

**Course Code**

✓ : EDN 200

**Course Title**

: Development of Education in India I

**Total Contact Hours**

: 60

**Total Credit**

: 4

**Total Marks**

: 100

**Course Objectives (COs)**

The course objectives are to enable students to:

1. analyse the development of education in India from ancient times to the British rule
2. compare and contrast educational practices and philosophies across different historical periods in India
3. evaluate the impact of ancient and British educational policies on contemporary Indian education
4. describe key concepts and significant events in the history of Indian education before Independence
5. assess the influence of historical educational developments on current educational systems and practices in India

**Learning Outcomes (LOs)**

At the end of the course, students will be able to:

1. recognise the evolution of the ancient education system in India
2. describe the progress of medieval education system in India
3. identify the system of education in the colonial period
4. interpret the system of education under the colonial period

**Unit I. Education in Ancient India (1500 BC – 600 BC)**

- Vedic Education: Salient features, Aims, System of Education- Gurukuls
- Vedic Education: Curriculum, and Role of teachers, Merits and Demerits
- Buddhist Education: Salient features, Aims, System of education, educational organisations-monasteries
- Buddhist Education: Curriculum, and Role of teachers; Merits and Demerits

**Unit II: Education in Medieval India (8<sup>th</sup> Century AD)**

- Islamic Education: Salient features, Aims, System of Education
- Islamic Education: Curriculum, and Role of teachers; Merits and Demerits
- Educational organizations in Medieval India: Pathshalas, Vidyapeeths
- Educational organizations in Medieval India: Maktabas and Madrasas

### Unit III. Education under the British RuleI (1600 AD – 1900)

- Charter Act of 1813
- Macaulay's Minute (1835)
- Wood's Despatch (1854)
- Hunter's Commission (1882)

### Unit IV. Education under the British RuleII (1800-1947)

- Indian University Commission (1902) and Act (1904)
- Sadler's Commission (1917)
- Hartog Committee Report (1929)
- Sargent Report (1944)

### Sessional Work

- Internal Test/Assignment/Seminar - 25 marks

### Activity(Any one)

1. Prepare an assignment on Brahmanic education.
2. Compare any two system of education and bring out their implications.
3. Present the relevance of any two system of education to the modern system of education.
4. Trace the history of education in India under the British rule.

### Suggested Readings

1. Agrawal, A. K. (2000). Development of Educational System in India. Anmol Publications Pvt. Ltd.
2. Altekar, A.S. (2009). Education in Ancient India. Gyan Books.
3. Bareh, H. (1996). Progress of Education in Meghalaya. S. K. Enterprise.
4. Bhatnagar, S. & Saxena, A. (2003). Development of Education in India. R. Lall Book Depot.
5. Chaube, S. P. (1999). Education in Ancient and Medieval India. Vikas Publishing House.
6. Ghosh, Suresh Chandra. (2001). History of Education in Medieval India. Low Price Publications.
7. Nurulla, S. & Naik, J. P. (2016). A Student's History of Education in India (1800-1973). Macmillan Publishers.
8. NCERT. Education and National Development 1964-65. NCERT.
9. Pandey, R. S. (2003). Development of Indian Education System. Vinod Pustak Mandir.
10. Pandey, R. S. (2008). Indian Educational System. Anubhav Publication House.

11. Prasad, K. (2021). Buddhist Education in Early Medieval India. Kaveri Books.
12. Rai, L. (2001). National Education in India. Bani Mandir.
13. Sharma, R. N. (2006). History and Problems of Education in India. Laxmi Narain Agrawal Publisher.
14. Singh, M. S. (2007). Educational Development in India. Anubhav Publication House.