



# School of Humanities and Social Sciences, IIT Indore

## Seminar

### **Trajectories of Higher Education: Establishment of colleges in directly and indirectly administered colonial India**

**Dr Abhishek Pandey, Institute for Human Development**

**Date: November 29, 2024**

**Time: 11 am- 12:30 pm**

**Venue: 1C 301, SHSS Seminar Hall**



The colonial projects in the New World, Africa and Asia followed different patterns that historians refer to as settler colonialism and colonialism by conquest. The East India Company which started off as a trading company, acquired India by conquest and eventually relinquished control to the British crown in 1857. As historians like Bernard Cohn, Chris Bayly and others have pointed out, the colonial governmentality was the biggest problem that had to be addressed in order to entrench the colonial project. Education was one of the instruments for addressing this concern. Despite several reductionist interpretations of how this process of “civilizing mission” was initiated, a more nuanced history of the emergence of a modern higher education has emerged over the past couple of decades. Colonial India was divided into directly administered regions and indirectly administered India also referred to as the princely states. Thus, largely the history of higher education in India was subsumed under ‘administrative histories’. The premise was the imposition of a transferred model of education based on University College London of the 1840s and 1850s upon the colony. The present lecture departs from this historiography that understands the concept of governmentality from a political theory lens to focus on the development of collegiate education in colonial India, particularly the indirectly administered India. Based on economist Bjorne Hettne’s argument of four “model states” which establishes that the trajectories of development in indirectly administered India were distinct from that of the directly administered India, the lecture shall introduce the concept of ‘provincial governmentality’. It shall further identify the shifts in governance methods, from ‘art of governance’ to ‘science of governance’ and its implications on the higher education in indirectly administered India.

**Dr Abhishek Pandey is a Senior Research Associate in the Institute for Human Development, New Delhi.** He received his Ph.D. from National Institute of Educational Planning and Administration, New Delhi. His interest area largely focuses on the History and Politics of Education in India and its relations with Political Philosophy and Political Theory. He is actively involved in the collaborative research project titled “Social History of Higher Education in Colonial and Post-colonial India,” with Prof. Dhruv Raina (former Professor, Zakir Hussain Centre for Educational Studies, JNU) and Prof. Anirban Chakraborty (Professor, School of Computational and Integrative Sciences, JNU). This project encompasses the analysis of extensive data from more than 37,000 institutions in South Asia, and offers a comprehensive examination of higher education's historical trajectory in the region.