CONCLUSION

Since a point to point discussion of the results based on the guiding hypotheses and specific questions has been presented in the last chapter, the concluding chapter presents an integrated summary, followed by a critical discussion, suggestions for improvement of higher education and suggestions for further research.

The curtain opens with the Rescript of Rani Gouri Parvathi Bhayi (1817) accepting in principle the responsibility of the state for the education of its citizens. It is not clear whether this is an echo of the East India Company (1813) placing one lakh of rupees for the cause of education in India. The purpose served by the Rani's Rescript is perhaps a far cry from University education. At best it provided an improved form of elementary education officially offered. But it set the pace for what later higher education also offered and was sought after - an opportunity for employment in the new set up particularly in government offices. A similar proclamation of the Maharaja of Cochin a year later (1818) specifically states the aim of vernacular primary schools as employment in government service, though these schools do not seem to have been much of a success.
The beginning of modern education in Travancore was obviously due to missionary efforts. The work was started in the first decade of the 19th century by the L.M.S. Missionary Ringletaube. By the second decade of the century the Nagercoil Seminary founded by Mead and the Kottayam Seminary founded by the C.M.S. Missionaries set the pace for English education in Travancore.

A year before Macaulay's Minute Maharaja Swathi Thirunal (1934) who was himself a master of many languages and music put his weight for English education by studying the Nagercoil Seminary and bringing in Mr. Roberts to start the Government Free English School. In Cochin also the same pattern can be seen with Rev. Dawson's first English School at Mattancheri in 1818 and Resident Casamajor's school in 1835. Malabar comes late into the picture with Herman Gundert's school at Kallayi (Calicut) founded only in 1848 and the first English school at Tellicherry in 1857.

The Kottayam Seminary which has the unique distinction of being an attempt to evangelise one Christian Mission (the Syrian Orthodox Church) by another Mission (C.M.S.) at the instance of a secular British Resident Representative with the support of a Hindu Queen offered early in the century a staggering curricular load including
Hebrew, Syriac, Sanskrit etc. in addition to Mathematics, Science, Geography and History. A similar rich offering must have been provided at the Nagercoil Seminary also which inspired Maharaja Swathi Thirunal to build a rich English education in the public sector and the government taking the responsibility for anglicising education even before Macaulay and Bentick gave their rulings. In this matter Swathi Thirunal's role is comparable to that of Raja Ram Mohan Roy with the difference that the former had an official power to carry out his scholarly intentions. It may be noted that with all his love for classical and humanistic scholarship, Swathi Thirunal saw English as a modernising and scientising influence. He also founded the Observatory in Trivandrum.

It is interesting to note that the Seminary at Kottayam was to grow as a progressive C.M.S. College, the Government Free School of Swathi Thirunal was destined to become Maharaja's College and later grow into the University College and Gundert's School at Calicut was to develop into the Malabar Christian College.

In 1866 the F.A. classes were opened at the English school at Trivandrum and in 1868 the B.A. classes. Law classes were opened in 1875 and still later other faculties.
Though Law finally did separate, the college grew further in the Arts and Science Departments to become University College, it later reduced itself to one of the important colleges. Thus the institution founded by Swathi Thirunal became the mother of several innovations and institutional genesis in Kerala.

In a princely state where it was given to a queen (1817) to set the pace in the development of education (and where Jain and Buddhistic women Saints illuminated the field two millenia ago) it is natural that women's education should flourish. The wives of English Missionaries gave the lead in girls' education in Travancore early in the 19th century, with Mrs. Mead and Mrs. Mault playing the key role. They shot two birds at one stroke in giving education to women of the depressed groups. At the same time there was another model of women's education of a limited type offered to the princesses and upper classes. It is out of this dialectic that an egalitarian model of women's education has evolved in Kerala with women outstripping men in many of the faculties. Even some decades ago women in Kerala left their mark not only as doctors, teachers and social workers but also as engineers, judges, political activists and in other areas considered to be men's domain.
The Maharaja's school for girls which was started in 1864 grew up into the women's college. In the private sector the Holy Angel's Convent sent the first batch of girls for matriculation in South India. Its elevation as a second grade college was however short lived. Colleges like St. Teresa's in central Kerala have set a mark on the elite dimension. Admission of women into what were originally purely men's colleges also became a common feature in Kerala.

The 1920's saw the opening of important private colleges like U.G. College, Alwaye and St. Berchman's College, Changanacherry. At the Cochin area St. Thomas College, Trichur as well as the Ramavarma Sanskrit College, Tripunithura were opened in the second decade. The Maharaja's College, Ernakulam ably nurtured by Mr. Sealy sent candidates for matriculation in 1868 and was formally affiliated in 1875.

In Malabar a school started with the endowment of a British Sailor Mr. Brennen was handed over to the government and started F.A. classes in 1890-'91. An institution in Palghat which started as a rate school and shifted hands between Municipality and Government finally became the Government Victoria College, raised to first grade status in 1925.
The growth of modern education in Kerala also coincided with certain major sociological changes in the state. While the earlier Rescript proclaimed concern of the ruler for the education of all her citizens, a section of the population was not considered citizens at all. Kerala had the dubious distinction of presenting social distance scale manifesting in terms of physical distances which should be kept up between the castes. Only by about the middle of the 19th century were government schools thrown open to the so-called the untouchable communities. The L.M.S. and C.M.S. missionaries had an important role to play in catalysing this change and their schools were taken advantage of the depressed sections more than the others, especially in the early stages. Later government itself came forward to give preferential treatment to the so-called backward sections.

Though modern education was initiated by the missionaries, the Travancore Government and later the Cochin Government attempted to interiorise and formalise them in the public sector setting up government schools which could serve as models. Later it was realised that Government could not afford to set up such schools and colleges in every district. Hence private effort was
encouraged by the passing of the Grant-in-Aid code in Travancore (1895) and Cochin (1889). In order to control the various types of schools and colleges which grew up taking advantage of the scheme, a Department of Public Instruction was found necessary. Such a Department was opened early in the 20th century. The institution of the Secondary School Leaving Certificate about this time in the place of matriculation examination not only gave the schools an independence from collegiate control but also gave the school educational system in Travancore and Cochin independence from the University authorities at Madras.

Personalities in educational leadership counted much more in the early stage than in the later periods. Dr. Mitchell, Director of Public Instruction, in Travancore and Mr. Sealy the 'Arnold' of Cochin occupying a similar post in that state left their deep impress in school and collegiate education.

The discussion on the starting of a University in Travancore was mooted as early as 1919 taking into account the disadvantages of isolation of the colleges from the main stream of the university administration at Madras and the absence of the academic benefits enjoyed by the
constituent colleges in Madras. Though the early committees (with some dissentions) favoured the formation of a University for Travancore, the Committee of 1932 expressed itself against the move. The personality of Sir C.P. Ramaswami Aiyar who assumed office as Dewan and the support of Chithira Thirunal Maharaja helped to see the birth of the University in 1937. Sir C.P. Ramaswami Aiyar took charge as Vice-Chancellor and gave dynamic leadership besides generating several innovations of a theoretical and practical nature. It is significant that the priority to development of technical education and science applied for the development of the state comes three decades before the Education Commission. The other important aim of the university refers to consideration and promotion of Kerala Arts and Culture. Never before or after in the history of Indian education were the aims taken so seriously and acted upon so effectively, though for a brief period of about a decade. Perhaps the principle of small is beautiful was an important factor but other factors such as personality, environmental conditions also seemed to play a part.

Some interesting features in the early administration of the Faculties may be worth reiteration. The
Faculty of Science started with a highly technological rather than 'pure' orientation. Sylviculture, Forest utilization and Management and Forest Entomology, Surveying, Marine Biology and Fisheries, Applied Physics, Applied Chemistry including Water Analysis, Industrial Chemistry and Bio-chemistry etc. are worth noting. A number of technological institutions of the government were organised as the Central Research Institute placed under the Faculty of Science. In the Intermediate interesting groupings such as Mathematics, Physics and Indian Music are offered reminiscent of the medieval quadrivium, grouping Music along with the sciences (arithmetic, geometry and astronomy).

The Faculty of Technology emphasizes the guidance of conceptual science. The teaching of Physics and Chemistry to the students of Faculty of Technology was to be entrusted entirely with the Physics Department of the College of Science. In fact Prof. H. Parameswaran of Presidency College, Madras was entrusted with the Directorship of Technology. Many programmes of this Faculty related to the war effort and other practical dimensions. The appointment of Dr. Cousins as the Head of the Department of Oriental Studies and Fine Arts is another instance of
the faith in the university giving leadership to analysis and development of culture in the state.

The History Department was able to acquire the library of Dr. S. Krishnaswami Aiyangar and start the Journal of Historical Research.

Though started with a lot of imagination and purpose the University of Travancore also began to affiliate more colleges with all the hazards that go with it. The eleven faculties, which were formed in the University of Travancore continued even after the 1957 Act constituting the University of Kerala. The new University had a statewide jurisdiction with colleges from Cochin area and Malabar disaffiliating from Madras University and joining this new University. As the University became larger it showed many of the defects accruing from largeness as earlier in the Madras University. Consequent to the recommendations of the Secondary Education Commission Report the problem of constituting the three year degree course and transferring the first year of the Intermediate course to a lower stage was inevitable. The first solution attempted by the southern states of keeping it provisionally as Pre-University stage in the college was adopted in Kerala also.
But with the formation of the University of Kerala another daring innovation was attempted, of a two year Pre-degree course at the college, reducing the school stage to ten years. The mathematics of 10+2+3 in vogue in Kerala by 1964 was really a Keralite innovation. But the starting of a large number of junior colleges, most of them in the private sector created a vested interest of transitional measure of +2 in Junior college got fossilised and entrenched at the collegiate stage. Most of them in the private sector created a vested interest at +2 entrenched as the collegiate stage. The net result was that instead of increasing the length of the school stage from 11 to 12 it got reduced to 10 years. The multiple voices of Keralite democracy made it almost impossible for this stage to be structured naturally into the school. Thus Kerala lost the true benefits of one of its great innovations. Special B.Sc. which permitted the science subjects to be studied at an advanced level and omitting the Part II (Languages) was another innovation meant for academically bright and hardworking students. It was soon stopped as being elitistic.

Student representation and giving representation to a wide variety of interest was contemplated in the Acts of the University of Travancore. Later the Senate had
provision for 15 student members among whom one would be elected to the syndicate. This daring experiment has proved to be a success judged by the performance of the student members.

The formation of Calicut University (1968) in the north and the Mahatma Gandhi University (1983) in central Kerala reduced Kerala University to the position of the smallest university in the state. Yet the administrative mechanisms remain as large ever. The more recent universities repeat verbally many of the objectives of the University of Travancore but they do not seem to be in a position to practise them with the same dynamism.

The formation of the Agricultural University (1971) and the Cochin University of Science and Technology (1971) further reduced the application base of the general universities. From the position of getting governmental institutes transferred into the university in the early 1940's we now see the spectacle of components which can prove the social relevance of the university being transferred out of it. Of course, the university reacts by creating more Faculties, Departments and Centres. But it is doubtful whether the centres represent a model of application where the rich illumination possible from university research and studies will get diffused for the benefit of the local population as compared to the type of
contribution by Moudgil Parameswaran or Cousins. Individual professors however have made mark in the university in terms of theoretical research and practical application. By 1990 Kerala University had 16 Faculties, 33 Departments and 14 Centres.

A Critical discussion based on the major conclusions

The starting of English education and particularly higher education opened new avenues of employment in government and outside in the newly emerging set up. It is natural that the old elite who were at the top in the social hierarchy or who had come up through the device of Sanskritisation should now try to come up in the new set up through westernization and modernisation. So higher education particularly as organised in the public sector was taken advantage of by the more privileged groups for their vertical mobility. The Mission schools were an exception and even favoured the downtrodden. Later government schools were thrown open to everybody and even preference given to the backward. Now the higher caste groups and the non-evangelical missions got into the field to protect the interest of the 'haves'. While the 'positive discrimination' in favour of the formerly depressed groups were launched various other groups also
organised themselves to take the benefit of higher education and protect their interests. But theoretically at least education, particularly higher education is expected to give equal opportunity for everyone and allow merit to find its own level. The dialectics of equalisation and genuine equality, conservation and mobility through higher education, meritocracy and social justice are not easy to solve. A democracy allows free play of all these forces in the expectation that through trial and error a final fair solution will emerge.

Many heated debates and even agitations have became common phenomena in an attempt to resolve politically an educational problem. One solution which has not been adequately tried is the serious effort towards objectively and reliably measuring merit as well as aptitude especially under culture-fair conditions so that the real merit among even those who are considered backward can really emerge. Our country has produced sufficient number of people from the most backward groups to justify the position taken here. The preamble elaborating the culture-objective of the Travancore University is also in consonance with this stand.

Much of the difficulty is due to the fact that higher education is largely diploma oriented, and using this diploma a person tries to get into the employment
market. In many cases the type of employment a person gets has nothing to do with the type of education which he has received. The early Travancore University model of relating education to development and using technical education and applied sciences as a basis, if it could be implemented, could solve the problem of mere verbal education and disguised employment after a mad rush. The Education Commission Report has also given similar recommendations but it is not easy to implement them on a national scale. The vocationally oriented universities of Agriculture and Technology are in a better position to implement these recommendations. But the trend of even the general universities giving a vocational bias without losing their academic orientation seems to be emerging. Perhaps the Mahatma Gandhi University may be setting up some positive trends comparable to what was done half a century ago at Travancore but adapted to the complex needs of modern technology and modern society.

The spectacle of the multiple voices of democracy cancelling the benefit which Kerala could get from its own innovations has to be seriously considered. The 10+2+3 structure, the Special B.Sc. courses, Shift system, the M.C.T. course (Calicut) and others can be listed. This calls for a concerted social dialogue and perhaps an element of social technology.
While the early missionaries pioneered modern education in Kerala this model is not likely to work today. A large number of secular missionaries and volunteristic workers even from public service (including private college teachers getting full salary from government) have to emerge. Even today such persons are not absent. But a climate of encouragement and acceptance for such workers to operate has to emerge. In today's system we cannot expect a Sir C.P. Ramaswamy Aiyar or a Munro to emerge and operate on similar lines. But the counterparts of Mitchell, Sealy, Rev. and Mrs. Mead, Mrs. Mault and Roberts can be found in nucleus forms and with some encouragement they could flower.

SUGGESTIONS FOR IMPROVING HIGHER EDUCATION

1. The Government of Kerala should establish a Higher Level Council for the development of higher education in the state. It should have adequate control over the higher educational system, including the Universities in the State. This council may function as an integral agency to co-ordinate, integrate, and plan the whole affairs of higher educational systems so as to make the system highly efficient and effective. Choice of
major research projects, advanced learning programmes, starting of new courses and faculties, development of curricula and the referring of examination and evaluation of student learning, starting of new universities and colleges etc. should be made only after the consultation with and the approval of this Council.

2. Existing University Acts of various Universities should be co-ordinated so as to have a single integrated University Act for all the Universities.

3. Universities should be liberated from the burden of conducting examination and preparing syllabus for Pre-Degree and even B.A./B.Sc. courses. A separate Board may be set up to serve this purpose. Only integrated top professional degree courses and Post-graduate education need be brought under the direct control of Universities. The Universities should be left with more time for conducting advanced studies and research in the major disciplines.

4. Pre-Degree classes should be brought under the control of a separate Board of the Government. The separation of Pre-Degree from Degree will of course, increase the administrative as well as academic efficiency of the University. To achieve this purpose, it is desirable that a separate Pre-Degree Examination Board or Higher Secondary Examination Board be established.
5. There is ample scope for starting more postgraduate Departments in Universities in the State with special emphasis on science, technology and social sciences for the advancement of higher education in all branches of knowledge.

6. In view of the rapid growth and development of industries in Kerala it is only in the fitness of things that the universities should start more courses which have relevance to the industrialisation of the state.

7. If the Universities continue to keep up higher academic standards both in teaching and research, the universities could produce people of high calibre who will be able to achieve international reputation in their respective fields.

8. The University Departments should take up extension work in their respective fields, which could enable the common people to avail of the services.

9. Students are being admitted indiscriminately to various courses without considering their aptitude and interest in higher studies. This method of admission may be discontinued. As an alternative measure, proper selection tests may be conducted before admitting them to the institutions of higher education.
10. Interdisciplinary studies and research should be encouraged. They should be in conformity with the needs of the region.

11. Vocational and technical courses should be given due consideration in framing curriculum.

12. In designing a curriculum the needs of the society as well as those of the individual must be met. This implies that the student who pursues a course of study should be able to bring the benefits of his education to bear upon his role as a responsible person in society. The curriculum must reflect the current state of the discipline as determined by the scholars in the area. It must be continuously examined to eliminate outmoded or irrelevant material and to make room for newer developments.

13. Adequate steps should be taken to start postgraduate programmes in Engineering to cater to the technological needs of the state. The introduction of courses especially in Mining Engineering, Marine Engineering, Metallurgical Engineering and Navigation Engineering which can cater to the developmental needs of the industrial sector in Kerala should be seriously considered.
SUGGESTIONS FOR FURTHER RESEARCH

As the investigator proceeded through this research he felt that while some knowledge emerged through it, the consciousness of the unknown and un-investigated also increased. It was not possible to study them at this stage. Hence a few topics for further study emerging from the explorations of this study are being listed.

1. A comparative study of the educational growth and developments of different Universities in Kerala.

2. A study of the developments of the University other than Academic like Planning, Finance, Administration, Examination etc.

3. The contributions of the University towards the development of the society.

4. A study of the impact of University education within the State from the point of view of different factors - cultural, economic, linguistic, professional and technical.

5. A study of general policies in education in the context of higher education policies.

6. A critical study of educational legislations in higher education vis-a-vis the needs of national development.
7. An input-output analysis of higher education in Kerala.

8. The structure of higher education in Kerala in relation to the structure of higher education in some educationally advanced countries of the West.

When a country like India or state like Kerala is beset with serious problems and everything seems to be dark and confused discriminating observers have pointed out that the nation (the state) has the resilience to come out of it. In the scene of higher education, Kerala seems to be in such a situation. This investigator has the faith that solutions will come through research and studies, through the efforts of dynamic individuals, through corporate thinking or sometimes even through sheer accident, with the proviso that, "Chance favours only those who know how to court her".

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