

DISCIPLINE SPECIFIC ELECTIVE (DSE): Social History of Education in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social History of Education in India	4	3	1	0		

Learning Objectives

- This course will provide students a historical perspective on different traditions of education in India from ancient to colonial periods.
- In addition to studying the so-called mainstream pattern, it seeks to engage predominantly with alternative ideas, traditions and perspectives.
- It seeks to underscore complex trajectories of continuity and change in the field of education over a longer period.

Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in pre-colonial India; the diversity of knowledge production and its transmission.
- The course will lead to a better understanding of the connection between knowledge and power: the role of state and different social categories.
- It will make learners more informed about the historical patterns of educational inclusion and exclusion in India.
- It will make students aware of the rich legacy of alternative education in

Syllabus

Unit 1: Indigenous Education in pre-Colonial India: Ancient India (9 hours)

Unit 2: Indigenous Education in Medieval India (9 hours)

Unit 3: Interface and Impact of of Indigenous and Colonial Education and Educational Policies during eighteenth and nineteenth centuries. (15 hours).

Unit 4: Campaign for Free and Compulsory Elementary Education in Colonial India and Some Alternative Education Models Evolved During Freedom Struggle (12 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit examines the key aspects of educational arrangements in ancient and medieval India, such as patronage, knowledge traditions, pedagogical practices, and translation initiatives. What these arrangements and traditions reveal about social relations during the period under study. What were the major changes and continuities during this period? (9 hours)

1. Alam, Muzaffar. (2003), 'The Culture and Politics of Persian in Pre-colonial Hindustan,' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003, pp. 131-198.
2. Altekar, A. S. (1944), *Education in Ancient India*. Benares: Nand Kishore & Bros.
3. Hussain, S. M. Azizuddin (ed.) (2005), *Madrasa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi.

4. Jafri, Saiyid Zaheer Husain. (2021), 'Education and the Transmission of Knowledge in India's Medieval Past: Contents, Processes, and implications' in Cristiano Casalini, Edward Choi and Ayenachew A. Woldegiyorgis (Eds.), *Education beyond Europe: Models and Traditions before Modernities*. Brill, pp. 129-151.
5. Lowe, Roy and Yasuhara, Yoshihito (2016), *The Origins of Higher Learning: Knowledge Networks and the Early Development of Universities*, Routledge. Chapter Two, 'From the Indus to the Ganges, Spread of Higher Learning in India.'
6. Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." Proceedings of the Indian History Congress, 68, pp. 389-97.
7. Salgado, Nirmala, S. (1996), 'Ways of Knowing and Transmitting Religious Knowledge: Case Studies of Theravada Buddhist Nun', *Journal of the International Association of Buddhist Studies*, Volume 19, Number 1, Summer 1996, pp. 61-80.
8. Scharfe, Hartmut (2002). *Education in Ancient India*, Leiden: Brill.
9. Shrimali, Krishna Mohan. (2011). 'Knowledge Transmission: Processes, Contents and Apparatus in Early India.' *Social Scientist*, Vol. 39, No. 5/6, pp. 3–22.

Unit 2. This unit deals with the transition from pre-colonial indigenous learning to Western-style modern education in colonial India. It surveys the Early and recent historiographical discourse on indigenous education; its salient features; and different explanations for its decline or interface with colonial system of education. This unit shows how the two systems, traditional and modern interfaced with or encountered each other during 18th and 19th century. It will engage with how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society which shaped the extent and nature of education in colonial India, and what kind of structure of education emerged out of this coalition and interface. (9 hours)

- Acharya, Poromesh. (1996). "Indigenous Education and Brahminical Hegemony in Bengal". In Nigel Crook, (Ed.), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi: Oxford University Press, pp. 98-118.
- Chaudhary, I. K. (2013), "Sanskrit learning in colonial Mithila: continuity and change". In Kumar, Deepak., Bara, Joseph., Khadria, Nandita., & Gayathri, Radha Ch (Eds.), *Education in Colonial India: Historical insights*. (pp. 125-146). Manohar, New Delhi.
- Dharampal. (Ed.), (1983), *The beautiful tree: indigenous education in the eighteenth century*. Biblia Impex New Delhi. (Specially Introduction).
- Di Bona, Joseph. (Ed.) (1983), *One teacher one school*. Biblia Impex New Delhi. (Specially Introduction).
- Farooqui, Amar (2021), 'Some Aspects of Education and Knowledge Formation in Nineteenth-Century Delhi', in Vikas Gupta, Rama Kant Agnihotri, & Minati Panda (Eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Orient Blackswan, pp. 211-225.
- Gupta, Vikas. (2017a), 'Macaulay se Pare', in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, (eds), *Macaulay, Elphinstone aur Bhartiya Shiksha*, Vani Prakashan, New Delhi.
- Jafri, S.Z.H., (2020), "Indo Islamic Learning and the Colonial State: Bengal Presidency under East India Company". *J.P.H.S.*, 68 (2), pp. 47-68.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
- Shahidullah, Kazi. (1996), "The purpose and impact of Government policy on pathshala gurumohashoys in nineteenth-century Bengal". In Nigel Crook. (Ed.). *The transmission of knowledge in South Asia: essays on education, religion, history and politics* (pp. 119-134). Oxford University Press, Delhi.

Unit 3. This unit critically examines the effects of colonial educational policies on various social groups in India, focusing on how education functioned either as an emancipatory project or as an instrument of social control and subjugation. It explores the historical debates and historiographical perspectives on the impact of colonial education on marginalized and disadvantaged communities, including Dalits, tribal groups, women, Muslims, and children with disabilities. The unit interrogates the role of Christian missionaries, the colonial state, social reformers, and

community leaders in shaping access to and the nature of education. The overarching question guiding this unit is whether colonial education contributed to social mobility and empowerment or whether it reinforced existing structures of exclusion, dominance, patriarchy, and majoritarianism. (15 hours)

- Ahmed, Rafiuddin. (1981). *The Bengal Muslims 1871-1906: A Quest for Identity*. Delhi: Oxford University Press. (Especially Chapter 5).
- Allender, Tim. (2016). *Learning Femininity in Colonial India, 1820–1932*. Manchester: Manchester University Press.
- Bagchi, Barnita. (2009). "Towards Ladyland: Rokeya Sakhawat Hossain and the Movement for Women's Education in Bengal, c. 1900–c. 1932." *Paedagogica Historica* 45, no. 6: 743-755.
- Bara, Joseph (2005). Seeds of mistrust: tribal and colonial perspectives on education in Chhotanagpur, 1834–c. 1850. *History of Education*, 34(6), 617-637.
- Bara, Joseph (2010). Schooling ‘Truant’ Tribes: British Colonial Compulsions and Educational Evolution in Chhotanagpur, 1870–1930. *Studies in History*, 26(2), 143-173.
- Bhattacharya, Sabyasachi. (Ed.), *Education and the Disprivileged: Nineteenth and Twentieth Century India* (pp. 153-160). Hyderabad: Orient Longman.
- Bhattacharya, Sabyasachi. Ed. (1998) *The Contested Terrain: Perspectives on Education in India*, Orient Longman Limited. (Specially Introduction and the essays by Suresh Chandra Sukla and B.M. Sankhdher, pp. 1-53 and 290-302).
- Constable, Philip (2000). Sitting on the School Verandah: The ideology and Practice of ‘Untouchable’ Educational Protest in Late Nineteenth-Century Western India. *The Indian Economic and Social History Review*, 37(4), 383-422.
- Gupta, Vikas. (2022). "Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah." *Social Scientist* 50, nos. 9-10 (September-October): 21-41.
- Kitchlu, T.N. ED. *A Century of Blind Welfare in India*, Penman, Delhi, 1991.
- Kumar, Arun (2019). The ‘Untouchable School’: American Missionaries, Hindu Social Reformers and the Educational Dreams of Labouring Dalits in Colonial North India. *South Asia: Journal of South Asian Studies*, 42(5), 823-844.
- Miles, M. 1995. Disability Care & Education in 19th Century India: Dates, Places & Documentation, with Some Additional Material on Mental Retardation and Physical Disabilities up to 1947. Revised Version. 1997-05. ERIC
- Pandey, R.S. and Advani, Lal, *Perspectives in Disability and Rehabilitation*, Vikas, New Delhi, 1995.
- Paul, M. C. (1989). "Colonialism and Women’s Education in India." *Social Change* 19: 3-17.
- Robinson, Francis. (1975). *Separatism Among Indian Muslims: The Politics of The United Province Muslims, 1860-1923*. Delhi: Vikas Publishing House, First Indian Edition.
- Zelliott, Eleanor (2014). Dalit Initiatives in Education, 1880-1992. In Parimala V. Rao (Ed.), *New Perspectives in the History of Indian Education* (pp. 45-67). New Delhi: Orient BlackSwan.

Unit 4: This unit focusses on two interrelated aspects. Firstly, this unit critically assesses the successes and the failures of the efforts of colonial state, social reformers, and nationalist leaders to provide free and Compulsory Primary Education in colonial India. Secondly, it seeks to decode legacy of the Educational discourse of freedom struggle in India and the educational alternatives established by Indians, such as the Swadeshi Movement, Gandhian initiatives, Tagore’s educational activities, work of Bhaurao Patil and others.

- Acharya, Poromesh. (1997) “Educational Ideals of Tagore and Gandhi: A Comparative Study” *EPW*, 32, pp 601-06. Firstly, it seeks to decode legacy of the Educational discourse of freedom struggle in India and the educational alternatives established by Indians.
- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. eds., (2003) *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors (Specially Introduction).
- Chatterji, Basudev. ed., (1999) “Towards Freedom (1938 Watershed)” Oxford University Press for ICHR, (Vol. I. chapter 8.)

- Gupta, Vikas. (2018) 'BhauraoPatil's Educational Work and Social Integration', *Inclusive*, Vol. 1, Issue 12. (January).
- Kumar, Krishna. (2009) "Listening to Gandhi" in his *What is Worth Teaching?* Orient Longman, (Third Edition), Ch. 9, pp 111-128.
- Mondal, Ajit. (2017), 'Free and Compulsory Primary Education in India Under the British Raj', *SAGE Open*, SAGE Publications.
- Naik, J.P. (1941) *Compulsory Primary Education in Baroda State: Retrospect and Prospect*, (First published in the *Progress of Education*, Poona, and thereafter separately published in book form).
- Oosterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oosterheld, eds., *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195.
- Rao, Parimala V. (2013), 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947', in Parimala V. Rao ed., *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 151-175.
- Sadgopal, Anil. (2017) "Macaulay Banam Phule, Gandhi-Ambedkarka Muktidai Shaikshik Vimarsh" in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan and Rajni Dwivedi. eds., *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi, VaniPrakashan, pp. 82-95.
- Sarkar, Sumit. (1973) *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).
- Venkatanarayanan, S. (2013), 'Tracing the Genealogy of Elementary Education Policy in India Till Independence', *SAGE Open*, Sage Publications.

Suggested Readings:

- Awan, Maqbool Ahmad. (2019). "Role of the Muslim Anjumans for the Promotion of Education in the Colonial Punjab: A Historical Analysis." *Bulletin of Education and Research* 41, no. 3: 1-18.
- Bandyopadhyay, D. (2002), 'Madrassa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
- Basu, Aparna. (1974) *The Growth of Education and Political Development in India, 1898-1920*. Delhi: Oxford University Press.
- Bronkhorst, Johannes (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin (2009), *The Yoga Sutras of Patañjali: A New Edition, Translation, and Commentary*, New York, USA: North Point Press.
- Crook, Nigel. ed., (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Fagg, Henry. (2002), *A Study of Gandhi's Basic Education*, Delhi: National Book Trust.
- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', *American Historical Review*, Vol. 91, No. 1, February, pp. 37-65.
- George L. Hart (1975), *The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts*, Issue 21, Center for South and Southeast Asia Studies, UC Berkeley Publications, Center for South and Southeast Asia studies.
- Gupta, Vikas. (2021) (Ed). *Education and Inequality: Historical Trajectories and Contemporary Challenges*, edited by Vikas Gupta, Rama Kant Agnihotri, and Minati Panda. Orient Blackswan.
- Habib, Irfan. *Technology in Medieval India: C. 650-1750*. India: Tulika Books, 2013. Chapter to be specified.
- Hindustani Talimi Sangh. (1950). *Educational reconstruction: A collection of Gandhiji's articles on the Wardha Scheme along with a summary of the proceedings of the All-India National Educational Conference held at Wardha—1937* (5th ed.).

- Jafar, S.M., (1936), *Education in Muslim India*, S. Muhammad Sadiq Khan, Peshawar.
- Kamal, M. M. (1998), 'The Epistemology of the *Carvaka* Philosophy', *Journal of Indian and Buddhist Studies*, 46(2), pp. 13–16.
- Kannan, Divya (2022). Caste, space, and schooling in nineteenth century South India. *Children's Geographies*, 20(6), 845–860.
- Kumar, Krishna. (2014) *Politics of Education in Colonial India*. New Delhi: Routledge.
- Kumar, Krishna. and Oesterheld, Joachem. (eds) (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, Margret Frenz and Joachim Oesterheld).
- Kumar, Nita. (2000) *Lessons from Schools: History of Education in Banaras*. New Delhi: Sage Publication.
- miles, m. 'blind and sighted pioneer teachers in nineteenth century china and india'. independent living institute(revised ed), 2011, online version www.independentliving.org/docs7/miles201104.pdf
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two Volumes), Delhi: Gyan Publishing House.
- Naik, J.P. & Nurullah, Syed (2004), *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
- Nizami, K.A., (1996), 'Development of the Muslim Educational System in Medieval India', *Islamic Culture*.
- Paik, Shailaja (2014). *Dalit Women's Education in Modern India: Double Discrimination*. Routledge.
- Pollock, Sheldon. (2006), *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*, University of California Press, California.
- Rupavath, R. (2016). Tribal Education: A Perspective from Below. *South Asia Research*, 36(2), 206-228.
- Sadgopal, Anil. (2013) "The Pedagogic Essence of Nai Talim: Exploring its Role in Contemporary School Curriculum" in Tara Sethia and Anjana Narayan eds., *The Living Gandhi: Lessons of Our Times*, New Delhi, Penguin Books India, pp. 163-179.
- Shetty, Parinita (2008). Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore. *Indian Economic Social History Review*, 45, 509-551.
- Siddiqui, I. H. (2005), 'Madrasa-education in medieval India', in Husain SM Azizuddin (ed.) *Madrasa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi, 7–23.
- Soni, Jayandra. (2000). 'Basic Jaina Epistemology'. *Philosophy East and West*, Vol. 50, Issue 3, pp. 367–377.
- Viswanathan, Gauri. (1990) *Masks of Conquest: Literary Study and British Rule in India*. London: Faber and Faber.
- Walsh, Judith. (2004). *Domesticity in Colonial India: What Women Learned When Men Gave Her Advice*. Delhi: Oxford University Press.
- Witzel. M. (1987), *On the localisation of Vedic texts and schools, India and the Ancient world. History, Trade and Culture before A.D. 650*. P.H.L. Eggermont Jubilee Volume, ed.by G. Pollet, Orientalia Lovaniensia Analecta 25, Leuven, pp. 173-213.
- Wujastyk, Dominik(2003), *The Roots of Ayurveda*. Penguin. Introduction, pp.1-38.

हिंदी पाठ्यसामग्री

- आचार्य, परमेश। (2000). देसज शिक्षा, औपनिवेशिक विरासत और जातीय विकल्प, (अनुवाद: अनिल राजीमवाले), ग्रंथशिल्पी, नई दिल्ली।
- धर्मपाल (संपा.), (2005), सुंदर वृक्ष: अठारहवीं सदी में भारत की स्वदेशी शिक्षा, धर्मपाल समग्र लेखन (खंड 3), पुनरुत्थान ट्रस्ट, अहमदाबाद।

- दीवान, हृदय कांत , अग्निहोत्री रमाकांत , चतुर्वेदी अरुण , वेददान सुधीर और द्विवेदी रजनी (सम्पादित)। मैकॉले, एल्फिंस्टोन और भारतीय शिक्षा। नई दिल्ली, वाणी प्रकाशन। (विशेष रूप से अनिल सद्गोपाल और विकास गुप्ता के निबंध)।
- गुप्ता, विकास। (2021). औपनिवेशिक भारत में व्यवस्थिकरण का शिक्षाशास्त्र, शिक्षक और शिक्षा की चुनौतियां: 19वीं और शुरुआती 20वीं सदी के चार शिक्षाशास्त्रियों का नज़रिया। शिवानी नाग, हृदयकान्त देवन और मनोज कुमार (संपादित), अध्यापन कर्म, अध्यापक की छवि व अस्मिता, नई दिल्ली, वाणी प्रकाशन। ISBN 9789390678334।
- नुरुल्लाह, सैयद एवं नायक, जे. पी. (2004), भारत में शिक्षा का इतिहास (1800–1973), मैकमिलन इंडिया लिमिटेड, दिल्ली।
- शाह, शालिनी। (2016). नारीत्व का गठन। नई दिल्ली, ग्रंथशिल्पी।

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.