

Contents

Declaration	ii
Certificate	iii
Dedications	iv
Acknowledgements	v
Abstract	viii
Introduction	1
<i>Literature Review</i>	2
<i>Conceptual Background</i>	6
<i>Historical Background</i>	8
<i>Rationale</i>	11
<i>Objective</i>	11
<i>Definition of Key Variables and Scope</i>	12
<i>Methodology</i>	13
<i>Chapter Summaries</i>	16
Chapter 1:	22
‘Reasonable’ Imperialism and the Manifestations of Reform: Western India in the Nineteenth Century	
<i>Reform and the Region</i>	26
<i>Negotiating Reason: Colonial Policy in Western India</i>	27
The Scottish Influence	27
The Rise of English Utilitarianism	32
<i>Reform and Education in Bombay</i>	33
The Elphinstone Institution and Early Reformers	36
<i>Reform and Education in Surat</i>	40
<i>Reform and Education in Ahmedabad</i>	41
The Forbes-Dalpatram Alliance	42
Gujarat Vernacular Society	43
<i>Reform in Baroda</i>	49
Of Political ‘Morality’ and Reform: Baroda vs Bombay	51

<i>Conclusion</i>	57
Chapter Two:	60
Negotiating Reform and the Nation: English Studies at Baroda in the late Nineteenth and Early Twentieth Centuries	
<i>Questions of Reform, Education, and Empire in the Interim Years in England....</i>	61
The ‘Conservatism’ of ‘Liberal’ Reform	61
Reform as a Pedagogic Enterprise	63
Imperial Instruction(s)	64
<i>Re-viewing Colonial Higher Education</i>	65
The Education Commission of 1882	66
<i>The Interim Years in Western India and Gujarat</i>	71
Colonial (Education) Institutions and ‘Modern’ Gujarati.....	72
Modernising the Vernacular and the Classical: Gujarati, Sanskrit, and English	74
<i>Reform, English Education, and the Question of the Nation</i>	77
<i>Sir Sayajirao Gaekwad III and Baroda: On the Liminality between Sovereignty and Subjecthood</i>	78
The Circumstances of Accession	79
Educating a “Truly Model Prince”	80
Subject to Sovereignty: Reform and the Baroda State	83
<i>The Baroda College</i>	88
The Vision of Sayajirao III	88
Negotiating Reform and Nationalism in the English Curriculum	91
Aurobindo Ghose: Teaching English and the Resistance to Reform	109
<i>Indian Universities Commission 1902 and Indian Universities Act 1904</i>	120
<i>Conclusion</i>	121
Chapter Three:	123
Rejecting Reform?: Gandhi, Gujarat Vidyapith and the Question of English Studies	
<i>The Persistence of Reform</i>	123
The Question of Language and the Struggle for Power	127
<i>Nationalist Resistance and Higher Education in the Gandhian Scheme</i>	128
Early Views on Education	129

Gandhi and Language.....	131
<i>Gandhi and National Education</i>	135
Gujarat Vidyapith	135
Gujarat Mahavidyalaya	137
<i>Jodanikosh</i> and Spelling Reform in Gujarati.....	155
<i>Baroda, Nationalism, and the Demand for an Independent University</i>	159
<i>Conclusion</i>	168
Chapter Four:	170
Reimagining English Studies in India: A Postscript	
<i>English Studies in Post-independence Gujarat</i>	170
<i>English Studies in Post-independence India</i>	172
<i>Rethinking Curriculum and Pedagogy: Reviewing the Past</i>	175
The ‘Crisis’ Studies.....	175
The Decolonisation Turn	178
<i>Rethinking Curriculum and Pedagogy: Thoughts to the Future</i>	184
From Decolonisation to Decoloniality	184
Curricular Experiments	188
<i>Conclusion</i>	191
Conclusion	193
<i>Findings</i>	195
<i>Limitations</i>	198
<i>Recommendations</i>	199
<i>Future Research Possibilities</i>	200
Works Cited	201
Certificate for Anti Plagiarism	212