom within the University itself. The new University should enjoy a large measure of autonomy and it should not be a department of the state. Real freedom for a University would not be an essential condition of its attainment and retention of a large measure of financial independence.\textsuperscript{51} One of the grounds on which the formation of a separate University for

\textsuperscript{50} Report of the University Committee, \textit{op.cit.}, pp.306-308.

\textsuperscript{51} \textit{Ibid.}
Kerala was planned with the hope that the new University would offer for the development of Malayalam. One argument for the founding of a University for Kerala was the scope it offered for the development of Malayalam language and literature. The committee, however, did not favour the idea of imparting instruction at the University stage in the vernacular and relegating English to the position of a second language. It was their considered view that in the University course the medium of instruction and examination except in regard to languages other than English, should be English. It was mainly for keeping in line with the other Universities of India and considering the practical difficulties in the way of the external examination already recommended.\textsuperscript{52}

In regard to the women’s education the University courses of study for men and woman should be the same; for women there should be a wide range of choice and some subjects as appealed to women more than to men such as Domestic science, Music, etc., should be included in the optional subjects for University courses. The committee recommended that due provision be made in the University for the formation of a University Training Corps. But in order that the experiment might succeed the spread of the Scout Movement in the schools must be earnestly encouraged by the Department of Education.\textsuperscript{53} Regarding Physical Education, the committee observed that in a constituent University the most that the University itself could do was to insist on its colleges doing all that was possible in providing adequate facilities for the games and sports of their students. If this was done, the way would be open for the creation of a proper spirit towards out-door games comparable to that which was the

\textsuperscript{52} Ibid., pp.312-319.
\textsuperscript{53} Ibid., p.334.
distinguished feature of the great Universities of the West”.

The necessity for proper attention to physical health was obviously even greater in the case of girls than boys. It was often the girls of poor physique who would take higher education than the healthy girls.

The committee considered adult education as one of the essential activities of a University, whether it be in the form of University Extension lectures or tutorial classes as in England or in the form of vacation courses as in America, though pointed out that in India it had not, by and large, become one of the normal activities of a University. Their own suggestions, however, were illuminating. One of the ways in which it might so satisfy the people was by publishing reports of its work. Another and a better way would be to get selected members of its faculties to spend some days every year in different stations in the area, delivering popular scientific lectures, and in effect conveying the message of good fellowship from the academic to the non-academic section of the people. They observed that a University established in Kerala in these days of democratic control and vivid popular desire for enlightenment should recognize adult education as a part of its formal and normal work.

The committee approved the recommendations of the previous committee that the University of Travancore should be a self-governing body, in the sense of securing for it full autonomy in its external affairs and freedom from such tacit dependence as would arise from having to depend for its work on annual subventions from government. The committee was of the view that the strength of a Senate should be

54 University of Kerala, Silver Jubilee Souvenir, op.cit., p.22.
55 Report of the University Committee, op.cit., p.334.
56 Annual Report of the University of Kerala, op.cit., p.iii.
57 University of Kerala, Silver Jubilee Souvenir, op.cit., pp.22-23.
neither very small nor very large. A good executive in the University should necessarily be small in size, say twelve. Its members should have seats both in the Academic Council and the Senate. The Academic Council should consist almost exclusively of those engaged in teaching. All academic work should be entrusted with this body. The members of the Syndicate should have seats in this council.\textsuperscript{58} The committee agreed with the previous committee in thinking that the Chancellor of the University should be the Ruler of Travancore for the time. There should also be a Pro-Chancellor. The committee suggested that the position of Pro-Chancellor should be filled by the ruler of Cochin, if Cochin wanted to join the University.

To a modern University the Vice-Chancellor is the main wheel. The duty of inaugurating the University, of making its first appointments, of guiding the deliberations of its various Councils and Boards and of co-ordinating the activities of its several parts, would devolve upon the Vice-Chancellor. In the best interest of a teaching University the position of Vice-Chancellor should be filled only by an eminent teacher. Considering the volume of work to be done in the University, the committee recommended a well-paid Registrar and whole-time Vice-Chancellor.\textsuperscript{59}

\textbf{EDUCATION REFORMS COMMITTEE 1932}

Though the Travancore University Committee of 1923 submitted a detailed report on the type and functions of the proposed University in Travancore, no genuine step had been taken to establish such a University as the scheme required consultations with other Governments. Many changes had taken place since the submission of the report. The consensus of opinion was that the University should be for the whole of

\textsuperscript{58} Report of the University Committee, \textit{op.cit.}, pp.339-363.
\textsuperscript{59} \textit{Ibid.}
Kerala including the two states of Travancore and Cochin. In carrying out the project, the co-operation and help of the three Governments of Travancore, Cochin and Madras were essential. It was, therefore, necessary that the views of the three governments should be ascertained in the matter of finance, management and other points connected with the establishment and administration of the University. But a consensus was hard to reach. Each of the three governments pulled one against the other, and it deterred the materialization of the idea.60

In 1931, His Highness Shri Chithira Tirunal was invested with ruling powers. One of the earliest subjects which engaged his attention was the reform of the educational system. C.P. Ramaswamy Aiyer, as the adviser of the young Maharaja, impressed upon him the urgent need for a thorough overhauling of the educational system in the state.61 The Government of Travancore appointed the Educational Reforms Committee on 21st December 1932.62 The committee consisted of Mr. R.M. Statham M.A., I.E.S., C.I.E., as the Chairman, Mr. K. Sivarama Panikkar, B.A., Lit., the General Manager and Inspector of Nair Service Society schools as member and Dr. D. Jeevanayakom M.A., L.T., Ph.D. first grade Lecturer, Training College, Trivandrum as Secretary. The committee was constituted to enquire into the then educational system and the reforms to be effected in education. It was not intended to prepare for government detailed statements of the cost of individual items of reform.63 The question was examined in relation to the establishment of the University for Travancore. The opinion recorded was that the disadvantages and the future

60 Vijayalekshmy, K.G., op.cit., p.21.
programme of government with regard to collegiate development should be so framed that it would ultimately become possible to establish a separate University for Travancore. This view received considerable support from a resolution passed by the Madras University Senate in 1921 in which it was stated that there should be at least one University for each linguistic area in the Presidency.  

In spite of the detailed proposals of the University Committee of 1923 on the type and functions of the University to be set up in Travancore, it had not been possible to establish one as the scheme involved consultations with other governments before a decision could be taken. In the course of the seven years that had passed since the report of that Committee was submitted, many changes had taken place in the State and it was felt that the Statham Committee should be asked to examine the University question *de novo*. The Committee was, therefore, specially required to report also on the desirability or otherwise of establishing a University for Travancore.  

In December, 1932 a Committee under the Chairmanship of R.M. Statham was constituted to enquire into the entire gamut of the educational system in the state and advise the government in regard to the reforms to be effected in it. It observed that no immediate steps should be taken to establish a University for Travancore. According to the committee the disadvantages of remaining within the Madras University outweighed the advantages and the future programme of government with regard to collegiate development should be so framed that it would ultimately become possible to establish a separate University for Travancore. The Statham Committee also recommended that before a final decision was taken on the question of a new

---

University steps should be taken to ensure the working of existing institutions on more satisfactory lines and to organize new institutions providing for practical courses of study which had a bearing on the economics and industrial needs of the state.66

In 1932, the state spent over 46 lakhs Rupees on general education, excluding direction and inspection, while only Rs.85 thousand was spent on technical and industrial education. The Director of Public Instruction had under him 3761 institutions, of which 1073 were departmental and 2688 private. There were 8 vernacular schools having 9 classes, 285 vernacular middle schools having 7 classes and 3072 primary schools. English High schools numbered 75, of which 16 were girls’ schools. English middle schools numbered 187, of which 25 were for girls only. The total number of English schools was 262 with a student strength of 53397. In the VI form alone there were 4789 students, of whom 2299 were declared eligible for college admission.67

The Committee thought that for effective literacy, the primary course should be extended from four to five years. They recommended that the vernacular middle schools should be abolished, and post-primary or upper primary sections with 3 classes be substituted as vocational bias schools. The vernacular high schools were to be recognized as Training schools. As regards English schools, the Committee felt that they were neither functioning well as institutions preparing for university courses nor were they providing a suitable form of education for large classes of people who do not or should not hope to proceed to higher literary education.68

68 Ibid.
The Committee submitted its report in June 1933, which was subjected to discussion by the members of both houses of legislature.\textsuperscript{69} The committee was of the view that affiliation of the colleges in Travancore to Madras University affected the character and length of the intermediate and degree course of study, the entrance examination to the colleges and the courses of study in the High schools of the state. Besides, the Travancore colleges failed to sustain high academic standards.\textsuperscript{70} The Degree and Honours classes of the Arts College and the Degree classes in the Women’s College were to be transferred to the Science College so that all post-Intermediate courses would be located there and Intermediate Science and Arts along would be provided in the Arts and women’s Colleges.\textsuperscript{71}

Judged by the standard of admission to the intermediate classes and by the age and quality of the students reading in them, these classes, in the opinion of the committee, did not constitute University classes proper at all, and really corresponding to extended high school classes. The then school final candidates were generally far too immature to be benefited by collegiate methods of training. There was little intercollegiate relationship not merely between the colleges in one part of Travancore and the colleges in other parts but even between the colleges situated in Trivandrum. Large number of ill-equipped students reading for arts courses were not in the Committee’s opinion desirable and that along with the improvement of standards, the fees for the Arts and Science courses should be considerably raised, provision being made for free places and scholarships for backward class and poor students.\textsuperscript{72}

\textsuperscript{69} Travancore Administration Report, 1933-1934, p.191.
\textsuperscript{70} Report of the Travancore Education Reforms committee, \textit{op.cit.}, pp.212-213.
\textsuperscript{71} Sreedhara Menon, A., \textit{op.cit.}, p.28.
\textsuperscript{72} Report of the Travancore Education Reforms Committee, \textit{op.cit.}, pp.215-222.
The Committee’s recommendations regarding the re-organization of collegiate education were naturally limited by the possibility of the establishment, at a later date, of a separate University for Travancore. The committee suggested that before a settlement was arrived at on the University question it was necessary to make the existing institutions more satisfactory and there was need for the provision of new institutions offering practical needs of the state. As the intermediate course could not be tampered with as long as affiliation with Madras University continued, immediate steps should be taken to separate these classes from collegiate education proper. Due degree classes in the Women’s College were to be transferred to the Science College so that all post-intermediate courses would be located there and intermediate Science and Arts alone would be provided in the Arts and Women’s college. Among the new courses to be provided for both at the intermediate and the degree levels, the committee recommended particularly Geography as it was an important subject in the schools. A post-intermediate Diploma course of two years in Domestic Science was suggested for the Women’s College. For the training colleges a qualitative improvement by including more of educational administration and history of education and the institution of a practical test were suggested as also the introduction of new courses like the teaching of Geography and the teaching of Civics and Child Education.\(^7^3\) In order to improve the collegiate education, the committee recommended that no student should be permitted to study for a degree course unless he was in residence in a hostel managed by the authorities of his colleges. The committee felt that government should make it a rule that admission to the Maharaja’s College should not be given to any student who was under the age of seventeen. The committee recommended the establishment of a unit of the University Training Crops.

The Committee recommended that games fees in colleges be largely increased, that the budget provision for games expenditure be considerably raised, that provision of adequate playground and equipments be insisted on and that athletic contests and tours be regarded as a normal part of collegiate training. The committee had been asked to report on the desirability or otherwise of establishing a University for Travancore. Remaining within the Madras University meant that Travancore continued to be the most isolated unit of the affiliated colleges within the University. Travancore colleges were unable to share in any of the activities which the constituent colleges of the University participated in owing to their location at headquarters of the University. The Travancore colleges were further handicapped by the fact that Travancore had no representation on the executive body of the University of Madras and only limited representation on the other authorities of the University.

The Committee opined that any immediate steps should not be taken to establish a University for Travancore. There was much to be done by way of re-organization in the existing colleges before it would be practical or desirable to separate Travancore from the Madras University. The committee recommended that the government should consult His Highness the Maharaja of Cochin for the establishment of a University for Travancore. The committee felt that if suggestions for the improvement and re-organization of the colleges and for the development of a college of technology bore fruit and high standards were attained then Travancore would be in a sound position to separate her colleges from Madras. The committee stressed on the importance of technical education in the state. In this connection it suggested that government should

74 Ibid., pp.224-225.
75 Ibid., pp.228-232.
open a college of Technology having independence of the Madras University with its own standards and diplomas. In order to secure proper co-ordination between the Industries Department and the working of the Technical College with its subsidiary workshops, it recommended 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.

Government should make provisions at the intermediate stage for the following courses,

i) Agriculture

ii) Accountancy

iii) Mechanical Engineering

iv) Electrical Engineering

v) Motor engineering

Above the intermediate stage, the committee recommended the provision of a two year course leading to a diploma in technology and later of four year course leading to a higher degree in technology. The courses must be intimately related to the possibilities of the development of small and large scale industries in the state.  

The committee recommended the introduction of the following faculties:-

i) Applied Physics comprising of mechanical engineering technology, electrical engineering technology and instrument technology.

____________________________
76 Ibid.
ii) Applied Chemistry comprising of chemical engineering technology, oil technology including soaps, Lubricating oils etc., food stuffs technology including bio-chemistry, sugar, biscuits, fruits-canning etc.

iii) Industrial technology including textile technology, glass manufacture, including pottery, earthen ware, leather technology, wood technology including plywood and matches.

The committee recommended the handing over of the Nair Brigade grounds and buildings for use by the Science colleges and the colleges of Technology.\(^{77}\)

The committee made the following recommendations as well:

i) The abolition or reorganization of the lower grade technical schools and the starting of vocational schools, particularly agricultural schools.

ii) Provision of technical courses in existing high schools or opening of independent technical schools, providing instruction in the industrial arts of wood, glass and metal, commercial subjects, mostly for students who were not qualified to appear for the University entrance examination. There was widespread demand at least for the establishment of a medical school at Trivandrum. The committee recommended that the number admitted to the law college should be considerably restricted.\(^{78}\)

The Education Department of the state having been chiefly engaged in working out as far as financial and local condition would permit those proposals of the Education Reforms Committee which had obtained the approval of Government.\(^{79}\)

---

\(^{77}\) Sreedhara Menon, A., *op.cit.*, p.29.


CONTRIBUTION OF SIR C.P. RAMASWAMY AIYER

The Government of H.H. found that the solution of industrial and agricultural problems of the state demanded the establishment of a separate University designed to meet the particular needs and adapted to the special circumstances of the country. With the assumption of office by the then Dewan Sachivottama Sir. C.P. Ramaswamy Aiyer, the idea of a Travancore University began to move from the plane of mere academic discussion to that of practical realization. Sir. C.P.Ramaswamy Aiyer, assumed the office of Dewan on 8th October 1936. With this, the new Dewan embarked on a vigorous programme on industrialization of the state. To him a change in the educational policy of the state at the University level was an inevitable corollary of this programme of industrialization. As continued subservience to the requirements of the University of Madras militated against the successful implementation of the new schemes and plans for educational reorganization and reconstruction, a policy decision was soon taken at the highest level that Travancore should break away from its association with the Madras University. In May 1937 a distinguished educationist, Mr. C.V. Chandrasekharan Avl., M.A. (Oxon), F.R.H.S., Director of Public Instruction in Travancore, was appointed as full-time Special Officer by the Government with instruction to prepare a scheme and formulate proposals for the establishment of a University for Travancore.

Even after the appointment of the Special Officer quite a few hurdles had to be overcome before the idea of a separate University could become a fait accompli. It was the high personal standing administrative acumen and persuasive skill of the Dewan

80 University of Travancore Calendar for 1938-1939, Trivandrum, 1939, p.34.
Sir. C.P. Ramaswamy Aiyer which helped Travancore to overcome these obstacles and realize the cherished aim. The Dewan had a good rapport with the then British Resident in Travancore, C.P. Skrine and the support of the latter helped the state in presenting its case effectively before the officials of the Government of Madras as well as of the Government of India among whom there were still many sceptics who could not reconcile themselves to the idea of a separate University for Travancore.82

On 28th May 1937, C.P. Skrine, Madras State Agency, drafted a letter to Corfield, Secretary to His Excellency the Crown Representative, Simla. The Travancore Government proposed to issue as soon as a final decision was reached on the question of the foundation of a Travancore University at Trivandrum. The matter had been ventilated a good deal in the press and there had been a certain amount of opposition. On the part of those interested in a Kerala University, a scheme had been under discussion for some years. Secondly, from certain Christian Colleges in Travancore, the authorities of which were anxious as to their own future. The matter had been the subject of discussion and correspondence between the Dewan of Travancore for sometime past. Sir C.P. Ramaswamy Aiyer would like to know whether His Excellency the Viceroy would be likely to consider favourably an invitation from the Maharaja of Travancore to honour the University by becoming its visitor. It was difficult to ascertain informally from His Excellency whether the proposal would be acceptable. The Dewan at the same time was not desirous of accepting a buff, from the Government of India. There was a good deal to be said in favour of the scheme as explained by Sir. C.P.Ramaswamy Aiyer. Sir. C.P’s predecessor started various sugar-refining, distilling, drug-manufacturing, rubber and other industrial enterprises as

government-run concerns, and as usually happened in such cases, they had been very successful. The present Dewan’s policy was to encourage private capital and enterprises in the industrial development of the state’s resources, and he had made various far-reaching arrangements with Messrs Parry & C., Madras, Sir, Victor Sassoon and other industrial magnates to take over these enterprises. The educational and industrial policies of the Travancore Government were complementary. He was convinced that they were the only possible ones for any government bent on remediya

particularly state affairs in regard to unemployment among the educated classes of Travancore. In the reply to the Dewan’s letter of 24th May 1937 detailed estimates of the cost involved in establishing one or other of the proposed universities were also made. Although the passage of time had naturally altered the statistics given in these reports as to the number of students, the grades of colleges and the courses of study, it had not materially altered the conditions under which the colleges in Travancore remain affiliated to the Madras University with the exception of the fact that the revision of the Madras Act had altered the size and number of the University authorities, and thereby intensified the need for a longer measure of Travancore representation, on the authorities of the Madras University, if the Travancore colleges were to remain within the Madras University.

The Madras University Act was passed with the basic concept of the establishment of more universities at suitable centres. Moreover, Sir C.P. Ramaswamy Aiye wrote and explained the condition and interest of the people of Travancore to hold a University of their own. His uncommon interest in the matter could be gauged

G.O. No. 2061 (Education), dated, 9th September 1937 (Confidential), D.O. No. C.22/37, Tamil Nadu Archives, Madras.
from the following letter written to the Resident for the Madras State. “The proposed University was not going to be started in competition with any other similar institution but was being initiated in order to give effect to certain ideas which were, in the opinion of the Travancore Government, to be put into execution for the purposes of turning the minds of the somewhat over-academic and over-educated people of Travancore in the direction of industries, manufacture and intensive agriculture. For that purpose of the country and the rehabilitation of agriculture especially in the reclaimed regions by means of fertilizers and the widespread network of pumping and draining machinery.

The proposed University would be largely residential and steps were being taken to enforce intra-mural residence in the cases of all the students and certainly in the case of women students of whom there were over 200. It was not yet decided whether the University would confine itself to Travancore where there were already six colleges in addition to another technological institute which would come into being or whether it should be an affiliating body also”.

With its ten colleges of University grade, specializing in the arts and science and oriental learning and the professional courses of law and teaching and with their strength of over 3000 students, Travancore had for long held the enviable and pre-eminent position of great importance in south India in the matter of collegiate education. These considerations naturally received due recognition and weight in the course of the negotiations with the Madras University which rendered every help towards the full fruition of the idea. The Travancore colleges were unable to share in

85 D.O. Letter, dated, 24th May 1937, from Dewan of Travancore to the Resident for the Madras States (Confidential), Tamil Nadu Archives, Madras.
any of the activities owing to their location at the headquarters of the University. They were further handicapped by the fact that Travancore had no representation on the executive body of the University and had only limited representation on the other authorities of the University. 86

The question of representation was not merely a question of the Travancore Colleges, but also of other mofussil colleges, sharing the control of the Madras University. During the time, Travancore suffered from the fact that her colleges were not so organized and grouped as to obtain the benefits which could be had at other mofussil centers like Trichinopoly. Her courses of study were limited in character and her colleges prepared students for only three subjects of study in Honours. Situated as they were, the colleges in Travancore, generally speaking, could not hope to receive the broader influences of University life. Even all the preliminary steps would not have been of much practical use but for the fact that an eminent Indian of wide experience, broad outlook, great vision and wise statesmanship had become the Head of Administration Sir C.P. He had already rendered valuable and lasting service to Indian States. 87 On 7th September 1937, Ramaswamy Aiyer wrote a letter to C.Rajagopalachari. With reference to their conversation the other day regarding the Travancore University, he was enclosing six copies of a Memorandum which had just been prepared and which would form the basis of discussion with the Government of India and with the Madras University and Government. He was sending advance copies for his personal perusal and for the perusal of his colleagues on the cabinet”. 88

88 Personal Letter, dated, 7th September 1937, Drafted by C.P. Ramaswamy Aiyer to C.Rajagopalachariar (Personal), Tamil Nadu Archives, Madras.
His assumption of charge as Dewan gave a new impetus to educational activities. When he found that Travancore had decided to have a University of its own, he gave his powerful support and threw his heart and soul into it and offered every encouragement to His Highness the Maharaja who was anxious to launch it as early as possible. In order to realize the objective, the Travancore Government requested the Madras Government to initiate steps and accordingly on 13th September 1937, the Secretary to Madras Government prepared a draft with the caption, “Proposed Travancore University”.89

The following was the full text of this important document. “I am directed to refer to your letter No. P. 2853/37 dated the 16th September 1937 regarding the request of the Travancore Government that they may be favoured with the views and suggestions of the educational experts of the Government of India on the scheme for the establishment of a University for Travancore.” The nature of education shaped in Travancore was inseparably linked with the foresight and idealism of Sir C.P. This could be deducted from his speeches and writings as regards university education.90 Sir C.P. Ramaswamy Aiyer made it clear that it was not his intention to organize a University of Travancore which would be a mere replica of the University of Madras offering the same courses. He envisaged the University not only as an institution for the mere advancement of learning and knowledge as had been generally conceived but as one existing for the general service of the community, where young men of the State could be trained to play their part worthy in the schemes for industrial, agricultural and commercial development.91

89 File No. F. 89-I. A/37, (Confidential), Tamil Nadu Archives, Madras.
91 Annual Report of the University of Kerala, op.cit., p.iii.
C.P. said at the Sri Mulam Assembly that the University would not be a manufactory of those who have nothing to look forward to excepting unemployment but a place from where people will come out will emerge, as creators of things, creators of ideas and the moulders of their environment. C.P. emphasized that its main task would be to encourage and foster scientific and technological study and research.\textsuperscript{92} He did not want the institution to go out into rustic wilderness but visualized a campus with the twin heights of the Barton Hill and the observatory on either side and include all the structures in between as to become the centerpiece of the city. But unfortunately that idea did not materialize and it has a far-flung campus still underdeveloped if not underfed.\textsuperscript{93}

\textbf{C.V. CHANDRASEKHARAN’S PROPOSAL OF 1937}

On 7\textsuperscript{th} May 1937 Dr. N. Kunjan Pillai, M.A., B.Sc., Ph.D., Chief Secretary to Government of Travancore, drafted a letter to Dr. K.L. Moudgill Principal, His Highness the Maharaja’s College of Science, Trivandrum, “I have the honour to inform you that the Government have been pleased to sanction your being appointed as Ag: Director of Public Instruction, Travancore, in place of Mr. C.V. Chandrasekharan M.A. (Oxon), F.R.H.S., Director of Public Instruction, appointed as Special University Officer”.\textsuperscript{94}

In connection with the preparation of a scheme and formulation of proposals for the establishment of a University for Travancore, Government have sanctioned the following:-

\textsuperscript{92} Saroja Sundararajan, \textit{op.cit.}, p.331.
\textsuperscript{93} Guptan Nair, S., \textit{op.cit.}, p.29.
\textsuperscript{94} Letter R.O.C. No. 1567/37 Edn., dated, 7\textsuperscript{th} May 1937, from Dr. N. Kunjan Pillai, Chief Secretary to Government of Travancore, to Dr. K. L. Moudgill, Principal, College of Science, Trivandrum.
1. Mr. C.V. Chandrasekharan, M.A. (Oxon), F.R.H.S., Director of Public Instruction, appointed as Special University Officer for one year with effect from the 1st Edavom 1112 M.E.;

2. The protector of Backward Communities and his staff to be separated from the Department of Co-operative Societies and placed under the control and supervision of the Special Officer;

3. The Committee for the preparation of text books recently appointed to be placed likewise under the general supervision of the Special Officer;

4. Mr. C.V. Chandrasekharan to be permitted to continue as the Chairman of the Committee for the Oriental Conference;

5. The following staff to be allowed for the Special Officer:-
   - One personal Assistant on Rs.175 per mensem;
   - Two clerks, one on Rs.40-70 and the other on Rs.25-40;
   - One Stenographer on Rs.40-70;
   - One typist on Rs.25-40; and
   - Seven peons on Rs.9-11 each.

6. Dr. K.L. Moudgill Principal, His Highness the Maharaja’s College of Science, Trivandrum, to be Ag: Director of Public Instruction Vice Mr. C.V. Chandrasekharan on other duty; and

7. Mr. R. Srinivasan M.A., Professor of Mathematics, College of Science, Trivandrum, to be Ag: Principal of that College, without prejudice to the seniority of Mr. P.G. Sahasranama Aiyar M.A., Professor of English, College of Arts, Trivandrum. 

---

95 Letter No.1733, dated 5th June 1937, from C.P. Ramaswami Aiyer, Dewan of Travancore to The Maharaja of Travancore.
In May 1937 Government of Travancore selected Mr. C.V. Chandrasekharan, the Director of Public Instruction, as ambassador of education to be sent outside the state to study the modern trends in educational ideas and ideals in India with special reference to the working of Universities in India. As Special University Officer, charged with the organization of a University for Travancore, he toured outside the state and had to carry on prolonged correspondence and maintain his personal touch with the Madras University and settle several details, so as to obtain its wholehearted support. He then submitted his report which was of considerable help in the attainment of the object in view, namely a University for Travancore.

The demand for a separate University manifested by public opinion in Travancore was to a large extent due to the attachment of the people towards Malayalam literature and Kerala art and culture and their desire for the conservation, development and enrichment of their cultural and literary traditions. With such opportunities and encouragement as a University could afford, Travancore could make valuable contribution to the renaissance of art and literature and philosophy and religion in India. The Government of Travancore had full sympathy with these ideals and aims and they hoped that the new University would, not only be the custodian of Kerala culture, but would also supply the intellectual force required for the progressive interpretation and development of that culture.

---

98 University of Kerala, *Silver Jubilee Souvenir, op.cit.*, p.27.
99 Government Order No.2061 (Education), dated, 9th September 1937 (Confidential), D.O. No. C.22/37, Tamil Nadu Archives, Madras.
C.V. Chandrasekharan started his work with the recommendations of the University Committee of 1923 supplemented by those of Statham Committee as the guidelines for his memorandum on the proposed University. The memorandum stressed the following points: - The most important aspect of the new University should be the institution of a Faculty of a Technological Institute. The most important aspect of the proposed University was the establishment, immediately, of a Faculty of Technology and the creation and the gradual development of a Technological Institute. It was proposed that, to begin with the Institute should give basic technological training to select a number of students who had passed the Intermediate examination, and in this work, the Physics and Chemistry Departments of the College of Science and the P.W.D. workshop would co-operate.

Another significant proposal was for the establishment of a Central Research Institute for Applied Science. The various scientific units working in isolation in the Departments of Government such as the Industrial Laboratory in the Department of Industries and the Bio-Chemistry, Economics, Botany, Entomology and Mycology sections attached to the Department of Agriculture and Fisheries, the Pharmaceutical Chemistry wing in the Medical Department, the water analysis section in the Water Works Department and the Food Analysis and Bacteriology sections in the Public Health Department were also to be brought together under a Central Research Institute. The School of Arts, the Public Library, the Museum and the Observatory were also proposed to be transferred to the management and control of the University, when it was formed. The Memorandum drawn up by C.V. Chandrasekharan spelt out the details of the organizational structure of the proposed University. It was proposed to

100 Sreedhara Menon, A., *op.cit.*, p.34.
provide the University with an organization appropriate to the unitary teaching institute according to colleges in Trivandrum city the status of University departments under the administrative control of the Vice-Chancellor.\textsuperscript{102}

It was clearly stated that as the University would have to depend mainly on government for its finances, provision would have to be made for a real and effective control by government over the policy and finance of the University but in academic matters, the University was to have a considerable degree of autonomy.\textsuperscript{103} The state government agreed to meet all capital and recurring expenditure until a permanent endowment fund was created. The Memorandum, however, cautioned the University against embarking on ambitious building programmes and proceeded to indicate the lines on which funds should be expended.\textsuperscript{104} The Educational Commissioner with the Government of India had discussed the scheme with Mr. C.V. Chandrasekharan who was recently deputed to Simla for this purpose by the Travancore Government. The Educational Commissioner felt that it might be possible to achieve the aims of the proposed University as stated in the Memorandum without establishing a separate University for Travancore and that the proposal to start a University was somewhat premature. His reasons were briefly the follows:

1. The cost would be incommensurate with the advantages anticipated. The capital and recurring cost of the buildings, equipment and creation of professional chairs would run into lakhs of rupees.

2. The main and underlying objective could be more cheaply and perhaps as satisfactorily obtained by (a) developing the Maharaja’s College of Science into

\textsuperscript{102} Sreedhara Menon, A., \textit{op.cit.}, pp.34-35.
\textsuperscript{103} University of Kerala, \textit{Silver Jubilee Souvenir, op.cit.}, p.31.
\textsuperscript{104} Sreedhara Menon, A., \textit{op.cit.}, pp.36-37.
a Technological College for applied sciences and research and (b) reorganizing school courses and either limiting admission to or/and insisting on high academical qualifications for admission to the Arts college.

3. The Maharaja’s College of Arts could develop Kerala culture.

4. The disadvantages arising from the lack of a rich and many-sided university life and of a university atmosphere might be removed by the provision of appropriate facilities without going so far as to create a university for this purpose.

5. It had not been definitely established that the proposed developments could not be carried out within the framework of the Madras University, though it was admitted that there might be considerable delay and difficulty.

6. University could be established later if the development of the existing colleges along the lines indicated justified the creation of university.105

The Educational Commissioner, however, was informed by Mr. Chandrasekharan that the re-organisation of education in Travancore could be more easily adjusted and the educational needs more easily and suitably met under the proposed University than under one so remote as Madras. This was a local consideration on which he could express no opinion. He was also assured that the proposed University did not intend to duplicate courses already provided by the Madras University for Travancore; avoidance of such duplication would undoubtedly be an important desideratum regarding which the Crown Representative would be glad to have a further view of the Travancore Government in due course.106

It was Sir C.P. Ramaswamy Aiyer who conceived the ideas of a new orientation in education as the objective of the Travancore University. According to Sir C.P., “University is and should be a school of knowledge of all kinds consisting of teachers and learners drawn from all strata and coming from every quarter. It should essentially be a place for the communication and circulation of thought by means of personal intercourse”.

In order to provide facilities and opportunities for educating the pupils from different strata, he at a later stage implemented the scheme of universal compulsory primary education. His enthusiasm and eagerness quickened as he worked so zealously and assiduously that the idea took definite shape and the occasion of the birthday of His Highness the Maharaja in 1937 was availed of to convert it into a “Birthday boon”. The constitution of the new University was to be authorized in the Regulation to be issued by His Highness the Maharaja in the form of a proclamation establishing and incorporating the University of Travancore. Thus on the memorandum submitted by the special University officer the Travancore University regulation was prepared.

THE TRAVANCORE UNIVERSITY REGULATION

Regulation I of 1113

A regulation to establish and incorporate a University in Travancore was passed by His Highness the Maharaja of Travancore on 1st November 1937. On the basis of the Memorandum submitted by C.V. Chandrasekharan the Travancore University Act was issued as Royal Proclamation by His Highness Sri. Chithira Tirunal Balarama Varma, Maharaja of Travancore, on the occasion of his 26th Birthday on 1st November

110 The Travancore University Regulation I of 1113, Trivandrum, 1937, p.1.
1937.\textsuperscript{111} It stated that a reorganization of the system of education in the state was necessary with a view to the gradual development of technical and technological education. So it was desirable to make greater and more systematic provision for the furtherance of original research in various branches of applied science and also in the interests of cultural and educational advancement of all classes of subjects to provide for the conservation and promotion of Kerala art and culture. For the realization of these aims and purposes and for the further advancement of learning, it was deemed necessary to establish and incorporate a University in Travancore.\textsuperscript{112}

The chief aims of the Travancore University were:-

i) to effect a reorganization of the system of education in the state with a view to the gradual development of technical and technological education.

ii) to make greater and more systematic provision for the furtherance of original research in the various branches of Applied Science; and

iii) to provide for the conservation and promotion of Kerala Art and Culture.\textsuperscript{113}

The institution of the University of Travancore gave a further fillip to the growth of higher education in the area. Though conceived as a teaching and residential University it also began to affiliate new colleges. Taking advantage of grant-in-aid provision affiliated colleges in the private sector began to grow.

\textsuperscript{111} The Act of 1113 M.E., R.O.C. No. 4955/37/Edn., Trivandrum, 1938.

\textsuperscript{112} Saroja Sundararajan, \textit{op.cit.}, p.331.