

## CHAPTER II

### ORGANISATION OF EDUCATION IN THE AREA

A retrospect of the course of education in general, and of English education particularly, in Travancore as well as in the adjoining areas, is necessary for an adequate perception of the questions referred to us. Such a review will also indicate the stages by which these questions have been reached, and, in combination with a description of the present condition of University education in the areas show the material and historical bases of our conclusions and recommendations.

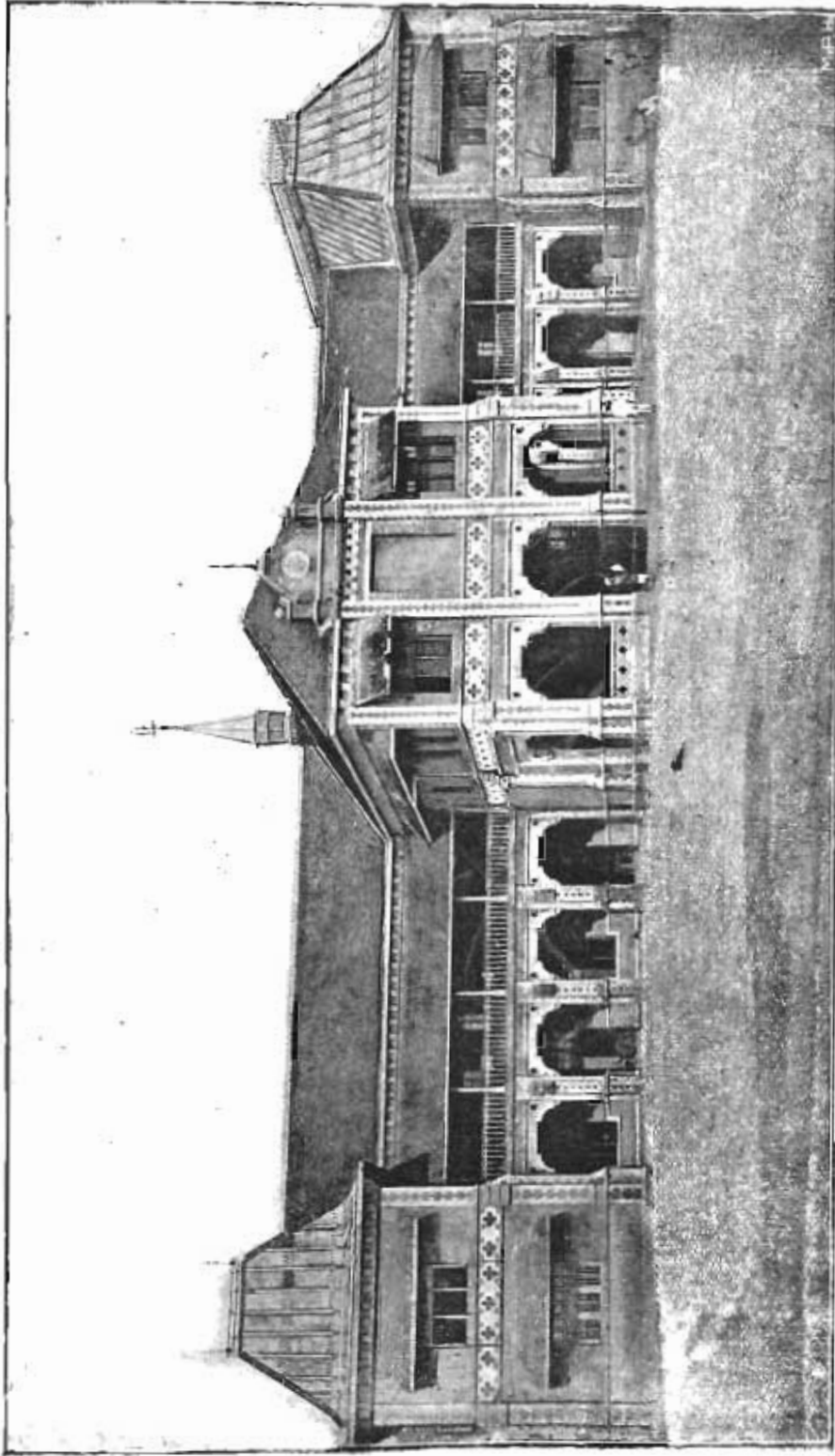
2. It is not possible to date the beginning of vernacular education in Travancore. It was long imparted in village schools maintained by teachers remunerated by the villagers themselves. Reading, writing, arithmetic and the elements of astronomy (Jyotisha) appear to have formed the principal subjects of instruction. About the beginning of the 19th century, there seems to have been a complaint of educational neglect in the northern half of the State. In many places north of Quilon, the villagers were reported as being too poor to pay their school masters. This state of affairs came to the notice of Her Highness Rani Gauri Parvati Bai, who was then administering the State on behalf of her minor son, the future Maharaja Sri Swati Tirunal, who reigned from 1004 M. E. to 1022 M. E. A remarkable rescript issued by Her Highness to Rajasri Venkata Rao, Dewan Peishkar of Quilon, and subsequently Dewan of Travancore, is still in existence. Its contents show the foresight of this gifted queen and her concern for the welfare and the advancement of her subjects. After recounting the causes which had led to the decline of the village schools Her Highness resolves that the State should defray the whole cost of the education of its people, in order that there might be no backwardness in the spread of enlightenment among them, that, by diffusion of education, they might become better subjects and public servants, and that the reputation of the State might be advanced thereby. Each school was to have two teachers

paid from the Treasury, one well versed in Malayalam and astronomy, and the other in Tamil and arithmetic. Each of these teachers was to receive a monthly salary of fifty fanams (a little over seven rupees), a sum which, allowing for the much higher purchasing power of money, must be equal to not less than fifty rupees at the present day. The Tahsildars and Taluk Accountants (Sampratis) were strictly enjoined to visit the schools in their jurisdiction once a fortnight and submit reports of their inspections direct to the Huzur. This important document bears the date 19th Vaikasi 992 M. E. (1817). It is significant that the State should have undertaken under the guidance of its queen the burden of elementary education of its subjects in the vernaculars just about the time when English schools were beginning to be opened in India, and that Travancore should owe the first reform of its traditional system of education to the mother of the Ruler who was subsequently to endow English education in the State. We owe the reference to this rescript of the Rani to Mr. P. K. Narayana Pillai, B. A., B. L., one of our number and to Mr. S. Paramesvara Aiyar, M. A., B. L., Secretary to the Government.

3. English education began in Travancore much earlier than in most parts of British India and before any of the other Native States undertook it. The existence of a large and ancient Christian population within the State attracted to it European missionaries early in the 19th century. Seminaries for imparting a Christian training and for giving some general education along with it were started through their efforts. The first of these was founded at Kottayam in 1816 and another was founded at Nagercoil in 1819. This was the time when David Hare was founding the "Hindu" College at Calcutta (1817). At Trivandrum, there was an English school named "Christian David School" as early as 1821. It was in this institution that John Roberts, affectionately known in later times as the "Powell of Travancore" (after the famous Principal of the Presidency College at Madras, by whom three of the most eminent Dewans of Travancore were trained), was appointed after he came to Travancore in 1825. In 1834, His Highness the Maharaja (Sri Swati Tirunal), who was famous for his distinguished and versatile scholarship and munificent patronage of

literature, music and art, invited Mr. Roberts "to establish himself in the pay and under the auspices of the Travancore Government," permitting him at the same time "to receive scholars for his own private advantage." An English school was started and it began with eight Hindu students. The next year His Highness endowed twenty free scholarships for Nayar students in this institution, and built a new schoolhouse for it upon the site now occupied by the Trivandrum District Court. It is noteworthy that it was during this year that Lord William Bentick, the Governor-General, recorded in a famous Minute that "the great object of the British Government ought to be the promotion of European literature and science among the nations of India, and that all the funds appropriated for the purposes of education would be best employed on English education alone" (March 7, 1835). In 1836, district schools were opened by the Government through Mr. Roberts at four places, *viz.* : Kottar, Thuckalay, Kayankulam and Chirayinkil. The English school at Trivandrum was made a *free* school and styled "His Highness the Raja's Free School." The number of pupils who might be admitted in it was however limited to eighty. Mr. John Roberts continued to be its headmaster till 1855, when he retired and was succeeded by his son Charles Roberts who held the office till March 1858. The administration of Raja Sir T. Madhava Rao, who was appointed Dewan that year, gave a new stimulus to the progress of the Free School. In January 1861 Mr. J. Bensley was appointed its headmaster. By 1864 there were over 500 pupils in the school, and the Government recognised that the time had come to levy a small fee from all boys admitted to the school.

The popularity of the Free School and of English education was due to several causes. A knowledge of English was becoming more and more necessary for service both in the State and in the adjoining areas. The Dewans of Travancore in the epoch that commenced in 1857 (the year of the Indian Mutiny and the foundation of the provincial Universities of Calcutta, Bombay and Madras) were among the most brilliant products of the Presidency College at Madras, and were filled with a desire to spread English education in the State. The difficulty of communication with Madras attracted to the Free School



H. H. THE MAHARAJA'S COLLEGE OF SCIENCE

at Trivandrum, almost from the beginning, many bright young men from all parts of the West Coast. In its early years the Free School counted among its pupils N. Nanu Pillai, who became Dewan of Travancore in succession to Sir A. Seshaiyah Sastri (1877), P. Sankunni Menon, who became a Dewan Peishkar and wrote the well-known "History of Travancore," C. Vedadridasa Mudaliyar, who became a Judge of the High Court at Trivandrum, and T. Sankunni Menon, who became the Dewan of Cochin and was coeval as an administrator with Dewan Sir T. Madhava Rao. The steady policy of the two States in encouraging young men who had received a proper schooling in English by giving them suitable appointments in the public service led to a rapid diffusion of western education within the States, to the adoption of English as practically the official language of the central administration, and to such a progressive efficiency in their different departments as to make them soon come into line with those of the adjoining British areas. It made it also possible for the two Governments to depend less on the presidency of Madras for their trained officers than they should have otherwise done. It was in consequence of this policy of the Government of Travancore that opportunities for the study of law and medicine were also provided in the Free School. In 1864, the first batch of students for the matriculation examination of the University of Madras was presented from it. The same year saw the opening of a law class for 25 students in the Free School. Medical students who were being trained by the Darbar Physician were also sent to it to receive a general education.

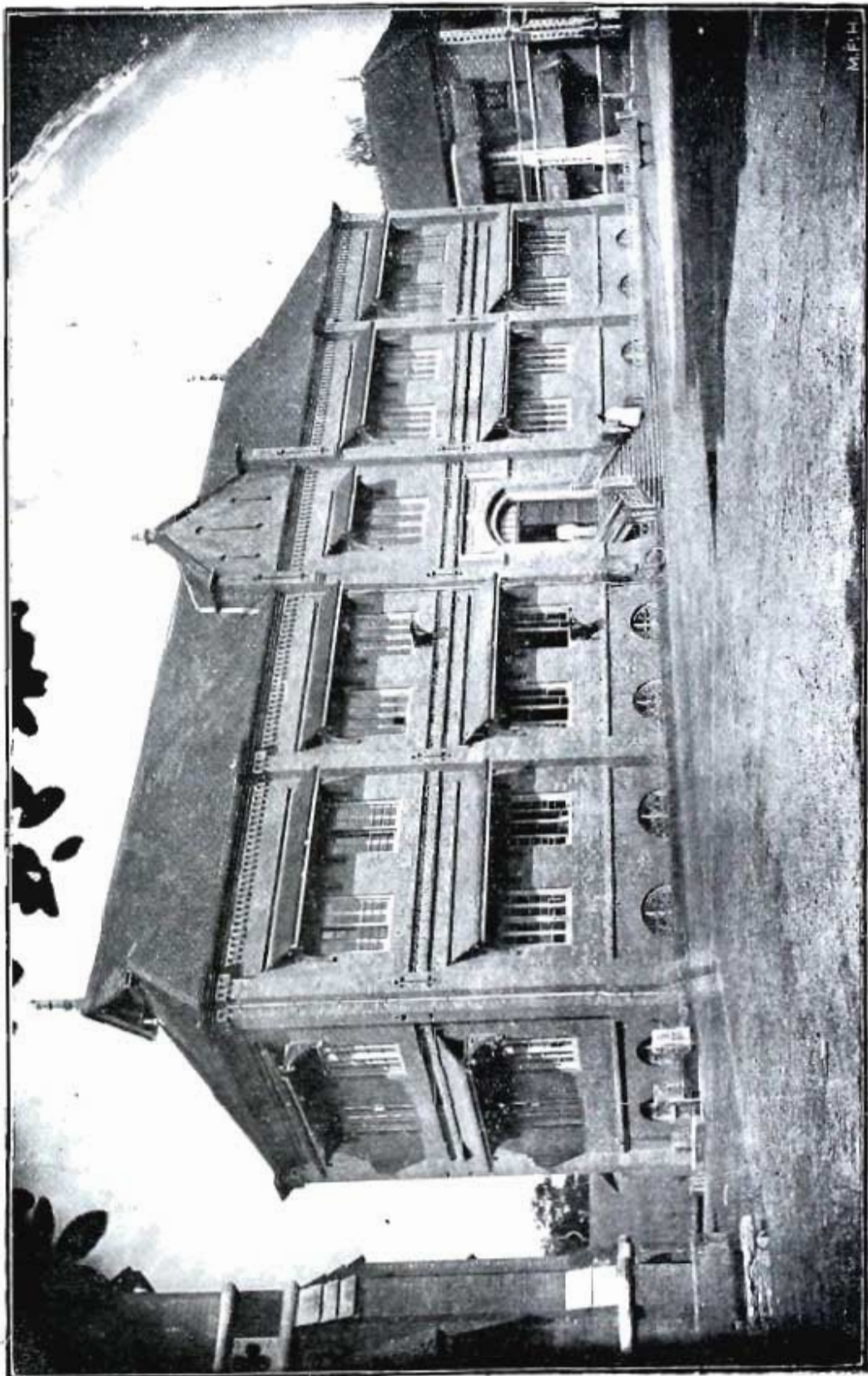
4. In 1866, the Free School became a college (with an attached high school) under Mr. John Ross, the first of a line of distinguished Principals. In those days *formal* affiliation was not required for presenting students for the examinations of the University of Madras. Consequently a class of Matriculates was formed in 1866. Its members were presented in 1868 for the F. A. examination. In 1870, a candidate, the late Dewan Bahadur V. Nagam Aiya, "the first whom we can claim as a student entirely trained in the School" (to quote Mr. Ross) qualified for the B. A. degree. Mr. Ross had meanwhile been joined in 1869 by Dr. Robert Harvey, first his

assistant and then his successor. In 1875, a law class was formed as an integral part of the college to prepare students for the B. L. examination of the University of Madras, after a systematic course of study. Dr. W. E. Ormsby, a Judge of the Sadar Court of Travancore, was appointed the first Professor of Law. In 1877, the college received affiliation to the University of Madras for the courses leading to degrees in Arts and in Law, the University having notified a few months earlier the necessity for such affiliation in institutions which presented candidates for its examinations.

5. The college soon outgrew its original habitation. A new building became a pressing need. Accordingly, in 1873, the main block of buildings of the present College of Science was completed, and opened in person by His Highness the Maharaja Sri Ayilyam Tirunal. In ten years this new building proved insufficient for the growing institution. In 1883, the additional building now known as the Preparatory School in which the Mathematics and Language classes were till recently held had to be constructed. A Chemical laboratory was begun in 1887 and completed in 1892. In 1904, two wings were added to the main building of the college. In 1907, the Physics laboratory was completed and opened by His Highness the late Maharaja (Sri Mulam Tirunal), and a department of Physics was opened. Extensions were made to the Chemistry laboratory in 1920. In 1921, a laboratory for the Industrial Chemist was constructed close to the Chemistry block, so as to be equally available for the departments of Chemistry, Industries and Geology. In 1922, a semi-permanent building was constructed for the Natural Science department. The use of a large ground to the west of the Town Hall was also made over to the college.

6. The expansion of the buildings of the Maharaja's College was necessitated by the rapid growth of the institution despite the progressive rise in the fees. Till 1883 the subjects taught for the degree courses were English, a second language (Sanskrit or Malayalam or Tamil), Philosophy, History, Mathematics and Law. In that year, the University introduced a new science curriculum. To meet its needs Mr. H. N. Read, M. A., was appointed Professor of





H. H. THE MAHARAJA'S COLLEGE OF SCIENCE - PHYSICS LABORATORY

M.P.H.

Chemistry. Mathematics and History, as separate branches of degree study, had been discontinued in 1884 and 1886. They were revived as *improved* departments in 1890 and 1900, when Dr. A. C. Mitchell, D. sc., and Mr. R. S. Lepper, M. A., LL. M., were respectively appointed Professors of these subjects. The Chair in Philosophy, which had attained a great reputation under two distinguished Professors, Dr. Harvey and his pupil Rai Bahadur P. Sundaram Pillai, M. A., was abolished in 1908. A professorship of Sanskrit and Dravidian languages was established in 1910. In 1914, Honours departments in English and in History and Economics were opened, and their staff was strengthened by the appointment of additional Professors and assistants. In 1922, a department of Natural Science was instituted. In 1924, the several departments of the college forming the Arts and Science Faculties were separated, the former being removed to the new building erected at Taikad.

7. The expenditure on the college naturally mounted up with the increase in its strength and with the opening of new branches. In 1890, it was only Rs. 44,023. This had grown in 1912, before any Honours classes were formed and when the strength of the college stood at 232, to Rs. 81,357. In 1917, when the strength of the college was 436, and the Honours classes were all at work, the expenditure had risen to Rs. 1,12,019. In 1923, when the strength was 837, the gross expenditure was Rs. 1,64,132, but, as against it, the fee income, which had been only Rs. 17,941 in 1912, had risen to Rs. 72,507. An incidental result of the growth of the college has been the reduction of the net cost to the Government of the education of a student from Rs. 273-9-11 to Rs. 109-13-2.

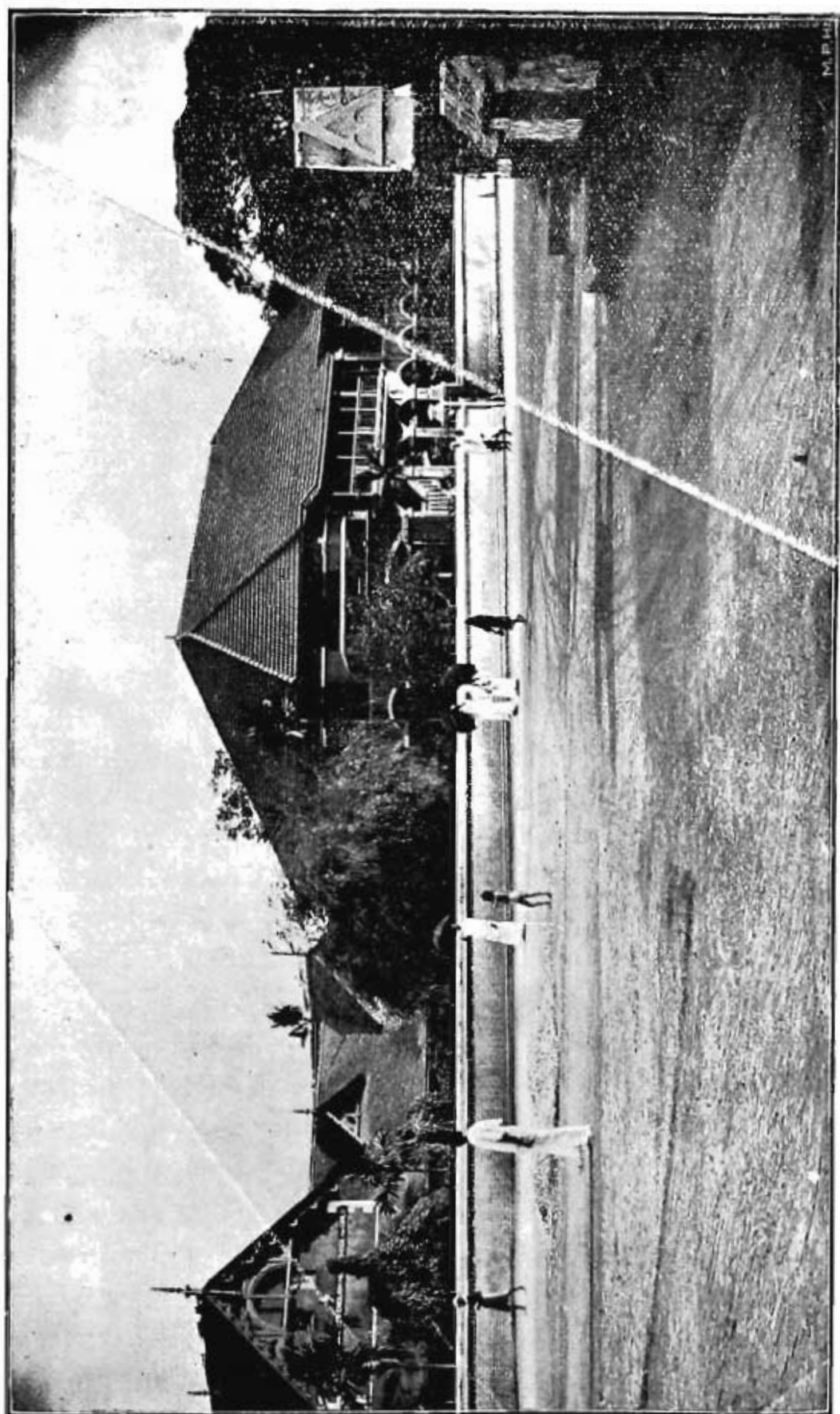
8. The progress described in the preceding paragraphs was made possible by liberal additions to accommodation and staff, and by the removal of the high school to the magnificent buildings erected for it at Vanchiyur. The school thus transferred and renamed the Sri Mula Vilasam Higher Grade Secondary School, Trivandrum, is one of the lineal successors of the Free School founded in 1834, the Maharaja's Colleges of Science and Arts being the others. The classes in law, which had been held in and as part of the college, had been removed in 1894 when a Law College was



formed and housed in the School of Arts. A spacious new building for this Law College was completed in 1916.

9. The English education of girls received attention from the Government concurrently with that of the boys. The earliest efforts in this direction were also due to private enterprise. In 1863, the Church Missionary Society's Zenana Mission was permitted to open an English school in the Fort at Trivandrum, in a Sarkar building which it still occupies. The Holy Angels' Convent at Trivandrum opened a high school in 1880, which was recognised for the purpose of the matriculation examination in 1885. In 1888, it presented four candidates for the matriculation examination, being the first girls' high school not only in Travancore but in South India to do so. In January 1896, F. A. classes were started at the Convent School, but in 1906 they had to be closed for want of funds. In 1918, the authorities of the Convent applied for permission to reopen their college classes. A University Commission visited the institution in 1919. Other girls' (English) schools, maintained by private agencies, have come up since then with the result that there are now seven more of them working to the matriculation standard.

10. The State's direct effort in the extension of the higher education of women has not been less satisfactory. The Sarkar English Girls' School was founded in 1864. It made very slow progress, and obtained recognition from the University of Madras for the purpose of matriculation only in 1890. In 1896, four students matriculated from the school and wished to proceed further. Miss S. B. Williams, M. A., the Headmistress of the school, opened F. A. classes for these girls and obtained affiliation for the institution as a second grade college early in 1897. It then received the name of the Maharaja's College for Girls. Three of the four students persevered to the end of the F. A. course and passed the F. A. examination in 1899. The high school continued to be the more important part of the institution for many years longer, owing to the small number of girls who were willing to continue their studies after matriculation. Till 1901 the numbers in the college kept at three or four. In 1902, it rose to eight, only to fall back again to five in



H. H. THE MAHARAJA'S HIGH SCHOOL FOR GIRLS

1910. From 1911 however began an era of sustained progress. A separate staff was provided for the college in 1915, when its strength was 25. The merger of the college and the high school continued as regards staff and finance till 1921 when, after the separation of the school classes, the college was treated as an independent institution held still in the old but enlarged premises of the Sarkar Girls' School. In 1922, the college was removed to more spacious grounds and buildings situated amid healthier surroundings at Taikad so as to afford scope for its further expansion. Along with this transfer, the institution was named H. H. the Maharaja's College for Women. Since its migration, the college has grown rapidly. Classes in Sanskrit, Mathematics, Physics and Chemistry have been opened, affiliation in these subjects having been possessed but held in abeyance since 1907. During the last academic year the strength of the institution stood at 139.

11. Training classes for women teachers were opened in the College for Girls in 1904. They continued to be attached to it till 1920, the highest grade of work undertaken being the training of undergraduates for the local Senior Teachers' Certificate examination. For the last three years, these classes have been absorbed in a Government Training School for Women located at Mead's compound in the neighbourhood of the Government High School for Girls.

12. For the training of male teachers the Government of Travancore founded in 1885 a Normal School at Trivandrum. This is significantly the year in which the L. T. degree course was introduced in the University of Madras. It was first located in the compound now occupied by the St. Joseph's High School. In 1903 it was transferred to Taikad. New and specially designed buildings were built for it in 1910. The Normal School became a Training College almost immediately after the completion of the new building. In 1910, it was affiliated to the University for the L. T. degree course. A qualified Principal was secured in Dr. G. F. Clark, M. A., Ph. D., (Glasgow and Jena). The L. T. class was formally opened on the 19th June 1911. A Manual Training section was organised in the Normal School in 1909. In 1914, the Instructor was made the organizer in Manual Training for the whole State. Successive

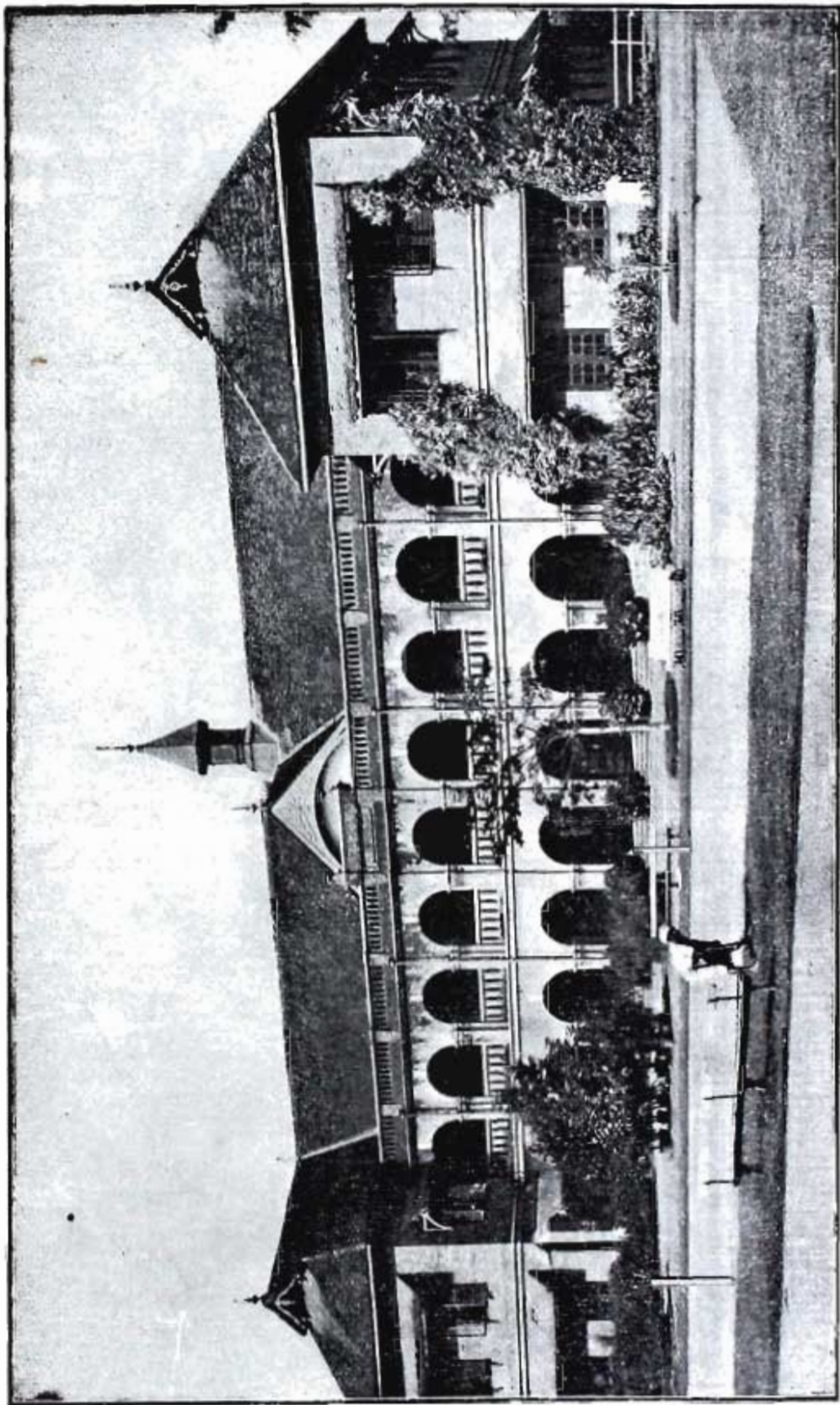
additions have been made to the grounds and buildings of the Training College. The annual expenditure of the Training College (including the Model School) which was Rs. 42,888 in 1911-12 had risen to Rs. 1,15,132 in 1921-22. The number of L. T.'s who have graduated from the institution up to date is 289 of whom 12 are women and 82 are teachers from Cochin. Through its Manual Training section, it has been instrumental in introducing that subject in 274 Sarkar schools. Within the year it is anticipated that *every* Government middle school will be provided with a trained Instructor in the subject.

13. English education in private institutions, both secondary and collegiate, has kept pace with that in departmental schools and colleges. The Nagercoil Seminary, founded in 1819, developed into a high school, which presented candidates for the matriculation examination of Madras in 1875. It rose to the rank of a second grade college in 1893. The Seminary at Kottayam, originally founded by the Church Missionary Society in 1816, presented candidates for the matriculation examination of the University of Madras in 1867, and became a second grade college in 1892. New colleges have been founded by private agencies in the last two years. The Union Christian College has been started at Alwaye by the conjoint efforts of certain Christian denominations of Travancore and Cochin (excluding the Roman Catholic), who desired to co-operate in educational work. It began work in 1921, with affiliation as a second grade college, teaching a single group of the Intermediate examination in Arts. In 1922, it received sanction to open another group of the Intermediate course. In 1923, it was raised to the rank of a first grade college, with affiliation in *three* branches, *viz.*, Mathematics, Philosophy and History and Economics of the Pass B. A. standard. The college is situated on a site belonging to the Government of Travancore, and is housed partly in the old taluk Cutcherry buildings at Alwaye, which have been rebuilt by the management. The Government have granted the college the free use of the area and the buildings on condition\* that the management falls in line with other aided colleges in the State in regard to a future University in the State. The Roman Catholics

---

\* A copy of the Agreement is appended to the Report.





THE TRAINING COLLEGE



had a second grade college for women in the Holy Angels' Convent College at Trivandrum, between 1896 and 1906. No other Catholic college existed till 1922. Informal proposals to raise the Catholic high school at Trivandrum to the rank of a second grade college, and formal application for the revival of the Convent College were, however, made in the interval. In 1922, St. Berchman's English High School at Changanacherry, which had been a high school since 1891, received affiliation as a second grade college in Group III of the Intermediate course in June 1922, and the college has since become almost self-supporting. An application made by this institution for affiliation as a first grade college has been kept in suspense by the management, pending the submission of our Report.

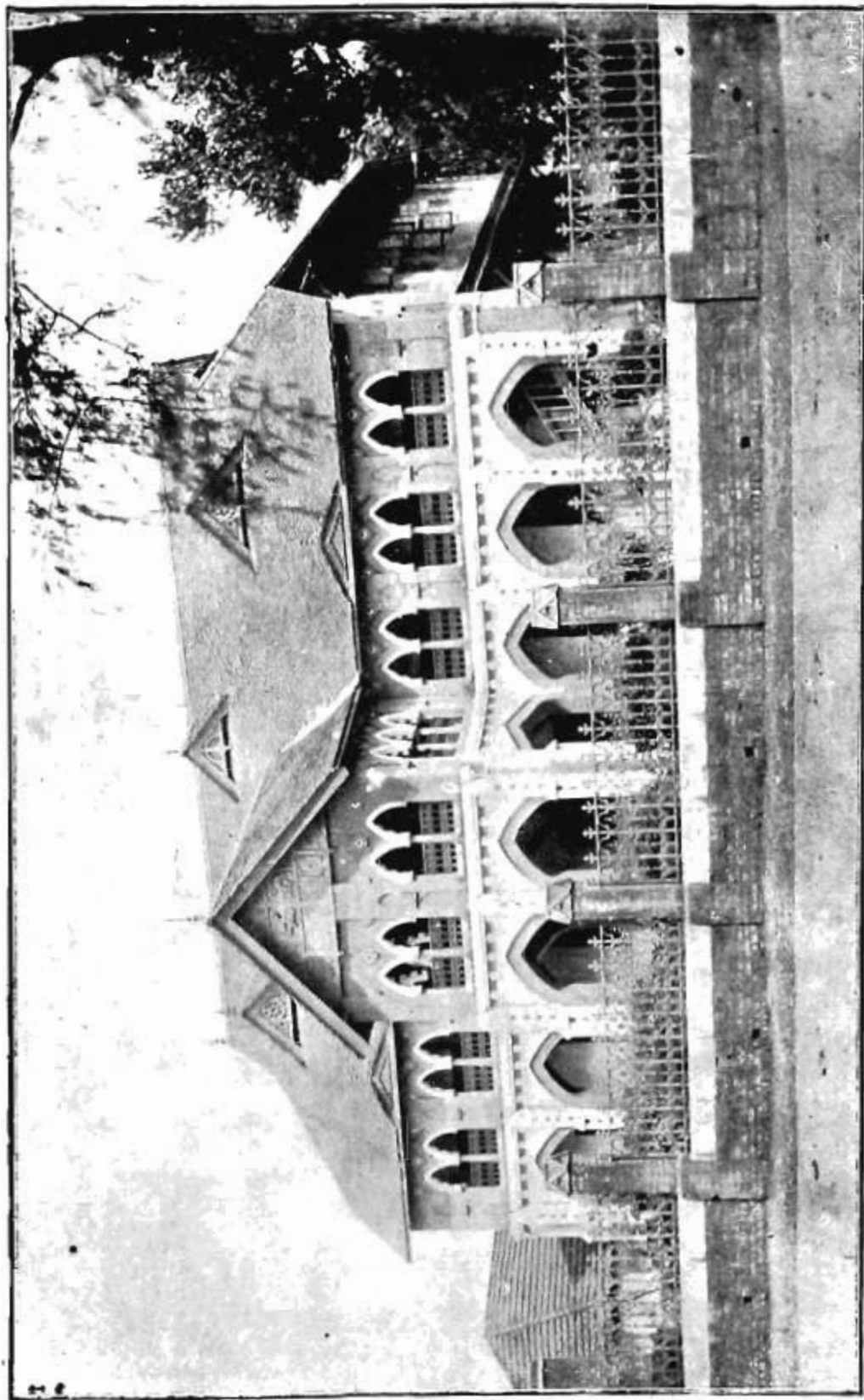
14. It is hardly necessary to give in detail the history of the other departments of educational activity within the State. A few salient features of their advance, however, deserve mention. By 1874 the English schools under Government management were 20 and one of them was a girls' school. They had a total strength of 1,862 pupils, brought in Rs. 7,332 as fees, and accounted for an aggregate expenditure of Rs. 51,610. The fees levied were low, being only a rupee a month in the matriculation and the college classes alike. Vernacular education had, meanwhile, made considerable progress. Towards the close of 1874 there were 28 district schools and 149 village schools, all under the direct management of the Government, as well as 20 aided schools. The aggregate number of pupils receiving instruction in these schools was 9,637 and the net expenditure to the Government on their account was Rs. 31,508, representing nearly three-fourths of the gross expenditure.

15. In 1878 (1053 M. E.) the English district schools, which had till then been under the supervision of the Principal of the College at Trivandrum, were placed under a whole-time Inspector of Schools. But the progress in English education continued slow till 1884 while that in the vernacular was rapid. This was mainly owing to the Government's policy of giving liberal grants-in-aid to vernacular schools. The enduring foundations of the wide-spread vernacular education, which has been one of the glories of the State, were laid during this epoch. In 1884, the Government resolved

that in future vernacular education should be advanced mainly by grants-in-aid to private agencies. The controlling staff was improved, a Vernacular Text-Book Committee to compose text-books was formed, and even a separate Department of Vernacular Education was organised under Mr. Rama Rao. In 1888, the system of grants-in-aid was extended to private English schools. This led to a corresponding increase in the number of new English schools. While there were only five aided English schools in 1890 their number rose to 22 in 1894. A Superintendent of English District Schools was appointed in 1887. An Industrial School of Arts was organised in 1889 (1064 M. E.). A Sanskrit school was opened at Trivandrum in 1889, which subsequently developed into H. H. the Maharaja's Sanskrit College.

16. The years 1895 and 1909 were eventful in the history of education in the State. Both are associated with the name of Dr. A. Crichton Mitchell. He became Educational Secretary to the Government in the former year, and the *first* Director of Public Instruction in Travancore in the latter. In 1895, a revised Grant-in-Aid Code was promulgated, educational institutions were classified and standardised, and the controlling agencies were revised, enlarged and strengthened by the infusion of new blood. The pay of teachers of all grades was improved. The total number of educational institutions in 1895 was 2,815, and their total strength 1,31,180. Their gross receipts and expenditure amounted to Rs. 62,393 and Rs. 3,55,851 respectively, the net cost to the Government on account of education being slightly under *three* lakhs. For the year 1909, when the Directorate was created, the corresponding figures were 3,447, 2,05,835 and Rs. 1,56,359 and Rs. 7,41,764 ; and the net cost to the Government was approximately *six* lakhs.

17. The great educational activity which began in 1909 is among the principal causes which have contributed to the desire for a separate University for the State. The chief measures of the period were the promulgation of a new Education Code and a new Inspection Code, the revision of the curricula of the English and vernacular schools, the introduction of Manual Training, the reorganisation of female education, for which an Inspectress of



THE SCHOOL OF ARTS

Schools had been appointed in 1908, the substitution of the School Leaving Certificate scheme for the old matriculation examination conducted by the University of Madras, and the foundation of the Training College for teachers. / Tests of efficiency were imposed on all schools demanding recognition and were rigorously enforced. The pay of teachers in schools was again revised on generous lines. A liberal scheme of scholarships was also sanctioned. Special stress was laid upon the possession of high academic qualifications for educational employment, particularly in the collegiate and secondary departments. In short, education was "toned up" completely. The stimulus and the support for these reforms came of course from His Highness the late Maharaja, and the Dewan, Dewan Bahadur Sir. P. Rajagopalachari. It fell to Dr. Mitchell and to his successor Dr. A. W. Bishop, who had both been Principals of the college, to see the reforms through. The figures for the last decade furnished in the appendix to our Report will show that the progress has been well sustained in every department of educational activity within the State, since this eventful epoch in its educational history.

18. The development of education under the Department of Public Instruction was accompanied by a concurrent progress in the scientific and quasi-educational institutions and organisations of the State. It is necessary to take note of them in view of the valuable co-operation they can lend to a future University in the State.

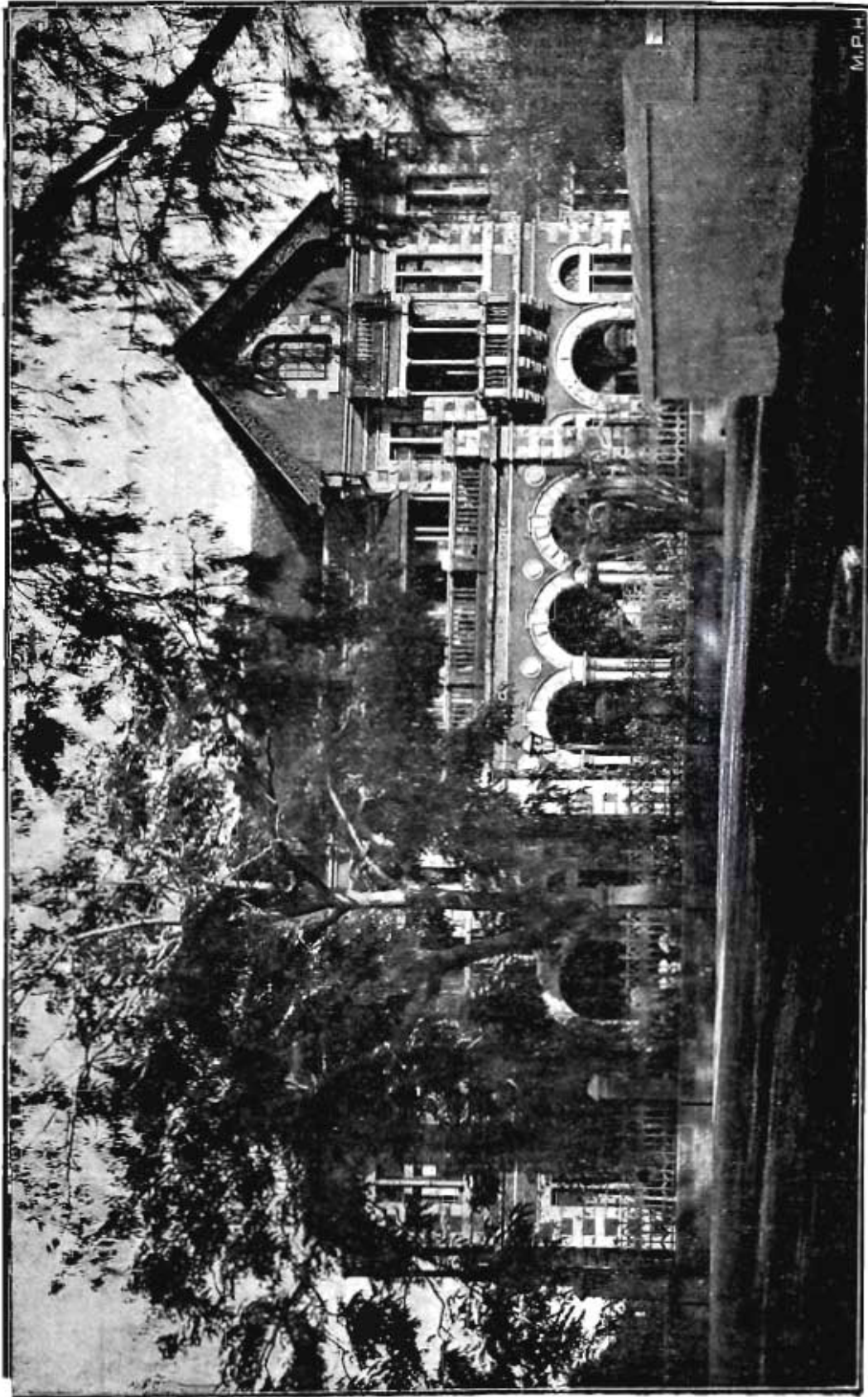
19. A Government Museum at Trivandrum was opened in 1855. It was housed in a fine building specially designed by Mr. Chisholm and built in 1880. It has continued to receive special consideration from the Government. It had for many years a whole-time Director, in the person of Mr. Harold Fergusson, F. L. S. The Government Observatory, in which Mr. A. Broun, F. R. S., had conducted his observations as early as 1834, has been kept up but not improved. Its main work has been meteorological. In the place of spasmodic work by amateur workers subsidised by the Government, a Department of Archaeology was formed in 1909 and placed under the direction of the late Mr. T. A. Gopinatha Rao, M.A.,

formerly an Assistant in the Madras Archæological Department. His researches and publications have received wide recognition. Since his death the place has been filled by archæologists borrowed from the Madras Archæological service. The treasures of ancient learning preserved within the State were opened to the world when a department for the publication of Sanskrit manuscripts was formed under an eminent scholar, *Mahamahopadhyaya* Dr. T. Ganapati Sastri, who had for many years presided over the Sanskrit College at Trivandrum. This department has obtained a great reputation for its discoveries and publications and has published up-to-date 81 volumes.

20. Consistently with the love for Sanskrit and ancient culture, which has been the tradition of the Royal House of Travancore, Sanskrit education was attended to very early. The Sanskrit College which was founded in 1889 was reorganised in 1910 (1085), when the courses of studies in the college classes were improved and their duration was extended to five years. It was for long under the supervision of two eminent scholars, the late Valiya Koil Tampuran, c. s. i., and his distinguished pupil and nephew, the late Professor A. R. Raja Raja Varma Koil Tampuran, for some years the Principal of the Sanskrit College and later Professor of Sanskrit and Dravidian Languages and Principal of the Maharaja's College. An old Ayurvedic Patasala, which had been in existence since 1890, was made a college in 1921.

21. A People's Library at Trivandrum, which had been in existence since 1849, was taken over by the Government in 1898 and made the nucleus of the Trivandrum Public Library. A fine new building was constructed for it in 1902 during the administration of Dewan S. Sankarasubba Aiyar, c. i. e. This institution has been steadily maintained in an efficient condition and has grown in usefulness and popularity. It has acted as a valuable auxiliary to the colleges. A Public Lecture Committee was organised, in close association with the work of H. H. the Maharaja's College, in 1887, during the administration of Dewan T. Rama Rao, c. i. e. It continued its existence till 1922 when it was dissolved, as its functions had been meanwhile taken over by new scientific and propagandist departments like those of Agriculture, Industries and





THE PUBLIC LIBRARY

M.P.H

Co-operation. On them has devolved the publicity work, which the Public Lecture Committee had pioneered. An Educational Bureau was organised in 1910. It was removed in 1914 to the Training College and placed under its Principal. Its aim is to enable teachers to keep up their knowledge of general and educational subjects by offering library facilities to teachers in the State, who are now allowed to borrow books from it, the transmission charges being borne by the Government. We have attempted to give some idea of the financial aspect of the progress of these institutions in the tabular statements appended to this Report.

22. In the adjoining tracts of the West Coast educational progress has not been appreciably lower or less than in Travancore except in the higher stages of University education. The educational progress of Cochin indicates a healthy emulation with the sister State, and the desire to keep abreast of her in moral as in material progress.

23. Vernacular education in Cochin, based on the indigenous system, had a languid and precarious life between 1818 and 1832. In 1833, Proverthy schools were founded at the instance of Colonel Munro, the British Resident. In 1835, six taluk vernacular schools were established. They struggled on till their abolition in 1890. That year a powerful impetus was given to education by the creation of a Department of Vernacular Instruction. In 1892, the Vernacular and English Departments of Instruction were amalgamated.

24. English education in Cochin began at Mattancherry in 1818, in a grant-in-aid school, started by a Christian missionary. The school was closed in 1821. In 1835, another elementary English school was established at the same place. It still survives. In 1837, three years after the starting of the Raja's Free School at Trivandrum, English schools were opened at Trichur and at Tripunitura, the latter being reserved for the education of the Cochin princes. A third English school was opened at Ernakulam in 1845. The credit for the further advancement of English education on a large scale has been claimed for Dewan Sankunni Menon, who administered the affairs of Cochin with success and distinction for about 18 years. He had himself been an old pupil of the Raja's Free School at

Trivandrum. When he became Dewan in 1860, he found that the English schools at Ernakulam and Trichur had only about 30 students each. In 1865, he secured an European headmaster for the Sarkar high school at Ernakulam in Mr. A. F. Sealy, with whose name is associated "the progress of English education in the State in its earliest stages." In 1868, the first batch of candidates for the matriculation examination appeared from the school. In 1870, a commodious building was specially built for it under Mr. Sealy's own supervision. It has been successively enlarged in 1879, 1898 and 1921. Meanwhile it became a second grade college in 1875, and under its next two Principals, gained both in prestige and efficiency.

25. The progress of English education in Cochin has since then been steady and continuous. This is shown by the fact that in 1922 956 candidates were presented for the School Leaving Certificate examination, of whom 363 had been declared eligible for college admission. The corresponding figures for Travancore and Malabar are 2,621 and 1078, and 975 and 375 respectively. At the present time there are 28 English schools, recognised by the University of Madras for the matriculation examination within the State and the adjoining enclave of British Cochin, besides two second grade colleges, *viz.*, the Sarkar college at Ernakulam and St. Thomas College opened by the Catholic Diocese at Trichur in 1921.

26. The district of Malabar has similarly had a large number of English schools. English education in both the Native States has been largely the result of Government enterprise. In British Malabar progress has been achieved more largely by private effort. In 1923, there were four second grade colleges and 30 high schools in Malabar. The Basel Mission College at Calicut, (now known as the Malabar Christian College) was founded in 1848. It was recognised as a high school in 1879, and as a college in 1909. The Brennen College at Tellicherry owes its existence to an endowment left by an European Master Attendant. It was opened in 1862 and was taken over by the Government in 1872. It became a second grade college in 1891. Since 1884, its school departments have been made over to the local municipality. The chief college in the district is the Victoria College at Palghat, which was started in 1866

as a *rate* school, and became a second grade college in 1888. It was under the municipality between 1884 and 1919 when it was taken over by the Madras Government. Its fame and influence are due to the late Mr. C. M. Barrow, its headmaster between 1899 and 1903. Mr. Barrow was also largely responsible for the foundation of the Kerala Vidyasala, which was started by the Maharaja Zamorin of Calicut as a school for young Rajas in 1877, and subsequently became in 1880 a second grade college open to all classes.

27. Sanskrit education has naturally always received considerable attention both in Malabar and Cochin where the old indigenous methods are still followed in imparting it. Efforts have not been wanting to bring the Sanskrit Patasalas into line with the work of the University of Madras. There are now two Sanskrit colleges in each of the areas, maintained out of private endowments, which enjoy affiliation to the University of Madras for the Oriental Titles courses. The ancient *Ottunmar Matam*, near the Tirunavai temple, endowed by the Zamorin Maharaja, in which Nambudiri youths from all over Kerala receive a course of education in the traditional Vedic lore from the age of 12 to 25, still continues to serve its traditional purpose.

28. Arabic is cultivated more in Malabar than in Cochin or Travancore, as almost a third of the population of Malabar consists of Moplahs. The Muhammadan college attached to the Jamat Mosque at Ponnani, which claims to have been founded more than 600 years ago, imparts instruction on traditional Islamic lines to a number of Mussalman pupils. In Travancore Muhammadan education has latterly received attention. Arabic schools are being founded as the demand for them arises. A graduate Inspector of Muhammadan Schools has been appointed in Travancore to organise new schools and to inspect the old.

29. The education of its girls has been one of the glories of Kerala. This is evident as much in Cochin and Malabar as in Travancore. In the two former areas there are now 17 girls' high schools recognised by the University for the matriculation examination.

30. The scope for collegiate work in Malabar will be evident from the circumstance that 1,114 candidates were presented in 1923 for the Secondary School Leaving Certificate examination from British Malabar of whom 388 were declared eligible for a University course of study.

31. In the matter of technical education, the progress which has been made has been both small and spasmodic. This is equally true of every part of Kerala. The Sri Mula Rama Varma Technical Institute, Nagercoil, was opened with a qualified staff as a private institution in 1904. It was taken over by the Government in 1906. In 1923, its scope was modified and a separate Carpentry and Smithery school was established at Quilon. A Forest College was opened at Quilon in 1920. As there is no need to train more men for the Travancore Forest Service for some years to come, orders have been issued to close this institution. Four Agricultural schools have been maintained by the Agricultural Department in Travancore. The Department of Industries in Travancore similarly supervises or maintains 35 private aided, and 5 Government Industrial schools. A Sarkar School of Commerce under a competent staff was opened at Alleppey in 1921. A School of Commerce has been maintained at Calicut by the Madras Government, for many years, and it has been considered one of the largest institutions of its kind in South India. On the 31st December, 1923, it had on its rolls 737 students.

32. A Government medical school was in existence in Trivandrum till 1904 when it was closed. Another medical school, under the management of the London Mission, has been in existence at Neyyoor in South Travancore for nearly half a century. This school has been recognised by the Medical Department of Travancore. The duration of its course of studies extends to five years, and its studies include practical work and clinical and hospital training. Admission is at present limited to successful candidates in the E. S. L. C. examination, who have been declared eligible for admission to a University course. The course of studies and conditions of work in this school correspond to those of the Government medical schools in the presidency of Madras which train students for the L. M. P. diploma.



33. We have come to the conclusion that it will be desirable not to include the districts of Tinnevelly and South Canara in a University to be started for the State. Nevertheless, as the Government Order constituting our Committee has referred to the possibility of the incorporation of one of the two areas, and the inclusion of the other has been suggested by correspondents, we have felt it necessary to include in our Report a short sketch of educational work in these tracts also.

34. In the district of Tinnevelly, as it was formed before some taluks of it were transferred to the district of Ramnad, English education received nearly as early a start as in Travancore. This was mainly due to the enterprise of the Christian missions as well as to the existence of an old port at Tuticorin. The C. M. S. College at Tinnevelly, which has developed from an English school maintained by the mission, became a second grade college in 1878. The Anglo-Vernacular school started by some Hindu gentlemen of Tinnevelly in 1861 for "imparting a superior secular education to the boys of the District," was recognised as a high school in 1867, and as a second grade college in 1878, when it received the name of the Hindu College. It has recently been given affiliation as a first grade college in the History and Economics branch of the B. A. degree course. A high school for girls has existed at Palamcottah under the management of the C. M. S. since 1862. A second grade college works in close association with it. In 1922, the Jesuit Mission of Tinnevelly raised St. Xavier's High School at Palamcottah to the position of a second grade college. Since then, the institution has been affiliated in Group I as well as in Group III of the Intermediate course. A Sanskrit college has been maintained at Kalladakurichi since 1917. The number of high schools in the district is 16, and the number of candidates sent up for the S. S. L. C. examination of Madras in 1923 was 763. A point in which it comes nearer the West Coast than any other area of the presidency of Madras is the high percentage of female literacy.

35. South Canara has at present two first grade colleges and a second grade college. All these are situated at Mangalore.

The oldest of these is a Government institution established in 1866. St. Aloysius' College was opened by the Jesuits in 1880, for the benefit mainly of the large Catholic population of South Canara. It is a first grade college, affiliated in Mathematics, Philosophy and History and Economics for the B. A. degree. It offers instruction in Latin, French, Sanskrit, Malayalam and Kanarese also. For the education of the Catholic girls of the area, a second grade college for women was opened in 1921 by the 'Sisters of the Apostolic Carmel.' It has recently been raised to the rank of a first grade college, and affiliated in Branch V of the B. A. degree course. Two Sanskrit colleges maintained by private munificence have existed in the district since 1904 and 1911, and both enjoy affiliation to the University of Madras for the Oriental Titles standard.

---