

School of Education Studies
Ambedkar University Delhi
Course Outline

Course Code: SES201103

Title: History of Education in Modern India (HOEMI)

Type of Course: Core (Education), Elective for other programs

Cohort for which it is compulsory: MA Education

Cohort for which it is elective: All other MA programs

No of Credits: 4

Semester and Year Offered: 1st Semester (Monsoon Semester 2016)

Course Coordinator and Team: Dr. Manish Jain

Email of course coordinator: manish@aud.ac.in

Pre-requisites: None

Aim: This course aims to introduce students to the phenomenon of education in India since colonial period through intersecting frames of time, themes and locales. These frames are used to historically situate education in interaction with other social-cultural institutions and processes, experiences/practices of colonialism, modern state, 'nation-building', and changes in social power structure at different historical junctures. With reference to time, continuities and changes are traced in the context of pre-colonial, colonial and postcolonial frames, practices and institutions of education. Themes of colonialism, nationalism, dominance, marginalisation, identity formation, representation and knowledge are used to explore meaning, roles, purposes, concerns, discourses, availability and experiences of education across different periods, regions, social groups, curriculum, different school subjects and policies. These themes are also used to examine construction, assimilation and disintegration of colonial, national(ist), regional, gendered, caste and classed histories of education in India.

This course will be taught through a combination of class lectures, individual and group exercises and workshops drawing upon a set of selected readings and historical sources. These historical sources would include official reports, minutes, policies, surveys, calendars, newspaper reports, maps, correspondence, examination papers, curriculum, textbooks, biographies and photographs. Students would be trained to examine these resources in classes and workshops.

Brief description of modules/ Main modules:

Unit 1: Writing History of Education in a Modern World: Concepts, Practices and Challenges

This introductory unit would introduce students to the domain of history of education by engaging with the concept of modern and modernity and understanding education with reference to changes in the social-cultural institutions and processes such as family, child-rearing and the idea of childhood, development of printing and emergence of reading publics and public forums along with changes in economy and expectations of/from state.

Unit 2: Pre-colonial and Colonial systems of Education

This unit would introduce students to indigenous education in different parts of India in late eighteenth and early nineteenth century. Then it would examine if education was implicated in the cultural project of colonialism. Key debates, ideas and policies of colonial education, its conceptualization of knowledge and curriculum, and its legacies would be focused on.

Unit 3: Educating the Nation

This unit tries to understand the interface of education with emergence of the idea and forces of nationalism and formation of nation-states in colonial and postcolonial contexts. It looks at contesting meanings of nation, proposals to use education for 'national' purposes and continuities/breaks of 'national' education with colonial education and visions. It also examines the role of education in the nation-building project in independent India and its silences.

Unit 4: Dominance, Marginalisation, Identities and Education

This unit is based on the assumption that we cannot understand the Indian response to colonial education or the colonial reactions to Indian reception if we move through any rigid homogenous typology of colonizer and colonized. Instead, it uses the intersecting vectors of gender, caste, tribal and religious affinity to examine access to education and how was/is education involved in the wider contests to fashion a self-identity and establish and challenge dominance.

Unit 5: Histories of School Subjects

Why and when do certain knowledge-discipline(s) enter or are removed from the school curriculum? What do histories of school subjects tell us about the development of a subject over a period of time, changes in its status and changing understanding and approaches to discipline? How are trajectories of and concerns about a school subject influenced by different social forces, national contexts and time periods? This unit would discuss these questions through case studies of some school subjects.

Assessment Details with weights:

1. Workshop on historical sources	10% (3 rd week-August)
2. Class-test	20% (3 rd week-September)
3. Individual assignment (long essay)	20% (end-October)
4. Group presentation: histories of school subjects	10% (First-week November)
5. End-term examination	40% (Last week November)

Reading List:

Essential Readings for Unit 1:

1. Silver, Harold (2000). 'Historiography of Education', in Roy Lowe (ed.) *History of Education: Major Themes, Vol. 1, Debates in the History of Education*, London: Routledge, pp: 210-237.
2. Aries, Philippe (1962). *Centuries of Childhood: A Social History of Family Life*. Translated from the French by Robert Baldick. New York: Vintage Books, pp: 128-133, 329-336, 405-415.
3. Kaviraj, Sudipta (2000). 'Modernity and Politics in India', *Daedalus*, Vol. 129, No. 1, Multiple Modernities, pp. 137-162.

Essential Readings for Unit 2:

1. Radhakrishnan, P. (1990). 'Indigenous Education in British India: A Profile', *Contributions to Indian Sociology*, 24: January, pp: 1-27.
2. Whitehead, Clive (2005). 'The Historiography of British Imperial Education Policy: Part I: India', *History of Education*, 34 (3), pp: 315-329.
3. Tschurenev, Jana (2012). 'Incorporation and Differentiation: Popular Education and the Imperial Civilizing Mission in Early Nineteenth Century India', in Carey A. Watt and Michael A. Mann (Eds.) *Civilising Missions in Colonial and Postcolonial South Asia*. Delhi: Anthem Press India, pp: 93-124.
4. Shahidullah, Kazi (1996). 'The Purpose and Impact of Government Policy on Pathshala Gurumohashays in Nineteenth Century Bengal', in Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, pp: 119-134.
5. Primary historical sources

Essential Readings for Unit 3:

1. Bhattacharya, Sabyasachi , (2003), 'Introduction', in Bhattacharya, Sabyasachi, Yagati, Chinna Rao ed, *Educating the Nation: Documents on the Discourse of National Education in India 1880-1920*, New Delhi: Kanishka Publishers in association with Educational Records Research Unit, Jawaharlal Nehru University, pp: ix-xxvii.
2. Kumar, Nita (2012). 'India's trials with Citizenship, Modernisation and Nationhood', in Laurence Brockliss and Nicola Sheldon (Eds.), *Mass Education and the Limits of State-building, c. 1870-1930*. New York: Palgrave Macmillan, pp: 283-304.
3. Chaudhary, L. (2010). Land revenues, schools and literacy. *The Indian Economic & Social History Review*, 47(2), 179–204.
4. Primary historical sources

Essential Readings for Unit 4:

1. Chaudhary, Latika (2016). 'Caste, Colonialism and Schooling: Education in British India', in Latika Chaudhary, Bishnupriya Gupta, Tirthankar Roy, Anand V. Swamy (Eds.) *A New Economic History of Colonial India*. New York: Routledge.
2. Satyanarayana, A. (2002). 'Growth of Education among the Dalit-Bahujan Communities in Modern Andhra, 18903-1947'. In Sabyasachi Bhattacharya (ed.) *Education and the Disprivileged: Nineteenth and Twentieth Century India*. Hyderabad: Orient Longman, pp: 50-83.
3. Bhattacharya, Sabyasachi, (2001), 'Introduction', in Bhattacharya, Sabyasachi, Bara, Joesph, Yagati, Chinna Rao and Sankhdher B.M., *The Development of Women's Education in India: A Collection of Documents 1859-1920*, New Delhi: Kanishka Publishers in association with Educational Records Research Unit, Jawaharlal Nehru University, pp: ix-xlvi.
4. Minault, Gail, (1998), 'Role Models: Educated Muslim Women, Real and Ideal, in *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*, Delhi: Oxford University Press, pp: 14-57.
5. Primary historical documents

Essential Readings for Unit 5:

1. Goodson, Ivor (1985). 'Subjects for Study' in Goodson, Ivor (ed.), *Social Histories of the Secondary Curriculum: Subjects for Study*, London and Philadelphia: The Falmer Press Taylor and Francis Group, pp: 343-367.

2. Hancock, Mary (2001). 'Home Science and the Nationalization of Domesticity in Colonial India', *Modern Asian Studies*, 35 (4), pp: 871-903.
3. Jain, Manish (2010). 'Colonial Knowledge, Colonial Citizen: Civics in Colonial India', Paper presented at the Annual Conference of the *Comparative Education Society of India*, 15-17 November, 2010, Jawahar Lal Nehru University (JNU), Delhi, pp: 1-34.