

**MARCH OF EDUCATION**  
**IN**  
**KERALA**

*A Kerala Government Publication*

## MARCH OF EDUCATION IN KERALA STATE

Modern education in Kerala began with the historic proclamation of 1844 by the Maharaja of Travancore that for service in public offices preference should be given to those educated in English schools. The first English school in South India was started in 1834 and it was taken over by the then Highness of the former Travancore State and run as a free school from 1836. Cochin made substantial progress in education. In Malabar enactment of the Madras Local Boards Act of 1834 gave an impetus in the field of education. Throughout Kerala, Christian Missionaries played an important role in the spread of education.

At present in the Kerala State there are the following schools:

Type	Government	Private.		Total
		Aided	Unaided	
Colleges (Academic)	4	..	13	17
Training Colleges (Non-Basic)	2	..	..	2
Do. (Basic)	1	..	..	1
College of Physical Education	1	..	..	1
Secondary schools	140	612	10	762
Upper Primary schools	255	1,314	20	1,589
Lower Primary schools	1,627	4,999	73	6,699
<i>Special Schools:</i>				
Basic Training schools	20	7	..	27
Non-Basic Training schools	10	48	..	58
Nursery Training schools	2	..	..	2
Junior Basic schools	17	366	..	383
Senior Basic schools	4	72	..	76
Post-Basic schools	..	1	..	1
Pre-Basic schools	..	..	..	..
Nursery & Kindergarten schools	2	5	6	13
Music, Dancing and Fine Arts schools	5	2	..	7
Technical schools	..	6	..	6
Commercial schools	..	..	37	37
Fishery schools	33	..	..	33
Social Education centres	..	32	..	32
Adult schools	..	326	..	326
Certified school (Reformatory)	2	..	..	2
Schools for the Handicapped	4	1	..	5
<b>Total</b>	<b>1,129</b>	<b>7,791</b>	<b>159</b>	<b>10,079</b>

	Government	Aided	Unaided
Junior Basic sections attached to L.P.S. . .	68	3	2
L.P. Sections attached to Upper Primary schools	143	833	4
L.P. Sections attached to secondary schools . .	82	102	4

During the period 1-4-1957 to 30-9-1958 the following new Institutions were started in Kerala.

**New Institutions sanctioned by Government—**

Lower Primary schools . .	176
Upper Primary schools . .	425
High schools . .	144
Academy of Music . .	2
Engineering colleges . .	2
Medical college . .	1
College of Physical Education . .	1
Poly-Technic Institutions . .	2
Training colleges . .	2
School for the Blind . .	1
Arts college . .	1
<b>Total . .</b>	<b>757</b>

Special attention was concentrated in Malabar which was found to be educationally more backward than Travancore-Cochin area.

**Direct payment.**—An important step taken by Government was to order direct payment of salary to all teachers in the State. The idea of direct payment of salary was conceived by Sri C. Rajagopalachari, Chief Minister of Madras in 1953 when dealing with complaints about the non-payment of salary to teachers. It was felt that as the entire salary of the teachers was paid by the State, it was incumbent on the part of the State to see that the full amount reached the teachers. Thus about 77,652 teachers of Kerala State are paid every month direct by Government.

The benefit of direct payment has been extended to the non-teaching staff of schools too. This is being welcomed as a very important measure of protection.

It was considered necessary to enhance the pay of the teachers in accordance with the provision made in the Second Five Year Plan. The State Government wish to place on record their appreciation of the contribution made by the Education Ministry of the Government of India towards the enhancement of the salaries of teachers under Second Five Year Plan. There is no section among the teachers which has not benefited by the revision of pay ordered by the Government during this period.

The following statement will give the details of the revision with the net financial effect and the number of teachers benefited by such revision.

Category of Teachers	No. of teachers	Scale as on 1-4-1957 Rs.	After revision Rs.	Financial Effect, Rs.
Primary teachers (T.C. area) ..	29,208	35-80	40-120	73,21,472
Malabar area ..	14,209	(1) 20 fixed (2) 30-33 (3) 40-48 (4) 45-95	40-120	35,61,722
Trained Graduate teachers ..	8,955	50-150	80-165	20,77,560
Hindi teachers ..	783			2,12,976
Part-time teachers ..	1903			5,17,616
College teachers ..	472			5,36,489

The teachers of private upper Primary schools and Secondary schools were given the benefit of the special dearness allowance given to Primary school teachers with effect from 1-7-1958. It will be thus seen that the Kerala State have incurred an additional expenditure of approximately 1.5 crores by extending various concessions to teachers of different categories. Further, advanced increments were sanctioned to teachers.

**Maintenance Grant.**—Taking into account the probable financial commitment on the part of the managers in maintaining the institutions under them, the Government have agreed to pay them annual maintenance grant at reasonable rates. This will facilitate the proper maintenance of schools by managers who are finding it difficult to raise sufficient funds for the same.

**Kerala Education Bill.**—Apart from this, it was considered necessary to give security of service and provide facilities like Provident Fund, Pension and Insurance to the teachers. It was also necessary to see that only teachers of definite standard were recruited to any school whether aided or Government-owned in the State. To meet these objectives, the Kerala Education Bill was passed by the Legislature in September 1957. It came in for a lot of opposition from interested parties in Kerala State which assumed an All India importance and the bill was referred to the Supreme Court for its opinion by the President of India. The Kerala Government are happy to observe that all the provisions which are beneficial to the teachers have been upheld by the Supreme Court on the ground

that it is within the competence of the State to put reasonable restrictions on the right of the Managements to run their Schools (including the minorities) because such restrictions are designed to give security of service to the ill-paid teachers who are rendering national service. The Bill has been subsequently amended in the light of the observations of the Supreme Court and is now under scrutiny by the Government of India before it is enacted into law. The Government of Kerala hope that the Bill will be passed into law in November 1958.

**Compulsory Education.**—The Government of Kerala have decided to introduce compulsory education for the age group 6-11 in 1958-59. It is also proposed to extend it to the age group of 11-14 in the course of the next three years. Thus Kerala will be the first State to implement the provisions of the Constitution of India that free compulsory education shall be provided for all pupils in the age group 6-14. There is some difficulty in making primary education free because of the decision of the Supreme Court that minority schools established under Article 30 (1) of the Constitution are free to collect fees in their schools. It is, however, hoped that as all the minority schools are aided by the Government in this State, all children will get free education.

**Mid-day Meal.**—Mid-day meal system was prevalent in Cochin State and in compulsory areas of Travancore, viz. two taluks of Trivandrum District, 2 taluks of Quilon District. The Government attach great importance to the mid-day scheme, because it will encourage pupils to take to education. In a State like Kerala with its backward economy, unless some such incentive is given, it may not be possible for poor children to attend the school regularly. With this object in view, the Government extended mid-day meal scheme to two Districts of the State, viz., Kozhikode and Alleppey with effect from 1-11-1957. The Government have decided now to extend mid-day meal scheme to the entire State with effect from 1-11-1958. It will be seen that 40 lakhs of pupils in Kerala State will benefit by this scheme.

**Medical care.**—The scheme to have school-going children medically examined has been introduced as a pilot scheme this year limiting it to 300 centres. The idea is to have every child examined by Medical Officers so that their health can be taken care of at an early stage. It is hoped that it will be possible to extend the scheme in the course of another ten years throughout the State. The main difficulty observed in implementing this scheme is the shortage of trained Doctors.

**Basic Education.**—Apart from opening more schools in the State, the ratio of teacher to children has been refixed as 1:40, which used to be 1:55 in Travancore-Cochin State. The following figures regarding percentage of children in primary stage to those of school-going age is 99.9 and percentage of children in secondary stage to those of school-going age is 30 and percentage of literacy in the State excluding children in the age group 0-4 is 47.4 will show that Kerala State has achieved something substantial in the field of education as far as quantity is concerned. Regarding the improvement of quality much more remains to be done. The first step taken in this direction is the acceptance of the Five-Point-Programme of the All India Basic Education Assessment Committee for implementation in all schools of the State. To this the Government propose to add a scheme under which familiarisation of tools in the lower standard and actual working with them in the higher standard will be introduced as part of the curriculum. This is rightly a step in the direction of achieving the essence of basic education contemplated by Gandhiji. A scheme has been prepared and has been sent to the All India Board for Basic Education for consideration and comments. After their comments are received, it will be finalised and introduced for trial in 1200 schools to be selected in the State. The idea is to make an assessment of the scheme before extending it further. The teachers who are to handle such classes are being trained separately in the State. The Training Schools have also been reorganised in such a way as to provide for a two year Certificate course and to make it basic in its nature.

**School-going Age, Duration of schooling and Syllabus.**—Attention was also devoted to the improvement of the syllabus of Higher Secondary Schools. It was found that by adopting the recommendation of the Secondary Education Commission, Kerala Government have accepted a scheme of education under which, unlike pupils of Northern India, the pupils of Kerala have to undergo one more year of schooling. Emphasis was also placed in the civilised countries on fixing the minimum age of admission as high as possible. Gandhiji recommended that 7 should be the age. After careful consideration, the Government of Kerala have adopted 6+ as the minimum age of education and prescribed 11 year course including higher secondary classes. Along with this the old elective system was given up while keeping the diversified course in tact. The intention was that there was need to strengthen the teaching of the core subjects in the High School stage and any specialisation was not useful unless that specialisation led to the

creation of a particular bias in the student. The whole course of studies in the curriculum has been reorganised on this basis. The effect of the re-organisation will be studied for the next three years and such useful changes as are found necessary will be made thereafter.

**Nationalisation of Text Books.**—Along with this was undertaken the complete nationalisation of text books. In 1957-58 Government prepared and published all text books in language and non-language subjects. Committees were set up for the preparation of Readers in English, Malayalam, Sanskrit and Hindi and non-language subjects. Non-detailed text books were prescribed, but they were purchased and distributed by the Government. Thus the nationalisation was complete. It will be of interest to the people to know that this year 80 lakhs of copies of books were printed and distributed by the Government and in addition 20 lakhs copies of Non-detailed books purchased and distributed. A central system of distribution was evolved under which the books will be supplied to the Headmasters of schools through Co-operative Societies established at different high schools in the State. One important change undertaken was to reduce the load in the lower classes by minimising the number of text books to be followed by the pupil.

Though great care was taken in the selection of the Committee that no person with any political training was included in this, criticisms were made against the text books of Kerala by interested parties suggesting an attempt at indoctrination and the Government feel that these criticisms are unfounded. With a view to assess the criticisms they have appointed a Non-official Expert Committee to examine the allegations and to suggest to the Government what changes are necessary before they are reprinted.

**Technical Education.**—Great importance was given to the development of technical education in the State of Kerala. Special mention must be made of the co-operation offered by the Southern Regional Committee and the Central Ministry of Education in developing the technical institutions in the State. Two new Engineering Colleges and five Polytechnics were started. The capacity of the Engineering College, Trivandrum was doubled. The capacity of the polytechnics at Kozhikode and Kalamassery was also increased. Thus the number of students who can have technical education rose from 650 to 1400 in the course of the 18 months. It is also proposed to start two more Engineering Colleges for which steps are being

separately taken and four more polytechnics in Kerala in the course of the next year. With a view to give a technical bias to general education and to provide for persons who can take up jobs immediately they get out of the schools, the State Government have decided to establish 18 Junior Technical Schools. At least nine of them will begin functioning from January, 1959. Preparations are being made to start all of them by next year. The State Government have also started post-graduate courses in Hydraulics, Irrigation and Flood Control, Structural Engineering and Electrical Machine Design in the Engineering College, Trivandrum.

**Re-organisation of University and Expansion of Collegiate Education.**—The Kerala University Act was passed on 30th August, 1957. According to the preamble, the Act was designed to encourage post-graduate research and study in the Kerala State. Dr. John Mathai was appointed as the Vice-Chancellor of the University. Under his distinguished leadership, it is hoped that special attention be devoted to the development of post-graduate research and study. The following Government Colleges were started:—

- (1) Government College, Kasaragode.
- (2) Training College, Tellichery.
- (3) College of Physical Education, Kozhikode.
- (4) Government College, Madappilli, Badagara.

Post graduate courses were started in Physics and Botany in Maharaja's College, Ernakulam and Zoology, Statistics and English in Government Victoria College, Palghat. Buildings were constructed for Brennen College, Tellicherry, Maharaja's College, Ernakulam, Chittur College, Training College, Trichur and for the College of Physical Education, Trivandrum.

**Progress in the field of Collegiate Education.**—There are 44 Arts and Science Colleges, 13 Training Colleges, 3 Sanskrit Colleges, 3 Arabic Colleges, 2 Colleges of Physical Education, 2 Medical Colleges, 3 Engineering Colleges, one Veterinary College and one Agricultural College in the State. The total enrolment of the students in all the Colleges is 26,370 which works out an average of 250 per million of population, perhaps the highest figure for the whole of India bearing favourably with the figures of some of the advanced foreign countries of the world.

**Re-organisation of the Department.**—An attempt was made to improve the tone of administration by re-organising the education department on a functional basis. Separate Directors were created for Primary Education, General Education including Secondary Education, Collegiate Education, Technical Education and for Text Books and Examinations. It is also proposed to start research in educational methods and evaluation by appointing a Research Officer specially trained at Delhi. The whole process of reorganisation is in an experimental change. The result will be watched and the reorganisation set up finalised.

Thus the Education Ministry of the Kerala Government has great pleasure in presenting a consolidated account of its achievements during the last 18 months. It realises that many more problems remain to be solved. In view of the rapid changes introduced in the Department it is in a state of flux and the final results cannot be assessed until sometime intervenes. On the whole the Department is proud of having achieved something substantial in such a short period and hope that this is only the beginning of a much greater era.

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