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- ✓ Singh, Sahana, *The Educational Heritage of Ancient India*, 2017.
- ✓ Aldrich, Richard, *An Introduction to the History of Education*, London, Hodder and Stoughton, 1982
- ✓ Bell, Andrew, *An Analysis of the Experiment in Education, Made at Egmore, Near Madras*, London, T. Bensley, 1807
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- ✓ Kopf, David, *British Orientalism and Bengal Renaissance: The Dynamics of Indian Modernisation 1773-1835*, Berkley, University of California Press, 1960.
- ✓ Kumar, Krishna, *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, New Delhi, Sage Publication, 1991
- ✓ Kumar, Nita, *Lessons from Schools, History of Education in Banaras*, New Delhi, Sage Publication, 2000.
- ✓ Majumdar, Bhagaban Prasad, *First Fruits of English Education: 1817-1857*, Calcutta, Bookland, 1972
- ✓ Metcalf, Thomas R., *Ideologies of the Raj*, Cambridge, Cambridge University Press, 1995
- ✓ Paranjape, M.R. (ed.), *A Source Book of Modern Indian Education*, Bombay, Pal-grave Macmillan, 1938.
- ✓ Trevelyan, Charles E., *On the Education of the People of India*, London, Longman, Orme, Brown, Green and Longmans, 1838.

Internet Resources

1. Parimala V Rao, Colonial State and Indigenous Vernacular Schools.
<https://www.youtube.com/watch?v=k7f4Xzc-Oe4>

Activities to Do

1. Students will collect and compile all the reports of various education commissions and committees since 1947.

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is “modern” about the “Modern Education”.

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.

Select Readings:

- ✓ Dharampal (ed.), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, Biblia Impex, New Delhi, 1983.
- ✓ J.P. Naik and Syed Nurullah, *A Students' History of Education in India, (1800-1973)*, Macmillan India Ltd, Delhi, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004.
- ✓ Joseph Dibona, (ed.), *One Teacher One School*, Biblia Impex, New Delhi, 1983.
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- ✓ Mushirul Hasan (ed.), *Knowledge, Power and Politics: Educational Institutions in India*, Roli Books, 1998.
- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (ed.), *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka, 2003.
- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (eds.), *Development of Women's Education in India: A Collection of Documents (From 1850 to 1920)*, Kanishka, New Delhi, 2001.
- ✓ William Hunter, *Report of the Indian Education Commission*, Superintendent of Government Printing, Calcutta, 1884. 9. Michael Dodson, *Orientalism, Empire, and National Culture: India, 1770-1880*. (Basingstoke & New York: Palgrave Macmillan, 2007) (New Delhi: Foundation Books, 2009)
- ✓ Agrawal, J.C. (1984). *Landmarks in the History of Modern Indian Education*: New Delhi: Vikas Publishing House, Pvt. Ltd

- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India “modern.”

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial education, Western Challenge Western Encounter and Educational Challenges

Educational activities of East India company (1600-1765), Educational Policy of the East India Company (1765-1813), Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813), Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

- Private educational enterprise by British Officials and non-officials (1813 – 53), Private Indian enterprise in education (1813-53), Macaulay’s Minutes on Education (1835) & its main recommendations,
- Wood’s Despatch (1854) and its significance,
- Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

- Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission (1902), Calcutta University Commission (1917-19) & its critical appraisal
- Zakir Husain Committee Report (1938) & Nai Talim,
- Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

- Establishment of IITs and IIMs, Growth of Indian Universities,
- Kothari Commission Report and NIEP of 1986
- NIEP 2020

History of Education in Modern India

Course Objective:

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms

Model Curriculum for Three/Four Year Degree
Course (With Multiple Entry /Exit Option)
Based on NEP-2020

History



Odisha State Higher Education Council, Bhubaneswar
Government of Odisha