

GENERIC ELECTIVES (GE-4): Educational Arrangements and Knowledge in Modern 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
		Lecture	Tutorial	Practical/ Practice		
Educational Arrangements and Knowledge in Modern India	4	3	1	0	12th Pass	NIL

Learning Objectives

This course will provide students a critical understanding of different historical traditions of transmission of learning and educational apparatus in India from indigenous to colonial and their socio-political aspects.

Learning outcomes

- The course will allow them to understand the diverse manner in which production of knowledge and its preservation and transmission took place through formal and informal
- socio-cultural networks within indigenous education in India at the eve of colonial encounter.
- It will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in India during colonial and post-colonial periods.
- It will help them to engage with the issues of contemporary education in light of colonial trajectories of our historical development.

SYLLABUS OF GE

Unit 1. Debates on Forms of Knowledge, nature of institutions, pedagogy and social participation within Indigenous Education in India and its interface with colonialism.

Unit 2. Colonial Education in India.

Unit 3. Chief characteristic features of educational discourse of Freedom Struggle in India.

Unit 4. Critical appraisal of educational policies, institutions and practices in Independent India from 1947 to 1990s.

Practical component (if any) - NIL**Essential/recommended readings**

Unit 1. This unit will familiarize students with different forms of knowledge and institutions of learning that were prevalent in India during late 18th and 19th centuries. It will engage with the question of their decline in relation with the different historiographical debates. It shows how the two systems, indigenous and colonial interfaced or encountered with each other during 18th and 19th century. How this impacted upon different spheres of knowledge formation and forms of transmission or pedagogy within informal as well as formal centres of learning. (Ten hours)

Essential Readings:

- Acharya, Poromesh. (2000), *Desaj Siksha, Aupniveshik Virasat and Jatiya Vikalp*, (translated in Hindi by Anil Rajimwale), Granth Shilpi, New Delhi. Alternatively, Acharya, Poromesh. (1978) 'Indigenous Vernacular Education in Pre-British Era: Traditions and Problems', *Economic and Political Weekly*, 13, 1983-88.
- Dharampal. (1971), *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*, Delhi: Impex India. (Especially Introduction, pp. 1-36).
- Dharampal (ed.). (1983), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction, pp. 7-80).
- Dibona, Joseph (ed.). (1983), *One Teacher One School*, New Delhi, Biblia Impex (Specially Introduction, pp. 4-40).
- Rajan, Janaki. (2022), 'The School Teacher in India', in Vikas Gupta, Rama Kant Agnihotri & Minati Panda, (eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Hyderabad: Orient Blackswan, pp. 135-159.
- 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*, Hyderabad: Orient Blackswan, pp. 211-224.
- Shukla, Suresh Chandra. (1959), *Elementary Education in British India during Later Nineteenth Century*, New Delhi: Central institute of Education.

Unit 2. This unit explores how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society with the arrival of European trading companies and Christian Missionaries and how it reordered the arrangements of knowledge and learning in India. What kind of structure of curricular knowledge and formal education emerged out of this coalition and interface? What were its implications for knowledge formation and languages of its transmission? The unit also examines the efforts made by non-state agencies like Christian Missionaries and social reformers for spreading this knowledge to backward castes, Muslims and women. (Thirteen Hours)

Essential Readings:

- Bhattacharya, Sabyasachi (ed.), (2002), *Education and the Disprivileged: Nineteenth and Twentieth Century India*, New Delhi: Orient Longman Private Limited.
- 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.
- Dewan, Hariday Kant, Agnihotri, Rama Kant, Chaturvedi Arun, Sudhir, Ved Dan and Dwivedi Rajni, eds., (2017), *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi: Vani Prakashan.
- 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.
- Gupta, Vikas. Agnihotri, Rama Kant and Panda Minati (eds.). (2021), *Education and Inequality: Historical and Contemporary Trajectories*, Hyderabad: Orient Blackswan. (Parts I and II, pp. 1-312).
- Gupta, Vikas. (2012), 'Pluralism versus Contest of Identities', *Seminar*, no. 638, (Oct.), pp. 30-36.
- Hardy, Peter. (1972), *Muslims of British India*, Cambridge: Cambridge University Press. (Especially Chapters 2, 3 and 4, pp. 31-115).

- 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).
- Minault, Gail. (2003), 'Master Ramchandra of the Delhi College: Teacher, Journalist, and Cultural Intermediary', *Annual of Urdu Studies* 18: 95–104.
- Nambissan, Geetha B. (1996), 'Equity in Education? Schooling of Dalit Children in India', *EPW* 31, pp. 1011-24.
- Raina Dhruv. (2021), *Transcultural Networks and Connectivities: The Circulation of Mathematical Ideas between India and England in the Nineteenth Century*, *Contemporary Education Dialogue*.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- 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.
- 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.

Unit 3. This unit explores various educational demands as articulated during freedom struggle as a critique of colonial as well as internal social hegemony. It also critically examines the politics, fate and legacy of specific education movements and experiments, such as Swadeshi, Nai Talim and the campaign for compulsory elementary education. (Ten hours)

Essential Readings:

- Acharya, Poromesh. (1997), 'Educational Ideals of Tagore and Gandhi: A Comparative Study', *EPW*, 32, pp 601-06.
- Bhattacharya, Sabyasachi (ed.). (1998.), *The Contested Terrain: Perspective on Education in India*, Orient Longman, New Delhi, (Especially Introduction pp. 3-26; Chapter 1 pp. 29-53; Chapters 11 and 12 pp. 255-274; Chapter 14 pp. 290-302; and Chapter 18 pp. 357-379).
- 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, pp. vii-xxviii).
- Bhattacharya, Sabyasachi (ed.). (2001), *Development of Women's Education in India 1850-1920 (A collection of Documents)*, Kanishka Publications, New Delhi (Introduction pp. ix-xlviii).
- Chatterji, Basudev (ed.). (1999), 'Towards Freedom (1938 Watershed)' Oxford University Press for ICHR, (Vol. I. chapter 8 pp. 754-836).
- Gupta, Vikas. (2018), 'Bhaurao Patil's Educational Work and Social Integration', *Inclusive*, Vol. 1, Issue 12. (January), 2018. <http://www.theinclusive.org/posts/2018-01-spart-04.html>
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India (two Volumes)*, Delhi: Gyan Publishing House.
- 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.

- Sarkar, Sumit. (1973), *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

Unit 4. Focussing upon post-independence period, this unit makes a critical appraisal of the Constitutional values and framework for education; foundation of newer educational-cultural institutions; national integration of communities; promotion of science and technology; national education policies, schemes and amendments (issues of access, participation, equity and governance); debates on the medium of education and 3 language formula; and the social context of learning. (Twelve hours)

Essential Readings:

- Agnihotri, R. K. (2015), 'Constituent Assembly Debates on Language', *Economic & Political Weekly*, vol. no. L 8, (February 21), pp. 47-56.
- Kumar, Krishna. (1983) 'Educational Experience of Scheduled Castes and Tribes,' *Economic and Political Weekly*, vol. 18, no. 36, pp. 1566-1572.
- Gupta, Vikas. (2014), 'Changing Discourses on Inequality and Disparity: From Welfare State to Neoliberal Capitalism', in Ravi Kumar, (Ed.), *Education, State and Market: Anatomy of Neoliberal Impact*, Aakaar, pp. 19-57.
- Naik, J.P. (1975), *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi, Allied Publishers.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Pathak, Avijit. (2002), *Social Implications of schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, Delhi.
- Pandey, R.S. And Advani, Lal. (1995), *Perspectives in Disability and Rehabilitation*, New Delhi, Vikas Publishing House.
- Raina, Dhruv. (2006), 'Science since Independence', *India International Centre Quarterly*, 33, no. 3/4: 182-95. <http://www.jstor.org/stable/23006080>.
- Vaugier-Chatterjee, Anne. (2004), *Education and Democracy in India*, New Delhi, Manohar.
- Qaiser, Rizwan. (2013), 'Building Academic, Scientific and Cultural Institutions, 1947-1958' in his *Resisting Colonialism and Communal Politics*, Delhi, Manohar, (First published 2011). pp. 179-240.

Suggestive readings:

- Crook, Nigel. (ed.). (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Das Gupta, Jyotirindra. (2018), *Language Conflict and National Development: Group Politics and National Language Policy in India*. University of California Press. First published, 1970.
- Gandhi, Mahatma. (1938), *Educational Reconstruction*, Wardha, Hindustani Talimi Sangh.
- Ghosh, S. C. (2007), *History of education in India*, Rawat Publications.
- Gupta, Vikas. (2017a), 'Cultural Marginality and Reproduction of Stereotypes: An Insider's View on Practices of School' in Manoj Kumar Tiwary, Sanjay Kumar and Arvind Mishra (eds.), *Social Diversity, Inclusive Classroom and Primary Education in India*, New Delhi, Orient Blackswan.
- Habib, S. Irfan and Raina, Dhruv (eds.). (2007), *Social History of Science in Colonial India*. India, Oxford University Press.
- Hunter, William Wilson. (1883), *Report of the Indian Education Commission*, Calcutta, Superintendent of Government Printing, (Specially Chapter 3, pp. 55-79).
- Kumar, Krishna. (2009), 'Listening to Gandhi' in his *what is Worth Teaching?* Orient

Longman, (Third Edition), Ch. 9, pp 111-128.

- Minault, Gail. (1998), *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press.
- 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).
- 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*, New Delhi, Orient Longman, pp. 166-195.
- Rai, Lajpat. (1966), *The Problem of National Education in India*, Publications Division, New Delhi.
- Sarangapani, Padma M. and Pappu Rekha. (2021), *Handbook of education systems in South Asia, Singapore: Spingar Nature*. (Volume 1).
- Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
- 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

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