

Schedule for the Lectures on History of Education in India at HBCSE

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Date	Day	Topic	Reading*	Remarks
14 Sept	Monday	The beginnings of the education policy making: 1700 to 1843, Part I	Macaulay's Minute of 1835	The lecture will cover: <ol style="list-style-type: none"> <li>1. Experiments in pre-Hastings era</li> <li>2. The path(s) leading to the Orientalist-Anglicist debates</li> <li>3. Early administrative responses to Macaulay's Minutes, up to 1843</li> <li>4. Setting up of early education societies in the presidencies</li> </ol>
15 September	Tuesday	The beginnings of the education policy making: 1700 to 1843, Part II		
16 Sept	Wednesday	Transfer of Power and Advocacies for Education: Wood's Despatch and After	Charles Wood's Despatch, 1854	Topics covered in the lecture will include: <ol style="list-style-type: none"> <li>1. Making of the report</li> <li>2. Responses, especially of the missions</li> <li>3. The rise of aided institutions</li> </ol>
17 Sept	Thursday	Indian Education Commission (Hunter Commission): Responses and Contemporaneous Developments	Recommendations of the Commission Report	The topics covered in this lecture will include: <ol style="list-style-type: none"> <li>1. Select responses to the commission</li> <li>2. Women's education</li> <li>3. Religious institutions and Education</li> </ol>

				4. Rise of Nationalism and National Ideals
18 Sept	Friday	From the Imperial Bill to the Wardha Report	Selections from the Wardha Committee Report	Topics covered will include: <ol style="list-style-type: none"> <li>1. Debates about universalization of education</li> <li>2. Vernacular education</li> <li>3. Policies and experiments in princely states</li> </ol>

- The schedule is prepared with the assumption that the group will meet for about 2.30 hours to 3 hours each day with a break of 15 minutes in the middle. It would be nice if the participants come to class after reading the material assigned for each day.
- The lectures will always draw on a number of other primary and secondary material than the ones shared with the group.
- To ensure that we have ample time to explore topics mentioned above in some detail, we shall not engage with debates and policies about university education.