

M Ed Two Year Programme

P.5.4: Perspectives in History and History of Education

Maximum Marks: 100

Rationale of Course

The aim of this course is to engage students with the primacy of history and the unique potential about history's fundamental attributes, both as a means of inquiry and a means of understanding education. It would enable students to develop perspectives in the colonial and post colonial patterns of education engaging them with historical contexts, debates and processes within which a State system of education emerged. Students will be able to explore questions related to colonial knowledge and its pedagogical agenda in diverse contexts that continue to shape education in India today. The Course would promote insights in historical inquiry where the locus of inquiry is the complex relationship between the past and the present. At the end of the course, students should be able to meet the following **Objectives**:

- Develop an understanding on the interpretive nature of history and historical inquiry.
- Analyse and integrate source material critically as historical evidence.
- Understand the emergence of colonial education and the nationalist counter response with its tragic failure to challenge the basic forms, content and subtexts of colonial knowledge that has a relevance today.
- Engage with critical perspectives on the educational system and patterns in a democratic and secular country with a diverse socio-cultural context and its relevance in the contemporary context of a globalised world.
- Comprehend the changing trajectories of knowledge in history of education through the lens of subaltern and feminist studies.
- Examine how education emerged as a central concern in the nationalist quest for equality and self identity.
- Nurture capacities to critically reflect on historical realities, respect for diversity and secular values and challenge the social forces that threaten these values.

Units of Study

Unit I Primacy of History

- The Centrality of Historical Insights and Dialogue through Time.
- Construction of Knowledge in History
- Periodisation ; Generalisation, Objectivity and bias in History.
- Perspectives on Thinking Historically.

Unit II Trajectory of Indian Education System

- Indigenous System of Education
- Emergence of the State System of Education.
- Legitimate Knowledge: Conflict of Curriculum and Culture
- Nationalism, Cultural Processes and the Acculturating Role of Education
- Textbook Culture, New Knowledge and New India.

Unit III Historical Contexts, Contestations and Challenges

- Ideology and Interpretation in colonial history
- Subaltern perspectives.
- Feminist perspectives; state embodiment of the female teacher 'trainer'.
- Decoding literature as mask for economic exploitation.
- Pursuit of equality; Alternatives to colonial education.

Unit IV Post Colonial Patterns in Indian Education System

- Towards a National system of education
- Continuity and Change through Curriculum Frameworks-1975,1988, 2000 and 2005
- Plural societies and multiple pasts; Contemporary Eurocentric perspectives
- Engendering histories-some theoretical issues
- Education and the New Imperialism

Unit V Deconstructing Colonial and Post Colonial Histories

(Through Term Paper/Seminar Presentation)

- Understanding Partition through memories.
- Debating and Speculating Heritage.
- Politics of patronage and institutionalisation of language hierarchy.
- The quest for identity in colonial India.
- Meanings of Progress.
- Neo liberalism

Suggested Readings

- Adams,Paul (2014).Policy and Education. Foundations of Education Studies Series: Routledge-Taylor & Francis Group, London.
- Allender,Tim (2012). 'Closing down an Intellectual Interchange: The gifting of text to Colonial India',Comparative,22(I):15-32.
- Andrews,Thomas and Berk, Flannery(2007).What does it mean to think historically in Perspectives in History, The News magazine of American Historical Association,January issue (Also available in Hindi in Digantar's Shiksha Vimarsh, 2008 edition)

- Apple, Michael W.& Smith,Christian L.(ed.),(1991)The Politics of the Textbook, Routledge, New York.
- Basu, A.(1984).Review of The Beautiful Tree by Dharampal, Indian Economic and Social History Review,21(3).
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- Carr, E. H. (1961). What is History, University of Cambridge and Penguin, India. (Also available in Hindi as Itihaas kya hai Published by McMillan).
- Chakravarti,Uma (1998).Rewriting History;The Life and Times of Pandita Ramabai. OUP;Delhi.
- Chatterjee.P.(1986).Nationalist thought and the colonial world. OUP,Delhi.
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- Digantar,(2008).Edition on Teaching of History in Shiksha Vimarsh.Shaikshik chintan aur samvad ki patrika,Yr. 10,No.6-Nov-Dec.,Jaipur (in Hindi).
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- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press,London
- Habib,Irfan (1995).Essays in Indian History – Towards a Marxist Perception. Tulika Books,Delhi
- Hobsbawm, Eric(1992).Nations and nationalism since1780:Programme,Myth, Reality. Cambridge Press.
- Ilaiyah,Kancha (1996).Why I Am Not a Hindu: A **Sudra** critique of hindutva philosophy, culture and political economy.Samya, Calcutta (Also available in Hindi as Main Hindu kyon nahi- translated by Om Prakash Valmiki and published by Bhatkal and Sen).
- Jafa, Navina (2012).Performing Heritage-.Sage,New Delhi.
- Khilnani,Sunil (1999).The idea of India. Farrar,Straus and Giroux,New York (also available in Hindi as Bharatnama published by Rajkamal Prakashan in 2009).
- Kumar,Deepak &Bara,Joseph&Khadria,Nanidta&Gayathri,Ch.Radha (ed.) Education in colonial India.(2013),Manohar,New Delhi.
- Kumar,Krishna (1990). Raj Samaj aur Shiksha, 2nd edn., Rajkamal,New Delhi.(in Hindi).

- Kumar, Krishna (1991), Political Agenda of Education – a study of colonialist and nationalist ideas: Sage, New Delhi.
- Kumar, Krishna (2001), Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan, Penguin, New Delhi (Also available in Hindi as Mera Desh Tumhara Desh published by Rajkamal in 2007).
- Kumar, Krishna (2014), Politics of Education in Colonial India, Routledge Taylor and Francis Group, New Delhi
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- Seminar (# 522, February, 2003), Rewriting History-A Symposium on ways of representing our shared past- articles by Neeladri Bhattacharya, Sumit Sarkar, C. N. Subramaniam, Rashmi Paliwal, Tanika Sarkar, Kumkum Roy, Urvashi Butalia, Krishna Kumar, Partha Chatterjee and others.
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- Sreedharan, E. (2004), A Textbook of Historiography 500 B.C. to A.D. 2000, Orient Longman, New Delhi.
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