INTRODUCTION

The major resource of any country is its people. The development of a country depends upon the development of its citizens. Education is viewed as a potential instrument in this developmental process. In this globalised world, only those nations are developed who have the power of knowledge. The present market economy, regards, a favourable micro-environment and an effective system of education as resources, more than the traditional resources like land, labour and capital. In short, knowledge power is the determinant factor for progress now.

In our post-modern society, education is no longer seen solely as a set of skills, attitudes and values but as a commodity to be purchased or a product to be sold by multinational corporations and academic institutions that have transformed themselves into service providers. Consequently, our educational institutions need to be managed professionally and scientifically, as per modern management principles. Along with this, the modern society, which is a knowledge society, encompasses and applies its knowledge to different branches. This incorporation helps to improve the effectiveness of the varied branches of knowledge, including education. This amalgamation has also paved the way for the genesis of a new branch of knowledge-Educational Management.

In Kerala, education is more of a political tool than a commodity. Educational agencies, and the communities that back them are so powerful that they determine the political fate of parties and fronts here. The Majority and Minority communities consider education as a powerful tool for bargaining and even their political attitudes depend upon their gains and
losses in the educational sector. Politics and education are closely interconnected in Kerala, the results of which we can witness in educational management too.

It is quite natural that a probe into the higher educational sector necessitates a survey of the political processes which generated reforms, and the political and electoral consequences. It also calls for a study the social milieu which helped to bring about reforms in the shape and structure of education.

This is a purely academic pursuit of the comparatively less known area of Educational Management, to survey the history of higher education and to analyse the political overtones of legislative reforms with regard to the Christian minority in Kerala.

This thesis is organised into five chapters including the conclusion.

Chapter 1 deals with the definitions and genesis of Educational Management. It is viewed as an activity related to the operational process. In the contemporary globalised world, there are various challenges to education, and management tools are necessary to make it more meaningful and effective. Since Educational Management is an offshoot of an old discipline—Educational Administration, its history is given in detail. This is followed by a study of the Educational policy enshrined in the Constitution of India. Managerial role and functions are also elaborated in this chapter.

Chapter II traces the history of education in general and higher education in particular, from the Sangam Age to the formation of Kerala State in 1956. This chapter studies in detail the educational developments in the three erstwhile political units in Kerala—Travancore, Cochin, and Malabar. The contributions of the rulers, missionaries, social reformers and later the educational agencies like the Christians, the NSS, the MES and the SNDP are also dealt with in detail.
Chapter III discusses the beginning of the concept of National Education like Gokhale’s Bill, Wardha Conference, Indian National Congress’ Resolutions etc. Then it surveys the financial and administrative constraints as reflected in the recommendations of the various Education Commissions from Dr. Radhakrishnan Commission upto the Revised National Policy of Education, 1992.

Chapter IV deals with the Educational management of Christian Minority institutions in Kerala. This chapter begins by describing the management structure of the Christian minority’s educational institutions. The political overtones of the legislative reforms from the Rescript of 1817 upto the delinking of the Pre-Degree course, are analysed and assessed.

Chapter V is the concluding chapter which sums up the findings in the earlier chapters. This chapter ends with five suggestions for improving the managerial effectiveness of educational institutions.

The methodology adopted in the study is historical-analytical. Arguments put forth in the study are substantiated with charts and diagrams. The data for this study have been collected from both primary and secondary sources. Primary sources consist of official documents and reports of various Commissions and Committees including original records kept in the Archives, Thiruvananthapuram and private archives in Christian Diocesan Headquarters. Secondary sources used in this study include books, journals, periodicals, newspapers, pamphlets, bulletins and other published documents.