

WITH PROJECT PARTNERS FROM:

CENTRE FOR HISTORICAL STUDIES, JNU, DELHI + CENTRE FOR MODERN INDIAN STUDIES, GEORG-AUGUST-UNIVERSITÄT GÖTTINGEN  
+ CENTRE FOR THE STUDY OF DEVELOPING SOCIETIES, DELHI + GERMAN HISTORICAL INSTITUTE LONDON + KING'S INDIA INSTITUTE,  
KING'S COLLEGE LONDON + ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES, SCHOOL OF SOCIAL SCIENCES, JNU, DELHI

Transnational Research Group

# Poverty and Education in India



Max Weber  
Stiftung

Foundation  
German Humanities  
Institutes Abroad

## ANNUAL REPORT 2013

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# PREFACE

ANDREAS GESTRICH, DIRECTOR  
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This is the first Annual Report on what, for all parties involved, has been the start of an exciting experiment. First, the Max Weber Foundation and its governing bodies decided to try out a new format. It asked its member institutes to come up with suggestions for a five-year project on a topic and with an organizational structure of their choice, the only condition being that it was to include partners not only from Germany and the institutes' respective host countries, but also from a country where the Foundation was not so far represented. For its members, this Transnational Research Group was also an experiment in new forms of multilateral and international collaboration. Our successful proposal combined elements of an international PhD training programme with those of a collaborative research centre involving postdoctoral and senior scholars from Delhi, Göttingen and London, and international visiting fellows who can join the group at any one of its three locations. It has been a wonderful experience to see this group grow together quickly on the basis of a joint academic interest in its thematic focus on "Poverty and Education in India", common standards in academic research and tuition, and a shared curiosity in this experiment in transnational cooperation.

That this first Annual Report can already present substantial results is due not only to the great enthusiasm of the scholars involved, but also to the invaluable help received from many sides, without which this could not have been achieved. The Max Weber Foundation provides generous funding as well as legal and administrative help through its main office in

Bonn. Particular thanks go to the Foundation's President, Professor Heinz Duchhardt, and its Executive and Deputy Executive Directors, Dr. Harald Rosenbach and Dr. Bernhard Roscher. The prime responsibility for the Transnational Research Group's financial and organizational matters lies with the German Historical Institute London, whose former administrative director, Wolfgang Haack, spared no effort in his final year in office to support us in setting up the group. His successor, Carmen Hamburger, took over in December 2013 and along with Sue Evans, Jürgen Flach and Nina Muth makes up the London team which now takes good care of the TRG in addition to its daily work of administering a research institute in London. In Göttingen Dr. Holk Stobbe gives his vital and never-failing support to all Germany-based operations of the group, and in our Delhi office Rohan Seth and Sukanti Ekka provide professional help in all its everyday needs of students and project partners in India. We are lucky to have found a supportive landlord in the American Institute of Indian Studies, Delhi, who has given invaluable assistance in administrative matters. Our special thanks go to its Director-General Purnima Mehta and to Rajender Kumar. Above all, however, it is the unceasing effort and great foresight, efficiency and intercultural experience of Dr. Indra Sengupta, the group's Academic Coordinator, which keeps it together and moving forward. Our special thanks go to her.

April 2014

# I.

## GENERAL REPORT

INDRA SENGUPTA, ACADEMIC COORDINATOR, TRG



The Transnational Research Group “Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century” came into existence on 1 January 2013. It was initiated by a research competition announced by the Max Weber Stiftung in 2011 for a transnational research group to be set up by one of its research institutes in cooperation with international research partners. The research agenda of the group emerged from the collective research interests of senior scholars at the Jawaharlal Nehru University and the Centre for the Study of De-

veloping Societies Delhi, the Centre for Modern Indian Studies Göttingen, Kings College India Institute and German Historical Institute London in the interface between educational policy, mass education and poverty reduction, focusing as much on state as well as community action.

TRG workshop and meeting, Delhi, 10-14 December 2013

photo courtesy of  
Kate Tranter



Office of the  
AIIS-GHIL Delhi  
Program/TRG in  
Delhi

photo courtesy of  
Wolfgang Haack

The TRG set out its inter-disciplinary research agenda by identifying the following 7 designated research areas, to be studied by senior scholars and junior researchers from the disciplines of history, education, and educational sociology: 1) Nineteenth and twentieth-century global educational reform movements and their impact on universal schooling in India; 2) The quest for universal elementary/school education, the private sector and edu-business; 3) Caste discrimination and education policy; 4) Industrial restructuring, informalization, and their consequences for access to elementary education; 5) Adult education and the popularisation of practical scientific knowledge; 6) Industrial and technical institutions and the resignification of manual labour; 7) The impact of schooling on life histories.

In the report year the research programme of the TRG was completed with the award of a total of 9 fellowships. The fellowships were widely advertised in two rounds (in June

and December 2013 respectively) in leading international and national academic job placement journals and forums, especially in India, the UK and Germany. The response, especially in the second round, was robust: clearly, the research agenda of the TRG had become well-known. Of the fellowships awarded, 5 were awarded for doctoral and 4 for post-doctoral research projects. The doctoral fellowships were awarded for 2 years, with the possibility to extend by another 2 years (4 years in all); the postdoctoral fellowships were awarded for one year, to be extended upon successful review of progress by up to another 18 months. Of these, three doctoral fellows are registered at Göttingen University (Centre for Modern Indian Studies), two under the supervision of TRG Principal Investigator Rupa Viswanath and one supervised by Patrick Eisenlohr at CeMIS but jointly supervised by TRG Principal Investigators in Delhi. Two doctoral fellows are registered at the Jawaharlal Nehru University (JNU) New Delhi under the supervision



of TRG Principal Investigator Janaki Nair. All doctoral fellows are co-supervised by TRG partners at a TRG partner institution where they are not primarily affiliated.

Of the postdoctoral fellows, two are affiliated with CeMIS Göttingen, one with JNU Delhi and one with the Centre for Studies in Developing Societies (CSDS) Delhi. All postdoctoral fellows are mentored by two Principal Investigators of the TRG. Almost all the projects of the TRG research fellows require lengthy periods of stay in London and the UK in order to use the rich archival holdings on the subject in this country. During this time, all research fellows will be affiliated with the GHI London.

The bulk of the applications for fellowships at both doctoral and post-doctoral level came from young historians; hence, a large majority of research projects have a historical focus and perspective, starting with the history of education for poverty alleviation in colonial India in the middle of the nineteenth century down to the educational experiments of the state and private sectors in late 1990s and early 2000s. The themes addressed by the research fellows

include mass schooling for the poor and for women, education to facilitate social (caste) mobility, the schooling of the children of industrial labourers, and global educational movements and the schooling of women (see individual reports that follow this report). Most of the awards were in the research areas 1, 2, 3, and 6. The research interests of the principal investigators spans almost all the research areas.

Intensive efforts were made to expand the research output of the TRG beyond the projects of the TRG fellows. Several principal investigators started their own smaller research projects within the broader framework of the research agenda of the TRG. A small research budget was set aside for this purpose for each principal investigator. Of these projects two, in particular, made quick start: 1) a study on "Schooling, Disadvantage and Privilege: Choices, strategies and practices of poor and middle class families", led by Geetha B. Nambissan, JNU, and 2) an oral history project on the experience of education of non-elites in independent India, led by Janaki Nair, JNU. The remaining projects of the principal investigators will start in early 2014.



Public lecture by  
Geetha B. Nambisan, Göttingen,  
3 June 2013

Further, five papers have been commissioned from leading educationists and educational sociologists at various centres of education and universities in India (Manabi Majumdar, Nandini Manjrekar, Poonam Batra, Farida Khan, and AR Vasavi) to be published in the working papers series of the TRG. The papers will be published under the aegis of TRG principal investigator Geetha B. Nambisan (JNU). The first drafts are expected in April 2014 and the series is expected to be available online from the middle of 2014 onwards.

The TRG envisages a biannual meeting of the whole group with the following aims: 1) to provide the whole group with the opportunity to meet and discuss TRG matters and thus develop the core identity of a research group; 2) to provide doctoral

and postdoctoral fellows with the opportunity to present their work to the whole group and get feedback on the progress of their research projects; 3) to provide an opportunity to the fellows to meet and exchange ideas with each other; 4) to provide a platform for project partners and principal investigators to discuss in detail their planned research projects within the scope of the TRG; 5) to discuss problems and perspectives affecting the research agenda of the group, and 6) to provide a forum to discuss the teething troubles of the TRG with the administrative staff of the concerned institutions and to try to find constructive solutions to the many administrative problems associated with a transnational research project involving three often divergent cultures of academic administration.



In 2013, two such workshops took place, both of which were deemed intellectually very fruitful. In particular, the PhD fellows found this to be an excellent platform to discuss their research with all members of the group and get constructive feedback on their work. The first workshop of the TRG was held at CeMIS Göttingen on 3-4 June 2013. All members of the group as well as administrative staff from CeMIS Göttingen and GHI London attended. This was followed by a second workshop, which took place in Delhi on 10-13 December 2013.

In addition to the two workshops, the group organised the following events: 1) an oral history workshop at JNU, Delhi, on 19-20 October 2013; 2) a review workshop on the commissioned articles for publication in the online working papers series of the group, CSDS, Delhi, 14 December 2013.

Two members of the TRG gave public talks in Göttingen and London respectively in June 2013: Geetha B. Nambissan (JNU): Private schools for the poor and children's right to education: some reflections from India, Göttingen, 3 June 2013

Neeladri Bhattacharya (JNU): Law, Violence and the Colonial Modern, GHI London, 11 June 2013

Further, the work of the TRG was represented at conferences organised by third parties, at which several PhD and postdoctoral fellows and principal investigators took part, for example, at the Annual Conference of the Comparative Education Society of India, Calcutta, 28-30 December 2013. Similar activities as well as collaborative conferences are planned for 2014.

Finally, two points related to the administrative structure of the TRG: the office of the TRG in Delhi has been running since 1 October 2012. With the appointment of an office manager (Rohan Seth) in January 2013 and an office assistant/receptionist (Sukanti Ekka) in March 2013, it has provided great support to doctoral and post-doctoral fellows as well as project partners in India. Secondly, the extremely complicated process of registration of the TRG office in Delhi as the office of an internationally-funded educational charity is underway.

## 2. PROJECT REPORTS

### A. Critical Mind and Labouring Body: Caste and Education Reforms in Kerala

SUNANDAN KIZHAKKE NEDUMPALLY, POSTDOCTORAL FELLOW



#### PROJECT SYNOPSIS

Exploring the various educational reform programs implemented in primary schools and high schools in Kerala in India in the last two decades, my project seeks to analyze the dichotomous concepts of mental and manual labour, theoretical and practical knowledge, and general and technical education which constituted the premise of these reform interventions. The work focuses on the crucial connection between the reproduction of the above concepts and caste as it is practiced in contemporary Kerala.

#### WORK DONE IN REPORT YEAR

As the first part this project I have finished four month field work which included ethnographic and archival studies. I started my ethno-graphic work by interviewing the main actors in the curriculum reform process in the 1990s and 2000s. This included the experts and faculty in S.C.E.R.T, school teachers who were part of the state level syllabus and curriculum reform workshops and faculty in various District Institute of Education and Training (DIET) who had a crucial role in the reform process. As a continuation of this, I interviewed

around 50 school teachers in Palakkad and Malappuram Districts who have teaching experience both in the old and new curriculum. The second part of the ethnographic work included field work in two Dalit colonies, one in Palakkad District and one in Malappuram District and 4 schools in which children from these colonies are studying. I conducted interviews with three generations of Dalit families and collected their narratives about their schooling experience, their expectations from education and their criticism regarding the educational reforms. I also interviewed Dalit scholars and activists for their analysis of education system in general and the educational reform process in particular.

As part of the archival work, I have collected various reports of educational committees constituted in this period, minutes and reports of state level workshops, handbooks and notes for Block and district level teachers training programs from the S.C.E.R.T library. I have collected articles written in journals and newspapers defending and opposing the reform process for analyzing how the concept of mental and manual labour and caste discrimination played out in these debates. I have also collected textbooks published for the old and new curriculum.

I have written two papers using the data from this field work. The first paper is titled as “Inhabiting Two Worlds: Dalits and School Education in Kerala.” This paper analyzed the deeply embedded practices of caste in the school education system. In this analysis I explored the Dalit attempts to inhabit two worlds of experiencing which is marked as knowing practice and knowledge production. The paper analyzed the various aspects of these two worlds and mapped Dalit interactions and negotiations in these two worlds. It also inquired how the epistemological problem of knowledge has been translated into a problem of caste hierarchy through the daily practices in school and in a Dalit colony. School has become a site of caste identification and discrimination for Dalits even after the educational reforms which intended to overcome the dichotomy of mental and manual labour.

The second paper is titled “Critical Mind and Labouring Body: Caste and Education Reforms in Kerala.” Analyzing the debate on educational reform processes in Kerala in the 1990s and 2000s, this paper sought to understand the role of the dichotomous conceptualizations of mind and body and mental and manual labour in reproducing the colonial - Brahmanical notions of knowledge. This unsettled debate regarding the educational practices in Kerala brings out the various aspects of the contemporary crisis of the colonial-Brahmanical model of knowledge production. I argued that though the problem of this model is recognized at various points of the debate, the fundamental of this model is kept intact or even reinforced by various stakeholders of the educational reform processes.

In this paper I attempted to understand how the binary of mental and manual labour was deployed, appropriated and challenged in the education reform process started from the 1990s, in relation to the contemporary caste practices in Kerala. This paper analysed the documents produced by State Council for Education and Training (SCERT) Kerala and Kerala Sastra Sahithya Parishad (KSSP) a non-governmental organization which played a crucial role in the reform processes. The paper

traced the genealogy of the concept of knowledge and then explored the education reform processes in the 1990s and the first decade of the twenty-first century.

Publicatons, conferences attended, talks relevant to project:

- Presented a paper at the TRG Workshop, at Gottingen
- Presented the paper titled “Inhabiting Two Worlds: Dalits and School Education in Kerala.” At the TRG Workshop at Jawaharlal Nehru University, New Delhi.
- Presented the paper titled “Critical Mind and Labouring Body: Caste and Education Reforms in Kerala.” at the annual conference of Comparative Education Society of India at Kolkata in 2013 December.

## B. Effects of Industrial Decline on Education in Urban India: A Study of Mumbai's Ex-Millworkers' Household Decisions on Children's Schooling, 1980s-Present

SUMEET MHASKAR, POSTDOCTORAL FELLOW

### PROJECT SYNOPSIS

Mumbai city has transformed from an industrial to a service sector economy which requires a workforce with altogether different skills and knowledge. It is against this backdrop this project explores Mumbai's ex-millworkers' children's schooling decisions since the 1980s and examines various factors that affected educational attainment of ex-millworkers' children. It addresses the following central question: How did the industrial decline and the eventual closures of textile mills in Mumbai influence workers' household decision-making with regard to their children's education? This study begins by analyzing the qualitative and quantitative survey data on the educational aspect of ex-millworkers and their children that was collected during my doctoral fieldwork. In my doctoral thesis titled *The Unmaking of the Worker-Self in Post-Industrial Mumbai: A Study of Ex-Millworkers' Responses to the Closure of Textile Mills in Girangaon* I have examined Mumbai's ex-millworkers responses to their job loss as a result of textile mills closures since the late 1990s. The issue of children's education came up during the qualitative interviews conducted for my doctoral research. In addition, the survey data of 924 ex-millworkers' household con-

tains information on ex-millworkers and their children's educational and occupational attainment.

This study builds upon this already collected information by looking at ex-millworkers' children's schooling decisions since the 1980s. It also aims to examine the socio-economic conditions at household level, in the neighbourhoods and the school itself that affected children's educational attainment. As per the plan in-depth interviews have been conducted among ex-millworkers' households, school teachers, teachers' union leaders, ex-millworkers' children and organisations involved with the issue of education for the poor. The focus on children's education, particularly among the poor families, is important as it determines in a significant way their future occupational preferences. In the context of Mumbai this issue becomes particularly significant as there are hardly any possibilities of obtaining better paid employment for less educated individuals.

## WORK DONE IN REPORT YEAR

I began the postdoctoral fellowship with the TRG in June 2013. The following is a report of the work done since the beginning of my fellowship.

June- July 2013

*Statistical Analysis and Preparation of Research Questions:* During first two months of the fellowship I was based in Göttingen. I was mainly working on the statistical survey dataset that was collected during my doctoral research. Using this data set I was analysing the trends on educational attainment among Mumbai's ex-millworkers children based on parental education, gender, caste and religion. The results that came from the statistical analysis were used for preparing questions for conducting interviews in Mumbai.

*Familiarising with Relevant Literature:*

In addition to working on the survey dataset, I familiarised myself with the literature on education and poverty. I also participated in discussing some important texts related to my work such as the ones by Pierre Bourdieu and Paul Willis with other TRG members in Göttingen. Lastly, I was re-establishing my contacts in Mumbai in order to conduct the fieldwork.

August-September 2013

This was my first trip to Mumbai for data collection for the TRG project.

*Conducting Interviews:* I have conducted interviews with Mumbai's ex-millworkers children, school teachers, principals and activists campaigning for the Shikshan Bachao Abhiyan (Movement for Saving Education). I have also tried to re-visit some of the ex-millworkers' families I had interviewed for my doctoral research.

*BrihanMumbai Shikshak Sabha (Teachers Unions) and "Movement for Saving Education":* I have also interviewed members of the BrihanMumbai Shikshak Sabha (BMSS), a Mumbai based teachers union that works among the primary teachers since 1973. I have also photographed all the available annual reports of this union from 1973 to the present. I have collected documents from the "Movement for Saving Education" which has been actively resisting municipalities attempt to close down the schools for the poor.

*Communist Party and Shivaji Vidyalaya:* I have interviewed members of the local Communist Party of India (Marxist) in Worli who had successfully resisted the closure of one of the schools. I have also collected some pamphlets from their initiatives. I have also managed to collect information about the enrolment data from Shivaji Vidyalaya in Abhudyada Nagar which is located in the heart of the working class district of Mumbai. The school has so far shared the enrolment information for the last ten years. The school has also shown willingness in sharing SSC results



from their schools based on caste, religion, gender and income for the last 10 years.

*Paper Writing for the December 2013 Workshop:* During this period of my fellowship I was mainly focusing on writing a paper titled *Exploring Educational Attainment in a Post-industrial City* for the December 2013 workshop held in Jawaharlal Nehru University. The paper I wrote was a combination of the statistical survey analysis that I had done before I left for fieldwork and the interviews and new data I collected during the field trip to Mumbai.

*Interviews and Data Collection:* After the workshop in Delhi I conducted three weeks of fieldwork in Mumbai. During this round of fieldwork I have interviewed a few ex-millworkers' children who have managed to complete their education and find better employment in the city. I have also managed to obtain quarterly news magazine called *Asmita* (Pride) from 2004-2013 which is run and managed by the teachers union - Brihan Mumbai Shikshak Sabha (BMSS).

January 2014- Present

I have presented a revised version of the December 2013 workshop paper on 28 January 2014 at the History Research Group Seminar conducted by Prof. Ravi Ahuja. I am now revising it again for submission to *Development and Change* which is an internationally recognised peer reviewed jour-

nal. After sending this paper to the journal I will start working on a new paper for the July workshop that is scheduled to be held in London.

I will also start working on papers I will present in July at the **Young South Asia Scholars Meet** in Zurich and in September at the **50th German Historikertag** in Göttingen. I have planned a short research trip to Mumbai from 8-27 March 2014.

### PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT

Effects of Industrial Decline on Education in Urban India: *A Study of Mumbai's Ex-Millworkers' Household Decisions on Children's Schooling, 1980s-Present*. TRG 1st Meeting, Centre for Modern Indian Studies, University of Göttingen 3-4 June 2013.

Exploring Educational Attainment in a Post-Industrial City: *A Case Study of Working Class Youths in Mumbai*. TRG 2nd Meeting, Centre for Historical Studies, Jawaharlal Nehru University, 3-4 June 2013.

Exploring Educational and Occupational Attainment in Post-Industrial Mumbai. History Research Group Seminar, Centre for Modern Indian Studies, 28 January 2014

## C. Refugee Settlement and the Role of Education in Calcutta, 1947-1967

KAUSTUBH MANI SENGUPTA, POSTDOCTORAL FELLOW

### PROJECT SYNOPSIS

I propose to study the role of education and school in the lives of the refugees who settled in and around Calcutta after the partition of British India in 1947. The refugees, coming from the eastern part of the erstwhile province of Bengal, spread all over West Bengal and in other parts of India. But a major concentration was in the greater Calcutta region, where many 'colonies' came up. These colonies were a novel and distinct spatial arrangement in the urban morphology. And almost all the colonies had a primary school. The study of these schools – where and how did they come up, who were the teachers, what was the curriculum – and the general role of education in these settlements will reveal complex socio-economic dynamic of a population trying to carve out a niche on a new terrain.

The government, from time to time, came up with various policies to meet the pressing demands that this huge influx of people put on it. I will study the different programme – for general education as well as vocational training – that were initiated by the government. In this process, the refugees had to negotiate with the erstwhile residents of the city. The partition, based on religion, made the position of the Muslim population in Calcutta vulnerable. There was dis-

tinct spatial reorganisation of the city which affected the Muslims, and how in the process the Muslim educational institutes in the city got affected. This is crucial for an understanding of the overall situation. Most often, while focusing on the refugee population, one tends to forget about the host population, more specifically, the condition of the minority. The project, on one hand, tries to focus on local issues and etch out a dense picture of various processes related to educational institutions and policies, and on the other, wants to open up a crucial but neglected aspect of partition studies. Also, it seeks to look into the way the refugees tried to make a mark on the map of the city, where a tangled web of land-locality-finance/cultural capital operated in creating the education space.

### WORK DONE IN REPORT YEAR

I have started working on the project from October 2013. I have looked at newspapers and government reports. I tried to weave together a general picture of refugee students and teachers, the problems they faced in rehabilitating in West Bengal and the various schemes proposed by the government in alleviating their grievances. In the last three months I have looked at three sets of sources. First, the official reports and publications. In these, the important reports are:

- Annual Reports of the Ministry of Refugee and Rehabilitation Department, 1948-1959.
- S. Guha, Studies in Social Tensions among the Refugees from Eastern Pakistan, Memoir No. 1, 1954, Department of Anthropology, Government of India, 1959.
- 'Educational Facilities for Displaced Persons from East Pakistan', GOI, Ministry of Rehabilitation, 1960.
- Report of the Committee of Ministers for the Rehabilitation of Displaced Persons, Calcutta, 1954.

Second, I have looked at various memoirs, autobiographies, and colony-histories. These books give an idea of the way the various colonies were set-up by the refugees, how did they negotiate the local people as well as the government, and the role of education and culture in the colony. These narratives are extremely important in studying the attitude of the people towards education and how that was related to the social division among the refugees.

Third, I have consulted the English daily, Amrita Bazaar Patrika, for the years 1947-1959. The reports in the newspapers generally focused on the plight of the refugee students, the abject poverty they had to face in the new land and bureaucratic hassles in getting themselves incorporated in the new schools and colleges. I have come across numerous letters written by the refugee students and addressed to the editor that reveal the difficulties of being displaced students and their expectations from the government authorities.

Apart from these, I have started making contacts with some of the inmates of these colonies for taking interviews. I will try to get a sense of their belonging to these colonies and the role the schools and education in general played in the lives of the refugees.

### **PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT**

Presented 'Of Colonies, Camps, and Schools: Refugee Education in West Bengal' at the Comparative Education Society of India (CESI) Annual International Conference, "Education, Diversity and Democracy", 28-30 December, 2013 at Indian Statistical Institute, Kolkata.

## D. Moral Education and Bio-Politics. International Movements, Female Agency, and Educational Reform in Late Colonial India

JANA TSCHURENEV, POSTDOCTORAL FELLOW

### PROJECT SYNOPSIS

The post-doctoral research project aims to analyze educational reform activities in India in relation to global educational reform movements, from 1882 to the interwar period. The first case study is the campaign for the introduction of Scientific Temperance Instruction (STI) into regular school curricula. The second analyzed movement aimed at the promotion of systematic education for pre-school children. Both educational movements strongly relied on women as public campaigners and professional educators, deploying notions of womanly skills to care for young children and their responsibilities as ‘mothers of the race’. Both, the promotion of STI and the efforts to expand and reform kindergarten education rested on the assumption that social progress commences with the moral training of children. This training had to be backed up by scientific knowledge about health, hygiene, and reproduction. Increasingly, the systematic study of child psychology and development was supposed to inform the design of pedagogical methods suited to form children into conscious, moral subjects.

Analysing global currents, in which female agency and notions of femininity and motherhood played a crucial role, the project seeks to add a new perspective on the educational development in late colonial India. Moreover, the focus on the bio-political frame of efforts to change the content, pedagogy, and outlook of public primary schools and set up kindergartens can show how reproduction becomes an important reference point for social reform and social policy.

### WORK DONE IN REPORT YEAR

I joined the TRG in Göttingen on June 1, 2013. In preparation of the project, I did archival research in the archives of the international women’s organisation, on which one of the case studies (and potential chapters of her Habilitation), is centered: the Women’s Christian Temperance Union (WCTU). I visited the Francis Willard Archives in Chicago in April, 2013.

Since joining the TRG, I started to initiate exchange of ideas within the Göttingen branch. On July 4 and 11, the postdoctoral fellows and doctoral students met for an intensive discussion of our respective research proposals. Moreover, we met to discuss books which might be helpful to structure work on education and poverty. Discussions on research de-

velopments and joint readings will continue via skype until the fellows are back together in Göttingen.

Ongoing activities include editing a book manuscript (“Imperial Experiments in Education”) for publication, preparing the publication of an edited volume on global moral reform activism (“Biopolitik und Sittlichkeitsreform”) for the Campus Global History Series (together with former colleagues from Zurich), and researching funding opportunities for setting up a smaller research group in association with the TRG after the end of my TRG fellowship. I am also part of the organizing committee for the YSASM Workshop “Rethinking Inequality in South Asia” in Zurich, July 2014, which might offer some interesting perspectives on the problem of poverty and education.

From October 1, 2013 to September 30, 2014, I am on parental leave.

## **PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT**

June 3-4, 2013: Project presentation at the TRG workshop in Göttingen

June 28 & 29, 2013: Attendance of 8th Humboldt India Project (HIP) Workshop, followed by working meetings with Monika Freier (MPI Berlin) and Simone Holzwarth (HUB), discussing my research proposal, possibilities for future cooperation, and Simone Holzwarth’s dissertation on manual labour in Gandhian Basic Education/ the “Wardha Scheme” (1937-52).

July 19, 2013: Working Meeting at MPI Berlin with Margit Pernau and Razak Khan, and Simone Holzwarth, discussing long-term possibilities to bring together research on “new education” / Reformpädagogik in the 20th century.

## E. What exclusion leaves out: The “life-worlds” of educational policy making in contemporary India

MALINI GHOSE, PHD SCHOLAR

### PROJECT SYNOPSIS

My research examines the creation of narratives and discourses around educational policies in India from the mid-80s and subjects of policies, primarily women and girls from marginalised communities. The objectives of the research are to examine the historical, political, and lived dynamics that shape – and complicate – the categories, imperatives and assumptions of policy-making. By embedding policy debates and practices in ethnographic life histories, I hope to illuminate the ‘big picture data’ generated by the Indian state. The research will interrogate the many binaries – for example included/excluded, powerful/ powerless, and structure/agency—through which policies and lives are typically examined. Some of the questions I ask are: In the context of education how is ‘exclusion’ actually lived and experienced, and what does this tell us about how it might be undone? In what ways has education enabled new opportunities and subjectivities to evolve? How do ‘target populations’ as both subjects and objects of policies, shape discourses, policies and programmes? What informs their aspirations and strategic choices related to education?

I use “life-worlds” consciously in my title to encompass policies, life histories of “subjects” and the macro context within a connected analytical frame drawing on the understanding that policies are not just texts but are lived. I will employ a feminist approach to conduct my ethnographic work, thus interrogating multiple, intersecting and mediated power relations. Drawing on Foucauldian notions of governmentality I will examine the modern state’s exercise of power through an ensemble of institutions, procedures, analysis and tactics.

My research work will be grounded in Bundelkhand region of Uttar Pradesh, specifically Banda and Chitrakoot, both districts marked by extreme poverty. My “subjects” will be drawn from three “generations” of policies each with its own distinct combination of discourses, educational initiatives, socio-economic and political imperatives. Beginning with the narratives of individual women and moving outwards to encompass the family, community and institutions, particularly those related to education, I hope to achieve an inter-generational perspective on the circulation of ideas, language, and politics and to use this to unpack both the continuities and the ruptures in educational policies.



## WORK DONE IN THE REPORT YEAR

I joined the TRG programme and enrolled for my PhD at the University of Goettingen in October 2013. As outlined in my proposal submitted to the TRG I had planned to spend most of the first year in Goettingen, with a short trip to India to prepare for field research. My work has progressed in accordance with the proposed plan. The main tasks undertaken by me during the initial couple of months:

*Revision of research proposal:* I have had discussions with my supervisor and other faculty and visiting faculty at the Centre for Modern Indian Studies for further inputs based on which I reworked some aspects of the proposal. I also attended the TRG Seminar held in Delhi, where I presented my proposal to the larger group and subsequently made further revisions based on the feedback received. I see this as an ongoing part of my work.

*Developing bibliography and structured reading:* I spent time developing a bibliography relevant to my research work, for which I met with faculty and visiting faculty at the Centre for Modern Indian Studies. The bibliography was conceived around 'themes' and has been developed as a structured reading course. I have on a regular basis been discussing what I have read with my supervisor, both for greater conceptual clarity as well as to sharpen its relevance (or not) to my own research. I plan to continue to use this method throughout my research.

*Sharpening Research Methodology:* I have spent time working to sharpen my research methodology in preparation for my initial visit to the field location (between February and March 2014), where I hope to begin the identification process of the women and girls whose life histories I hope to develop. For this I will be speaking to key informants locally.

*Library research:* Besides this I have also spent time understanding the facilities like the library available at the University. I have familiarized myself with the electronic, archives and other journals available and have used these facilities to expand my reading list.

## PUBLICATIONS, CONFERENCES, TALKS ETC.

The Centre for Modern Indian Studies organises a weekly colloquium, which I have regularly attended

Paper presented at the second Workshop of the TRG, Delhi, 10-11 December 2013

## F. Development through Education!? An Ethnography of Education and Social Mobility in Rural India

LEA GRIEBL, PHD SCHOLAR

### PROJECT SYNOPSIS

**M**y project is concerned with the complex relations between school education and empowerment in the context of the Rishi Valley Satellite schools in rural Andhra Pradesh. The 12 satellite schools of Rishi Valley are of special interest in this regard, first, because here, both an elite school, the famous Rishi Valley School, and a schooling facility for the rural poor, the Satellite Schools, coexist in closest proximity. Second, because the unique approach towards educating the rural poor which was developed by the Rishi Valley Satellite Schools during the last 26 years is currently being upscaled: it is nowadays being adapted in educational reform projects in different states across India and worldwide and thus has a wide scope.

This project will explore questions of empowerment through schooling basing on participants' (pupils', teachers' and parents') experiences in the RV Satellite Schools by researching into the ways in which rural school children (and their parents) experience and negotiate school education: The project will deal with the engagement parents

and children have or have had with schooling, their aspirations and the ways they take schooling decisions. How do caste, class and gender affect school choice and engagement? Does unequal engagement lead to new forms of inequality?

The question of what kind of education different stakeholders envisage for the poor will be at the center of research. This project thus attempts to shift the discourse away from the dominant and taken-for granted ideology of school education being an inherent social good to the ways in which this narrative squares with the everyday lives of poor rural people. By contrasting different voices on what, how and with which objective marginalized children should learn, this project will contribute to a broader discussion around education and development.

### WORK DONE IN REPORT YEAR

Intensive literature research in the first phase of work brought about a shift in the focus of my project (cf. initial project proposal). This shift was complemented by defining the Rishi Valley Satellite Schools as research setting.

Further, the literature research was documented in a Citavi (=reference editor) bibliography with more than 600 references which will help to keep track of relevant literature during the period of writing up.

As methodological preparation for the explorative phase of fieldwork which started in November 2013, I attended a several days intensive course on narrative interviews under Professor Gabriele Rosenthal at the Georg-August University Göttingen.

Further, I was networking with the chair of pedagogies in the context of conduct disorders of Julius-Maximilians-University of Würzburg, which has an ongoing cooperation with Rishi Valley Institute for Educational Resources headed by Dr. Thomas Müller.

Amongst the TRG fellows present at Göttingen, we read and discussed the work of Pierre Bourdieu and Paul Willis which we found to be relevant to the work of all of us.

From November 2013 until February 2014 I undertook the explorative phase of fieldwork in Rishi Valley/ Andhra Pradesh. Fieldwork was undertaken mainly in the form of participant observation at schools and in two villages and complemented by informal conversations as well as narrative interviews with different stakeholders both in the Satellite Schools as well as in the so called Main School and local government schools. The stay in Rishi Valley was also used to acquire basics in Telugu, the local language.

#### **PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT**

- June 4th/5th 2013: Project presentation at the inaugural workshop of TRG held at the University of Göttingen.
- December 10th-14th: Paper presentation at the TRG workshop held at JNU Delhi: Alternative education for the rural poor: inherent social good versus reproduction of social inequality.

## G. Education as a Transformative Agenda: The Status of Ezhavas and Pulayas in Twentieth Century Kerala

DIVYA KANNAN, PHD SCHOLAR

### PROJECT SYNOPSIS

This research is intended at writing a history of education of the labouring poor in late nineteenth and twentieth century Kerala. It seeks to understand the various notions of labour and poverty that were sought to be imparted through education to the laboring groups comprising mostly so-called lower and untouchable castes in the region. However, the study looks beyond a mere chronological history of schooling and takes into account the larger socio-political processes that went into the education of the poor. It will analyse various sources of those involved in the process such as Protestant missionaries, social reformers, political organisations and other state actors.

The objective is also to examine the intersections of education, class, race and gender. The attempt is to examine pedagogical practices that influenced schooling strategies for the poor. Textbooks, agricultural and industrial education and techni-

cal education have been some of the avenues through which children of laboring groups were brought face to face with changing societal notions and power structures. The incorporation of hitherto excluded groups into schools had far reaching unintended consequences as well. Education was not meant for imparting basic skills in literacy but also to reshape the idea of spatiality and identity. It was used to institute certain regimes of disciplining those involved in labour and inculcating new notions of work.

**WORK DONE IN REPORT YEAR**

In the current report year, extensive archival research was carried out at the United Theological College Archives, Bangalore, Kerala State Archives (Calicut and Trivandrum), Mathrubhumi Archives (Calicut), Teen Murti Library ( New Delhi) and various libraries and research institutions in parts of Kerala. I am currently reading old newspapers and journals.

Extensive archival research was carried out at the archives of the Basel Mission (Mission 21), Switzerland. Their annual reports, correspondence and textbooks are being used to formulate a framework to understand the linkages between education, schooling and work in late 19th and early 20th century Kerala.

**PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT**

Attended the TRG's first workshop at Gottingen and presented a paper on 'Church Missionary Society and Education in Twentieth Century Travancore' in June 2013.

Attended the TRG's second workshop at JNU and presented a paper on 'Education for Work: The Basel Missionary Society in 20th Century Malabar'

Attended the various seminars held by CeMIS as part of their weekly colloquium, September 2013- February 2014

## H. Primed to Labour: 'Education' in Industrial and Artisan Schools of Colonial India (1860s-1940s)

ARUN KUMAR, PHD SCHOLAR

### PROJECT SYNOPSIS

Inserted within the pages of contemporary accounts, yet mostly absent from the mainstream historiography are the histories of the schools for the poorer sections in colonial India. My thesis is an exercise to uncover the records of these 'absent institutions' of educational and labour histories. These didactic institutions (industrial, reformatory and factory schools, orphanages, children's homes, workhouses, and railway workshops) were set up by Christian missionaries, 'natives', and colonial masters to educate (?) poor children who were deemed unfit for book-centred, "proper" schooling. These schools were instituted with the objective of producing a modern, disciplined, and semi-skilled work force out of an unruly indolent class of low castes and untouchables, artisans and workers, beggars, vagrants, juvenile offenders, fakirs, gamblers, thieves, criminal tribes and poorest of the poor Europeans and Eurasians. Looking at the atypical nature of curriculum, school timings, and pedagogy etc. of some of the specific educational and reformatory institutions where chil-

dren's labour was exploited to manufacture goods with the aim to train them a life of manual labour, the project asks the question: is it historically appropriate to view these as normal 'schools'? My thesis will also look at the issues of poor childhood, child labour, and reproduction of social hierarchies. While looking in and out of the British Empire, the thesis will also look at the flow of missionaries from Germany, Britain, and America into the territories of British India and examine the circulation, contestation, appropriation, and transformation of ideas to educate, train, regulate, order and reform the bodies of the poor children both morally and physically in colonies. By looking at the everyday histories of schooling for the poor in India at fin de siècle, his work unfolds the shared global vision of an education marked with potentialities to reform the figure of the 'poor' in nineteenth and twentieth century. To trace the network of clues, his research employs missionary and colonial writings, school records, vernacular literature, and oral testimonies.



## WORK DONE IN REPORT YEAR

I joined TRG-GHIL programme in the month of April, 2013 with Centre for Modern Indian Studies, University of Göttingen in Germany as my doctoral studies centre. With six months of pre-doctoral research at National Archives of India, I set forth for my research apprenticeship in tools and methods of historical inquiry with guidance of Prof. Rupa Vishwanath at Goettingen and Professor Neeladri Bhattacharya at JNU. In my training at CeMIS, Prof. Vishwanath exposed me to the writings of Foucault, Pierre Bourdieu, Louis Althusser, etc. and discussed extensively about methodological interventions of other seminal texts. Extensive discussions with Prof. Vishwanath on key texts and my research project were extremely helpful to expand and nuance my research base and methodological rigour. CeMIS allowed me to participate closely in weekly colloquiums, and reading book discussions. I spent July and early August days in exploring the rich primary and secondary material Library on Modern South Asia at CeMIS and Goettingen University library. I also shared my new findings with by Professor Ravi Ahuja and Dr. Aditya Sarkar in research meetings.

On 14th August, 2013, I headed for my research work in India. In the month of August, I heavily utilised JNU library to read some thesis, Nehru Memorial Library and Delhi School of Economics library. In research meetings, Prof. Neeladri Bhattacharya empathetically reminded me the empirical value of a historical work and the simplicity and clarity of the writing style. He hinted me to expand my research questions and look critically the archival material in variety of ways, i.e., the way colonial and missionary archive was produced, fluidity and fixity of texts, and historical sources that lives its life outside the archive. Oral History Workshop at JNU forced me to read on methods and techniques of conducting oral interviews and to be aware of potentialities and limitations of oral sources. I started again tracing the clues of my case in the National Archives of India and by listening the stories of old people who were part of the industrial schools. For the latter purpose, I visited UTC archives- a repository of missionary records and writings and Industrial schools in Tamil Nadu.

### PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT

- Presented a paper ‘Histories of Miscalculation and the Politics of the Possible: The Reproduction and Production of Subjects in Colonial Industrial Schools’ at TRG-GHIL Workshop, CeMIS, Göttingen, 3rd-4th June, 2013
- Presented a chapter outline ‘Loaded Childhood’ in Modern Indian History Research Group Seminar organised by Prof. Ravi Ahuja at CeMIS, Göttingen, 24th-25th June, 2013.
- Presented and discussed my research project ‘Primed to Labour: Education in Industrial Schools’ at International Summer Academy, University of Campinas, Brazil, organised by re:work Centre, Berlin, 24th November- 1st December, 2013
- Presented the paper ‘“Schooling” (?) Them for Manual Labour: Labour and Labouring Class in late Colonial India (1880s-1920s)’ at TRG-GHIL Workshop, JNU, 10th - 14th December, 2013
- Presented the paper ‘Histories of Miscalculation and the Politics of the Possible: The Reproduction and Production of Subjects in Colonial Industrial Schools’ at the CESI Annual International Conference (Theme: Education, Diversity and Democracy), Kolkata, 28th - 30th December, 2013
- Presented the paper ‘Globalising the Local and Localising the Global: Discourse on Poor, Poverty, and Vagrancy in Industrial Schools’ at International Young Scholar’s Conference, JNU, 5th - 7th February, 2014

## I. Schooling for Women: The United Provinces (1854-1920)

PREETI, PHD SCHOLAR

### PROJECT SYNOPSIS

The proposed research project will focus on the school education of women (especially of poor and the underprivileged members among the Hindus and Muslims, although comparison will be made with other communities) in the United Provinces between 1854 and 1920. It will explore the educational development and the reasons for the interest among people in girls' education in particular, especially in the latter part of the 19th century. It is an attempt to answer questions such as the following: 1) In what ways was the education of women necessitated by the altered social and economic transformations in late 19th century United Provinces? 2) Which special groups and classes benefitted from the new efforts? 3) Were there perceptible differences in the programmes that aimed at reaching the marginalized among the girls and women, and, if so, why? 4) What was the need or agenda to educate women felt by missionaries, colonial state or people of United Provinces? 5) Was there any connection between women's education and reform or modernity, or the economic, social and cultural upliftment of women? 6) What were the challenges and prejudices that came with the progress of female education?

Comparisons will be made between boys' and girls' education through debates regarding the curriculum, funding, special schools or co-education, compulsory education and creation of demand of female education through the grant of privileges.

The attitudes of the colonial State, peoples of United Provinces (different castes, classes and various reform associations), missionaries (of various kinds) and women themselves towards education will be analysed.

## WORK DONE IN REPORT YEAR

I became a part of the research project in June 2013. Shortly thereafter, in June I visited the U.P. State Archives and Hindi Sahitya Sammelan Library in Allahabad (22nd June - 1st July). In the U. P. State Archives, I looked into the files of General Department and Education Department. Interesting files related to education in general and specifically to women were found, in particular, files related to women's question and more specific education such as provision of schools and teachers and maternity leave to teachers of girls schools. They indicated the emergence of new professions for women such as teaching, nursing and doctors. The Hindi Sahitya Sammelan Library is a rich source of Hindi contemporary journals and magazines such as 'Maryada', 'Stri Darpan', 'Saraswati', 'Gaur Hitkari', 'Sudha', 'Stri Samaj', 'Samaj Sudhar' and 'Lakshmi'. These magazines contain articles written by men on various issues, including education, in the late nineteenth and early twentieth centuries. I collected some valuable material from the National Library and West Bengal State Archives, Kolkata (30th July -15th August), such as rare and brittle books (which I managed to photograph) and reports on the issues of education, women and missionaries in India. The

National Library is a huge storehouse of E- Dissertations and theses. In the National Archives of India, New Delhi (10th June - 28th July), I looked at the Proceedings of Education in the Home Department files from 1880 to 1910 and the private collection of papers called 'Janak Dulari Collection', a collection of magazines of colonial North India. I found some of United Provinces records in Punjab. I visited Punjab State Archives in Patiala. The 'Report by the North- Western Provinces and Oudh Provincial Committee; with Evidences Taken Before the Committee, and Memorial Addressed to the Education Commission' is very interesting and useful to explore the view points of peoples of Punjab. I have been studying the holdings of the Central Secretariat Library, New Delhi: I have succeeded in locating numerous books and reports on education in India, gazetteers of various provinces of United Provinces, reports of the Department of Public Instruction and reports on popular education in the United Provinces as well India, in general. Presently, I am also looking at Native Newspaper Reports in National Archives of India. In addition to these primary sources I have been researching secondary sources in the library of Jawaharlal Nehru University, Central Secretariat Library, New Delhi.

## PUBLICATIONS, CONFERENCES ATTENDED, TALKS RELEVANT TO PROJECT

### Publications:

“Transformation of Schooling in the colonial Punjab (1850-1900)”, in Parimala Rao (ed.) *New Perspectives in the History of Indian Education*, Delhi: Orient Blackswan, 2013.

### Papers presented:

- “Moralizing’ Women: Education in the United Provinces (1854-1930)”, paper presented at TRG workshop, Gottingen, 3-4 June 2013.
- “Meeting Local needs: The Indigenous Education System of Punjab”, paper presented at seminar on ‘The Making of Modern Punjab: Education, Science and Social Change in Punjab c. 1850-c. 2000’, Panjab University, 24-26th October, 2013.
- ‘Schooling Women: Some themes for Discussion from the United Provinces (1854-1930)’, paper presented at TRG workshop, Jawaharlal Nehru University, New Delhi, 10th- 13th December 2013.
- “Moralizing’ Women: Education in the United Provinces (1854-1930)”, paper also presented at the International Conference of the Comparative Education Society for India, Calcutta University, 28th- 30th December 2013.
- “School as site of Discontentment: Education of Punjab in late Nineteenth Century”, paper presented in the 74th session Indian History Congress, organised by Ravanshaw University, Cuttack, 28th- 30th December, 2013.

# 3.

## EVENTS

### A. TRG Events

#### 3 – 4 JUNE 2013: TRG WORKSHOP, GÖTTINGEN

##### Monday, 3 June 2013

###### **Introduction:**

Ravi Ahuja / Andreas Gestrich / Indra Sengupta

Arun Kumar: Histories of Miscalculation and the Politics of the Possible: The Reproduction and Production of Subjects in Colonial Industrial Schools

Divya Kannan: Education as a transformative Agenda: The Status of Ezhavas and Pulayas in Twentieth Century Kerala

Lea Griebel: School versus Child Labour? A Participatory Approach to Identity Constructions and Educational Needs of Working Children in India

Preeti: Schooling for Women: The United Provinces (1854- 1920)

Jana Tschurennev: Moral Education and Bio-Politics. Educational Reform Movements, Social Technology and Pedagogy, 1882-1940s

Sumeet Mhaskar: Effects of Industrial Decline on Education in Urban India

Sunandan KN: Critical Mind and Labouring Body: Caste in the Contemporary Educational Practices in India

###### **PIs/ Project Partners:**

Ravi Ahuja, Rupa Viswanathan, Andreas Gestrich

###### **Public Lecture:**

Geetha Nambissan: Private schools for the poor and children's right to education: some reflections from India

##### Tuesday, 4 June 2013

###### **PIs/ Project Partners:**

Valeska Huber: Education and Social Planning in the Middle East

Silke Strickrodt: Christian Missionaries and Female Education in Sierra Leone in the Nineteenth Century  
Jahnvi Phalkey, Geetha Nambissan, Janaki Nair, Neeladri Bhattacharya

TRG Perspectives: open discussion

#### 11 JUNE 2013: GHIL SEMINAR

Lecture, Professor. Neeladri Bhattacharya (New Delhi): Law, Violence and the Colonial State: India and the Colonial Modern



**19 & 20 OCTOBER 2013:  
ORAL HISTORY WORKSHOP,  
ORGANISED BY THE CENTRE  
FOR HISTORICAL STUDIES,  
JNU, DELHI**

**19 October 2013**

**Introduction:**

Neeladri Bhattacharya and Janaki Nair (Jawaharlal Nehru University, Delhi)

**Session One: Form and Meaning in Oral History**

Chitra Joshi (Indraprastha College, Delhi University):

1. Alessandro Portelli, 'Uchronic Dreams: Working Class Memory and Possible Worlds', *Oral History*, Vol 16, No.2, Politics (Autumn, 1988), pp.46-56.
2. Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, (New York: University of New York Press, 1991), pp. 1-26; 45-76.

Student Presentations and Discussions

**Session Two: Collective / Individual Memory: Janaki Nair (JNU):**

1. Pierre Nora "Between Memory and History: Les Lieux de Memoire" *Representations*, No. 26, (Spring 1989), 7-24.
2. Stree Shakthi Sanghatana, 'We Were Making History...': *Life Stories of Women in the Telangana Peoples' Struggle*, (Delhi: Kali for Women, 1989), pp.19-44; 275-281.



3. Shahid Amin, *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*, (Delhi: Oxford University Press, 1995), 117-200; 227-244.

**2nd TRG Workshop,  
JNU, Delhi, 10-11  
December 2013**

Student Presentations and Discussions

**20 October 2013**

**Session Three: Violence, Trauma and the Act of Recall:**

P K Datta (Department of Political Science, Delhi University):

1. Luisa Passerini, 'A Memory for Women's History: Problems of Method and Interpretation', *Social Science History*, Vol. 16, No.4 (Winter, 1992), pp. 669-692.
2. Luisa Passerini, 'Memory', *History Workshop*, No. 15 (Spring, 1983), pp. 195-196.
3. Veena Das, "Composition of the Personal Voice: Violence and Migration" *Studies in History*, 7.1, (n.s.1991) pp. 65-77.

Student Presentations and Discussions

### Session Four: Techniques of Oral History:

Neeladri Bhattacharya (JNU):

1. Jan Vansina, *Oral History as Tradition*, (Madison: University of Wisconsin Press, 1995), pp. 3-32; 187-201; 205-207; 225-227. .
2. Paul Thompson "Believe it or not: Rethinking the Historical Interpretation of Memory" *Memory and history: Essays on Recalling and interpreting experience* (1994), pp. 1-16
3. Rick Halpern "Oral History and Labor History: A Historiographic Assessment after Twenty-Five years" *The Journal of American History*, Vol 85, No 2, (Sep. 1998), pp. 596-610.
4. James Clifford "On Ethnographic Authority" *Representations* (Spring 1983) pp. 118-246.

Student Presentations and Discussions

### Summing Up:

Janaki Nair and Neeladri Bhattacharya

### 10 – 14 DECEMBER 2013: TRG INTERNAL WORKSHOP, CENTRE FOR HISTORICAL STUDIES, JNU, AIIS SEMINAR ROOM AND CENTRE FOR THE STUDY OF DEVELOPING SOCI- ETIES, DELHI

#### Tuesday, 10 December 2013

Introductory remarks

Preeti: Schooling for Women: Some themes of Discussion on The United Provinces (1854-1930)

Arun Kumar: 'Schooling' (?) them for Manual Labour: Labour and Labouring class in late Colonial India (1880s-1920s)

Divya Kannan: Education for work: the Basel Mission in late 19th and early 20th Century Malabar

Malini Ghose: What Exclusion Leaves Out: the "Life-Worlds" of Educational Policy Making in Contemporary India

#### Wednesday, 11 December 2013

Lea Griebel: Alternative Education for the Rural Poor: Empowerment versus Oppression Development through Education!? An Ethnography of Education and Social Mobility in Rural India

Kaustubh Mani Sengupta: Refugee Settlement and the Role of Education in Calcutta, 1947-1967

Sunandan K.N: Inhabiting Two Worlds: Dalits and School Education in Kerala

Sumeet Mhaskar: Exploring Educational Attainment in a Post-Industrial City: A Case Study of Working Class Youths in Mumbai

### Thursday, 12 December 2013

TRG PIs' meeting and Fellows' Discussion, AIIS Seminar Room and TRG Office, Defence Colony

### Friday, 13 December 2013

TRG Supervisors'/ Mentors' Meetings (TRG Office, Defence Colony)

Meeting of Supervisors and Mentors to discuss progress of PhD and post-doctoral research projects

Meeting of Supervisors and Mentors with PhD and postdoctoral fellows to discuss individual research projects

### Saturday, 14 December 2013

Review workshop with contributors of commissioned papers on Poverty and Education (CSDS)

Poonam Batra (Maulana Azad Centre for Elementary and Social Education, Central Institute of Education, University of Delhi): Quality of Education and the Poor: Constraints on Learning

Farida Khan (Department of Educational Studies at Jamia Milia Islamia): Teaching children of the Poor: the implications of classroom pedagogies  
Manabi Majumdar (Centre for Studies in Social Sciences, Calcutta): The Shadow Education System and New Class Divisions in Education

Nandini Manjrekar (Centre for Studies in Sociology of Education, School of Social Science, Tata Institute of Social Sciences, Mumbai): Poverty, Con-



Picture 1  
Talking TRG: lunch break, workshop at CSDS Delhi, 14 December 2013

flict and Girls' Education: Reflections from Gujarat

AR Vasavi (Nehru Memorial Museum and Library, New Delhi): 'Government Brahmin': Caste, the Educated Unemployed, and the Reproduction of Inequalities

Picture 2  
Exchanging ideas over lunch: 2nd TRG Workshop, JNU, Delhi, 10-11 December 2013

## B. Other Events

### 28-30 DECEMBER 2013: REPORT ON TRG PARTICIPATION IN THE ANNUAL CONFERENCE OF THE COMPARATIVE EDUCATION SOCIETY OF INDIA, KOLKATA, DECEMBER 28 – 30, 2013 (SUNANDAN K N)

The theme of this year's conference of CESI was "Education, Diversity and Democracy." In the conference there was a separate session under the title 'Education and Poverty' subject experts and contributors to the Working Papers Series of the TRG presented their work. In addition to this, TRG postdoctoral and doctoral fellows presented their papers on various panels.

The special panel on Education and Poverty was chaired by Professor Andreas Gestrich, Director, GHIL. In this panel the following papers were presented

1. Poonam Batra: "Quality of Education and the Poor: Constraints on Learning"
2. Farida Khan: "Teaching Children of the Poor: The Implications of Classroom Pedagogies"
3. Nandini Manjrekar: "Poverty, Conflict and Educational Marginalisation: : Reflections from Gujarat"
4. Manabi Majumdar: "The Shadow Education System and New Class Divisions in Education"

The panel was attended with great enthusiasm and there was an active and constructive discussion session after the presentation. The major concern that emerged from the discussion was about the question of marginalization of various sections of society from access to education. The audience raised questions regarding the gendered nature of priorities in school education, the problem of government support for schools attended by poor students, and the problems of a curriculum which does not consider the diversity of the student community.

TRG doctoral fellow Preeti presented a paper in the panel "Women's Education and Demographic Transition." The session was chaired by Dr. Parimala Rao from Jawaharlal Nehru University, New Delhi. Her paper, "Moralizing' Women: Education in the United Provinces (1854-1930)", investigated the question of 'moral education' and gender differentiation of morality sought by the colonial state and local people through education and literature on education produced in that period. In the discussion session questions were raised regarding the different forms of moral codes for different sections of women, such as those from upper or lower castes and Muslim women.

Arun Kumar, also a TRG doctoral fellow, presented a paper in the panel “Education and Social Reproduction.” The panel was chaired by Dr. Arshad Alam of Jawaharlal Nehru University. His paper, “Histories of Miscalculation and the Politics of the Possible: The Reproduction and Production of Subjects in Colonial Industrial Schools,” investigated the conduct of industrial schools in the colonial period. The paper analyzed the objectives of the colonial officers and missionaries in providing technical education for the poor sections of society and how the poor used these schools in their own ways. The questions in the discussion session related mainly to the moral and cultural ideas of colonialists and missionaries that determined the nature of colonial education policies.

Postdoctoral Fellow Kaustubh Mani Sengupta presented a paper in the panel “The Education of Children in Difficult Conditions.” The session was chaired by Dr. Shireen Miller, Director Advocacy, Save the Children . His paper, “Of Camps, Colonies, and Schools: Refugee Education in West Bengal”, explored the role of education and the school in the lives of refugees who settled in West Bengal after the partition of India in 1947.

Sunandan K N, postdoctoral fellow of TRG, presented a paper in the panel on “Caste, Gender and Sexuality in Education.” The session was chaired by Dr. Nandini Manjrekar of TISS Mumbai. His paper, titled “Critical Mind and Labouring Body: Caste and Education Reforms in Kerala”, analyzed the notion of mental and manual labour in the discourses on education reform in Kerala in 1990s. The paper discussed the issue of dichotomous conceptualization of body and mind, and mental and manual labour in the reform debate and argued that exclusions and dominations in the field of education should be understood not only in the institutional domains but at the level of the epistemological domain as well. The main questions raised were about the role of caste in the exclusionary process and the new ways in which caste is practiced in schools.

# 4. PEOPLE

## PRINCIPAL INVESTIGATORS

Ravi Ahuja	CeMIS, Göttingen
Sarada Balagopalan	CSDS, Delhi
Neeladri Bhattacharya	JNU, Delhi
Andreas Gestrich	Director, GHIL, London
Valeska Huber	GHIL, London
Sunil Khilnani	King's India Institute, King's College, London
Janaki Nair	JNU, Delhi
Geetha Nambissan	JNU, Delhi
Jahnvi Phalkey	King's India Institute, London
Indra Sengupta	Academic Coordinator, GHIL, London
Silke Strickrodt	GHIL, London
Rupa Viswanath	CeMIS; Göttingen

## POST-DOC FELLOWS

Sunandan Kizhakke Nedumpally	Post-Doc Fellow, Delhi
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2014



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