DISCIPLINE SPECIFIC CORE COURSE (DSE-3) – : Select Themes in the 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		
Select Themes in the History of Education in India	4	3	1	0	12th Pass	NIL

Learning Objectives

This course will provide students with a critical understanding of different historical traditions of education in India from ancient to colonial periods and their socio-political aspects. It is a thematic course, which seeks to focus on various aspects of formal and informal systems of education in India from the earliest times to the modern period. The course takes up some aspects of the rich and varied epistemological traditions, practices and pedagogies that emerged, evolved, adopted or adapted in the Indian subcontinent.

Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India;
- It will allow them to understand the diverse manner in which production and reproduction of knowledge took place through formal and informal socio-cultural networks.
- It will make them aware about the rich educational legacy of India and enable them to make a critical appraisal of the same.
- The course will create a greater understanding of the linkage between education and power, the role of the state, the elite and different social categories in deciding what construes as 'knowledge', its transmission, the strategies of inclusion and exclusion in knowledge dissemination in different regions and in varied chronological frameworks.
- It will provide them historical insights to engage with the issues of contemporary education.

SYLLABUS OF DSE-3

Unit 1. Knowledge Traditions, Pedagogy and Centres of Learning in Ancient India.

Unit 2. Educational Institutions and Knowledge Formation in India from 11th to 18th century.
Unit 3. History of Education during Colonial Period.
Unit 4. Educational Discourse of Freedom Struggle.

Practical component (if any) - NIL

Essential/recommended readings
Unit 1. This unit will trace the emergence of diverse knowledge traditions and the methods adopted for their transmission and dissemination. Students will be introduced to the key epistemological concepts and the philosophical traditions, and how what was construed as knowledge and education was constantly being debated, contested and modified. The unit will explore the varied pedagogic practices prevalent in ancient India - from the early Vedic śākhās to centres of learnings like Taxila and Nalanda; along with others. This unit will also familiarise the students with diverse knowledge systems from the Vedic and post-Vedic corpus, Buddhist and Jain scriptures, Carvaka and Tantric philosophy, early numerical systems, along with practices and traditions of healing, such as Ayurveda and Yoga. Knowledge traditions, concepts and educational practices will be critically interpreted in the context of their linkages with socio-political and religious structures of power and social stratifications and the question of their accessibility to caste, gender and other marginalised categories. (eleven hours)

Essential Readings:
- Divakaran, P.P. (2019), The Mathematics of India: Concepts, Methods, Connections, Springer, Singapore. Introduction. pp. 1-21.
- Lowe, Roy, 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'.
- Scharfe, Hartmut. (2002), Education in Ancient India. Brill, Lieden.
- Shrimali, Krishna Mohan. (2011), "Knowledge Transmission: Processes, Contents and Apparatus in Early India," Social Scientist, Vol. 39, No. 5/6: 3–22.
- 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, edited by G. Pollet, Orientalia Lovaniensia Analecta 25, Leuven, pp. 173-213.

Unit 2. This unit engages with different kinds of institutional, communitarian and individual arrangements of learning and structures of patronage that existed in India from 11th to 18th century. It explores how these arrangements promoted the development of different knowledge traditions in different trans-local linguistic idioms, such as Sanskrit, Arabic and Persian alongside with a wide range of literature and genres within regional languages and translation projects in different fields like Philosophy, Philology, Aesthetics, Astrology, Law,

Mathematics, Physical Sciences, Medicine, Music, Hermeneutics, Grammar, Lexicography and Doxography. It will also deal with the questions of what were the forces of educational expansion as well as control over it, and what does this history of education tell us about social relations in the period under study. (eleven hours)

Essential Readings:

- 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.
- Ali, Daud. (2006), 'The culture of court' (Chapter 2, pp. 69-96) and 'The education of Disposition', (Chapter 5 pp. 183-201) in his Courtly Culture and Political Life in Early Medieval India. Delhi: Cambridge University Press.
- Bor, Joep. Françoise 'Nalini'delvoye, Jane Harvey and Emmie Te Nijenhuis (eds.). (2010), Hindustani Music: Thirteenth to Twentieth Centuries. New Delhi: Manohar Publishers.
- George, Gheverghese Joseph. (2009), A Passage to Infinity: Medieval Indian Mathematics from Kerala and its Impact, Delhi: SAGE Publications India Pvt Ltd, (Chapter-7, pp. 142-156 and 8, 156-178).
- Ghosh, Suresh Chandra. (2001), History of Education in Medieval India, 1192 A.D.-1757 A.D. India Originals.
- Hussain, SM Azizuddin (ed.). (2005), Madrasa Education in India: Eleventh to Twenty First Century. New Delhi: Kanishka Publishers.
- 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.
- Makdisi, Goerge. (1981), The Rise of Colleges, Institutions of Learning in Islam, Edinburg University Press, Edinburg. Chapters 1, 2, and 3.
- Nizami, K.A. (1996), 'Development of the Muslim Educational System in Medieval India', in Islamic Culture, October.
- Pollock, Sheldon (ed.). (2011), Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet 1500-1800, Manohar, Delhi.
- Ray, Krishnalal. (1984), Education in Medieval India, Delhi: B.R. Publishing, (Chapter 4, pp. 34-57 and 5 pp-57-66).
- Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." Proceedings of the Indian History Congress, 68, pp. 389-97. http://www.jstor.org/stable/44147851.
- Robinson, Francis. (2001), 'Perso-Islamic Culture in India from the 17th to the Early 20th Century', pp. 9-40 (chapter 1); and 'Atamans, Safavids, Moghuls: Shared Knowledge and Connective Systems', pp. 211-251 (chapter 8), in his The

'Ulama of Farangi Mahal and Islamic Culture in South Asia. Permanent Black, Delhi.

- Venkatasubramanian, T. K. (2010, Music as History in Tamilnadu. New Delhi: Primus Books. (Chapters 4, 5 and 8, pp. 45-75 and 100-107).

Unit 3. This unit deals with the emergence of colonial education and marginalization of indigenous education from 18th century onwards. How the two systems, indigenous and the colonial, impacted each other during this period. How this transition was shaped by the interventions of the colonial state, Christian missionaries, dominant castes and classes and the social reformers?? It will engage with how the nature of education during this period was shaped by the colonial state and dominant sections of Indian society, and what were the implications of this alliance in general and particularly for marginalised sections. It will also explore how the colonial education transformed language hierarchies and knowledge traditions in India. (twelve hours)

Essential Readings:
- Acharya, Poromesh. (2000), Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi.
- Allender, Tim. (2016), Learning Femininity in Colonial India, 1820–1932, Manchester: Manchester University Press.
- Babu, Senthil. (2022), Mathematics and Society: Numbers and Measures in Early Modern South India. Oxford University Press.
- Bhattacharya, Sabyasachi. (ed.) (2002), Education and the Dis-privileged: Nineteenth and Twentieth Century India, Orient Longman Private Limited, New Delhi.
- Chavan, Dilip. (2013), Language politics under colonialism: Caste, class and language pedagogy in western India. Cambridge Scholars Publishing.
- Crook, Nigel (ed.). (1996), The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics, Delhi, Oxford University Press.
- Dharampal (ed.), (1983) The Beautiful Tree: Indigenous Education in the Eighteenth Century, New Delhi, Biblia Impex, (Specially Introduction)
- Gupta, Vikas. Agnihotri, Rama Kant. and Panda Minati (ed.). (2021), Education and Inequality: Historical and Contemporary Trajectories, Orient Blackswan, Hyderabad.
- 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.
- Paik, Shailaja. (2014), Dalit Women's Education in Modern India, New York: Routledge.
- Rao, Parimala V. (2020), Beyond Macaulay: Education in India, 1780-1860, New York, Routledge.
- Sarangapani, Padma M. and Rekha Pappu. (2021), Handbook of Education Systems in South Asia, Spinger Nature, Singapore. (Volume 1).

- Tschurenev, Jana. (2019), Empire, civil society, and the beginnings of colonial education in India, Delhi: Cambridge University Press.

Unit 4. This unit explores the alternative demands that were articulated within the educational discourse of the freedom struggle. It also engages with the fate of the national education movement as may be seen in the examples of Swadeshi and Nai Talim; along with the struggle for compulsory elementary education in colonial India. (eleven hours)

Essential Readings:
- Bhattacharya, Sabyasachi (ed.). (1998), The Contested Terrain: Perspectives on Education in India, Orient Longman, New Delhi.
- 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.
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8).
- 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, Orient BlackSwan, New Delhi, pp. 151-175
- Sadgopal, Anil. (2017), 'Macaulay Banam Phule, Gandhi-Ambedkar ka Muktidai Shaikshik Vimarsh' in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi, pp. 82-95.
- Sarkar, Sumit. (1973), Swadeshi Movement in Bengal (1903-1908), People's Publishing House, (Chapter 4, pp. 149-181).

Suggestive readings
- Acharya, Poromesh. (1997), "Educational Ideals of Tagore and Gandhi: A Comparative Study" Economic & Political Weekly, 32, pp 601-06.
- Alavi, Seema. (2007), 'Indo-Muslim Medicine: Unani in Pre-Modern India', in her Islam and Healing: Loss and Recovery of and Indo-Muslim Medical Tradition 1600-1900. New Delhi: Permanent Black, pp. 18-43.
- Altekar, A. S. (1944). Education in Ancient India. Benares: Nand Kishore & Bros.
- Bandyopadhyay, D. (2002), 'Madrasa Education and the Condition of Indian Muslims', Economic and Political Weekly, Vol. 37, No. 16, pp. 1481-1484.
- Bhattacharya, Sabyasachi (ed.), Development of Women's Education in India 1850-1920 (A collection of Documents), Kanishka Publications, New Delhi, 2001. (Introduction)
- Bronkhorst, Johannes. (2013), Buddhist Teaching in India. Boston: Wisdom Publications.
- Bryant, Edwin. (2009). The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary, North Point Press, New York.
- Charney, Michael W. (2011), 'Literary Culture on the Burma–Manipur Frontier in the Eighteenth and Nineteenth Centuries'. The Medieval History Journal, (14) 2, pp 159-181.

- Chatterji, Basudev. (ed.) (1999), "Towards Freedom (1938 Watershed)", Oxford University Press for ICHR, (Vol. I. chapter 8.)
- Constable, Philip. (2000), "Sitting on the School Verandah: The ideology and Practice of 'Untouchable' Educational protest in late Nineteenth-Century Western India", IESHR, Vol. 37, No. 4, pp. 383-422.
- Deshpande, Madhav. (2020), "Language and Testimony in Classical Indian Philosophy", in Edward N. Zalta (ed.), The Stanford Encyclopedia of Philosophy.
- 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.
- Gandhi, Mahatma. (1938), Educational Reconstruction, Hindustani Talimi Sangh, Wardha.
- George L. Hart (1975), The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts, Issue 21 of Center for South and Southeast Asia Studies, UC Berkeley Publications of the Center for South and Southeast Asia studies.
- Ghosh, S. C. (2007), History of Education in India, Rawat Publications.
- Gupta, Vikas. (2017) "Macaulay se Pare", in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, eds., Macaulay, Elphinstone Aur Bhartiya Shiksha, New Delhi: Vani Prakashan
- Gupta, Vikas. (2018), "Bhaurao Patil's Educational Work and Social Integration", Inclusive, Vol. 1, Issue 12.
- Gupta, Vikas. (2022) 'Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah', Social Scientist, Vol. 50, Nos. 9-10 (September-October), pp. 21-41.
- Habib, Irfan. Technology in Medieval India: C. 650-1750. India: Tulika Books, 2013.
- Habib, S Irfan and Raina Dhruv (Ed. (2007), Social History of Science in Colonial India. India: Oxford University Press.
- Hardy, Peter. (1972), Muslims of British India, Cambridge: Cambridge University Press.
- Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. (eds.), Macaulay, Elphinstone Aur Bhartiya Shiksha, Vani Prakashan, New Delhi.
- Jafar, S.M. (1936), Education in Muslim India, S. Muhammad Sadiq Khan, Peshawar.
- Jafri, Saiyid Zaheer Husain. (2012). 'Education and transmission of knowledge in medieval India', Intellectual Discourse, 20 (1), 79-102.
- Jafri, Saiyid Zaheer Husain. (2020), 'Making of the Indo-Islamic Intellectual Tradition in the Upper Gangetic Valley: Migrations, Settlements, Adaptations and 'Crises'', The Historian, Vol 18 (Summer): 16-39.
- Kamal, MM. (1998), The Epistemology of the Carvaka Philosophy, Journal of Indian and Buddhist Studies, 46(2), pp. 13–16.
- Kumar, Krishna. (2009), "Listening to Gandhi" in his What is Worth Teaching?, Orient Longman, (Third Edition), Ch. 9, pp. 111-128.

- 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, and Margret Frenz).
- Lahiri, Latika. (1986), Chinese Monks in India: Biography of Eminent Monks Who Went to the Western World in Search of the Law During the Great T'ang Dynasty. Motilal Banarsidass, Delhi.
- Mondal, Ajit and Mete, Jayanta. (2016), Right to Education in India (two volumes), Gyan Publishing House, Delhi.
- Mondal, Ajit. (2017), "Free and Compulsory Primary Education in India under the British Raj" SAGE Open, SAGE Publications.
- 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).
- Naik, J.P. (1941), "Compulsory Primary Education in Baroda State: Retrospect and Prospect", (First published in the Progress of Education, Poona, and thereafter published in book form).
- Nambissan, Geetha B. (1996), "Equity in Education? Schooling of Dalit Children in India" Economic & Political Weekly, Vol. 31, pp. 1011-24.
- Oesterheld, Joachim. (2009), "National Education as a Community Issue: The Muslim Response to the Wardha Scheme" in Krishna Kumar and Joachem Oesterheld (eds.), Education and Social Change in South Asia, Orient Longman, New Delhi, pp. 166-195.
- Hartung, Jan-Peter and Reifeld, Helmut (Ed.). (2006), Islamic Education, Diversity and National Identity,Sage.
- Rai, Lajpat. (1966), The Problem of National Education in India, Publications Division, New Delhi.
- Rao, Parimala V. (ed.). (2014), New Perspectives in the History of Indian Education, Orient BlackSwan, New Delhi.
- 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, pp. 61-80.
- Sangwan, Satpal. (1990), 'Science Education in India under Colonial Constraints, 1792-1857', Oxford Review of Education, Vol. 16, No. 1.
- 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, Vol. 45, pp. 509-51.
- Shukla, Suresh Chandra. (1959), Elementary Education in British India during Later Nineteenth Century, New Delhi: Central institute of Education.
- Sikand, Y. (2005), Bastions of the Believers: Madrasas and Islamic Education in India. New Delhi: Penguin.
- Soni, Jayandra (2000), "Basic Jaina Epistemology", Philosophy East and West, Vol. 50, Issue 3, pp. 367–377.

- Suman, Amit K. (2020), "Colonial State and Indigenous Islamic Learning: A Case Study of Calcutta Madrasa", Paedagogica Historica: International Journal of the History of Education, Routledge: Taylor & Francis, pp. 1-18.
- Suman, Amit K. (2014), "Indigenous Educational Institutions in Upper Gangetic Valley: Curriculum, Structure and Patronage", Social Scientist, Vol.42, No.3-4, March-April.
- Suman, Amit K. (2018), "The Quest for Education: An Insight into the Educational Theories and Practices of the Colonial Government in Bengal Presidency", in the Indian Historical Review, Vol. 45, Issue 2, SAGE Publications, pp. 1-16.
- Venkatanarayanan, S. (2013), "Tracing the Genealogy of Elementary Education Policy in India Till Independence", SAGE Open, Sage Publications.
- Wujastyk, Dominik. (2003) The Roots of Ayurveda (Penguin Classics). Penguin. Introduction p.1-38.
- Zelliot, Eleanor. (2014), 'Dalit Initiatives in Education, 1880-1992', in Parimala V. Rao, (Ed.), New Perspectives in the History of Indian Education, New Delhi, Orient BlackSwan, pp. 45-67.

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