

Index

- Aditi Mahavidyalaya, 119–120
akhlaq tradition, 75–76, 81, 83
Ali, Mir Baqir, 85
Ali, Mohammed, 76, 80, 92
 alliance between Gandhi and, 76–77
 reference to the Hijrat, 78–79
Aligarh Muslim University, 80
All-India Sikh Riot Victim Action
 Committee (AISRVAC), 317
Ambedkar, B. R., 4, 55, 60
anganwadis, 130, 144
Anglo-vernacular schools, 37–38
anti-Sikh violence, 1984, 15, 303, 303–
 304
 experience of school-going survivors
 after, 309–314
Ashoka University, 173

Babri Masjid demolition, 283, 291
Bangalore/Bengaluru
 Bangalore Development Authority
 (BDA), 139
 Bengaluru Metro Rail Corporation
 Limited (BMRCL), 129–130,
 141–143

Bruhat Bengaluru Mahanagara Palike
 (BBMP)/Greater Bengaluru City
 Corporation, 134, 139, 148ⁿ⁷–8
cantonment, establishment of, 133
classification as a city, 141
educational institutions of Bengaluru
 aided schools, 134
 class and caste in schooling, 135
 expansion after 1947, 133–134
 government schools, 133–134
 grant-in-aid schools, 133
 implementation of RTE norms, 135
 international schools, 134
 Kendriya Vidyalaya (KV) system,
 134
 low-fee private or budget schools,
 134
expansion of IT, 134
gross district domestic product
 (GDDP), 232
IT and IT-enabled sectors, 138–139
metro resettlement colony, 130, 142–
 146
Move-Up skill centre, 242–247 (Isnt
 this Raichur)

- pete* (market) system, 133
- phases of transformation, 138
- rural, 134
- sectoral growth and employment in, 232
- share of salaried employment, 232
- Baptist Missionary Society, 32
- Barelvi sect, 289
- Basaveshwara Nagara, 129
- Bawana colony/resettlement, 105, 109, 114–116, 123*n*5, 124*n*12
 - schooling in, 116–118
- Bengali civil society, 36
- Bengal Municipal Act (1876), 26
- Bengal Temperance Society, 39
- Bethune College, Calcutta, 31
- Bhumi Adhigrahan Virodhi Sangharsh Samiti, 170
- Bombay/Mumbai
 - Administration Report*, 51, 53
 - 1925–1926, 58, 61
 - 1926–1927, 65
 - 1929–1930, 60
 - 1939–1940, 62
 - cotton mills, 48, 50, 56
 - F and G wards, 55, 58, 62
 - literacy map of F and G wards, 1926–1927, 63–64
 - literate population, 49–50
 - shortages of housing in, 57–58
 - social organisation in, 58
 - textile industry, 49
 - working class, 66
- Bombay Mill Owners Association (BMOA), 54
- Bombay Municipal Corporation (BMC), 51–53, 58, 60
 - issuance of municipal health cards, 60
 - resolution of 1927, 59
- Bombay Primary Education Act 1920, 52
- Bombay Province, 26
- Bombay Schools Committee (SC), 51, 58–62, 65–66, 67*n*1. *see also* free and compulsory primary education (FCPE)
 - household surveys, 60
 - implementation of FCPE, 53
 - members, 52
 - policies against complaints of discrimination, 59
 - problems in identifying and acquiring decent school buildings, 57–58
 - proposal of education tax, 54
- Bombay Theistic Association, 65
- census towns (CTs), 184, 205*n*4
 - importance of, 189
- Central Khilafat Committee, 79
- Central National Capital Region (Central NCR), 154
- chowkidari* tax, 30, 43*n*7
- Commonwealth Games, 2010, 107
- Delhi
 - clusters of *bastis*, 105
 - demolition and resettlement, 114–116
 - ‘egalitarian and integrated’ society, 103
 - first Delhi Master Plan, 102–103
 - legal status and rights of citizens, 103–104, 108, 113
 - mapping, 102–107
 - Master Plan for Delhi (MPD), 154
 - Muslim-majority areas of, 280
 - National Capital Territory (NCT), 122*n*2

- New Delhi, 89, 92
- National Capital Region (NCR), 109
- Old Delhi (Purani Dilli), 14–16, 89, 92, 280, 283, 290
- peripheries of city, 106
- planned settlements, 103–104
- resettlements, 109
- resident welfare associations (RWAs), 108, 123*n*11
- schooling in settlements, 116–119
- schools of Delhi
 - concessional rates for setting up private schools, 111
 - English-medium ‘model schools’ and ‘schools of excellence,’ 115
 - English-medium private education, 112
 - government schools, 110
 - importance of spatial location, 110
 - international schools, 113
 - managed by MCD and DoE, 111, 118
 - oldest and most sought-after private schools, 110
 - private, unaided, recognised (legal) (PUR) schools, 110–111
 - private, unaided and unrecognised (PUU) schools, 112–114
 - quality of, 113–114, 118
 - Rajkiya Pratibha Vikas Vidyalayas (RPVVs), 111
 - in Sangam Vihar, 112
 - Sarvodaya Vidyalayas, 124*n*15
 - segregated and stratified school system, 110–112
 - in settlements, 116–119
 - slum clearance in 1976, 105
 - socio-spatial inequalities, 104
 - transitions to higher education, 119–121
 - types of settlements, 103–104
 - Vision 2021, 154
 - as world-class city, 11, 101, 107, 115
- Delhi Development Authority (DDA), 154
- Delhi Improvement Trust, 89
- Delhi Metropolitan Area (DMA), 154
- Delhi Sikh Gurdwara Management Committee (DSGMC), 317
- Department of Public Instruction (DPI), 32, 38–39, 41
- Depressed Classes Education Society, 60
- Depressed Classes Mission, 65
- dharmaghat*, 31
- District Municipal Improvement Act (1864), 26
- District Town Act (1868), 26
- education city, land acquisition of, 161–165
- frontier urbanism, 152, 170
- Education Gazette*, 39
- education–real estate nexus, 165–169
- impact on prices, 167
- kinds of educational institutions, 166
- education tax, 54
- ekjote*, 31, 43*n*8
- farmers’ agitation against land acquisition, 169–172
- of Badhkhalsa, 170–171
- versus Jindal Group, 171
- Firangi Mahal, 74
- Ford Foundation, 152
- fragmented labour market, 227*n*6
- Gandhi, M. K., 74
- alliance between Mohammed Ali and, 76–77

- concerns of unemployment, 85–86
- critique of civilisation, 77
- non-cooperation movement, 78, 80
- perception of village, 77, 85, 94
- political philosophy, 76
- programme of basic education, 92–94
- spinning and weaving, 85, 93
- Gandhian nationalism, 8, 74
- Ganges Valley Bone Mill, 31, 40
- ghettos, 2, 4, 15, 281, 302, 306–307, 319
- Girangaon, 48
 - attendance in schools, 60–62
 - challenges in finding rental property for schools, 57–58
 - civil engagements in schools, 62–65
 - FCPE in, 55–57, 66–67
 - linguistic diversity, 55
 - male in-migration, 55
 - neighbourhoods, 55, 58, 59, 64, 66, 67
 - political turbulence in, 61
 - population of, 55,
 - practices of public schooling in, 59
 - present-day areas, 50
 - social hierarchy and discrimination, 58–60
 - trade union in, 50
- Girni Kamgar Union, 50, 64
- government schools in India
 - appointment of contract teachers, 193
 - conditions of, 112
 - decline of, 12, 111–113, 133–134, 145, 189–190, 198
 - divide between, 110
 - quality of education at, 199
- Grants-in-Aid system, 36–37, 43n14, 49
- greenfield urban development, 162
- Green Revolution, 186
- Gurgaon (Gurugram), 109–110, 194
 - international schools in, 113–114
 - as IT hub, 161, 167
- Harvard Business School, 152
- Haryana Private Universities Act, 2006, 160
- Haryana State Industrial and Infrastructure Development Corporation (HSIIDC), 155
- Haryana Urban Development Authority (HUDA), 155
- higher education transitions, 119–121
 - distance learning and correspondence courses, 119–120
 - factors influencing, 120
 - trajectories of young women students, 120
- Hijrat, 78–79
- Himmat*, 92
- Hindu-Muslim unity, 80, 87, 280
- Hindustani Dawakhana, 81
- Hooghly District Gazetteer* of 1911, 41
- Indian Muslim identity, 8, 281
- Indian National Congress, 74
- Indigo Rebellion of 1859, 35
- Indira Gandhi National Open University (IGNOU), 120
- industrial training institutes (ITIs), 235
- Jai Bhim Nagara, 129
- Jamia Millia Islamia, 8, 74
 - educational considerations, 90
 - evening school, 87
 - first site of, 79
 - foundation day celebrations (*yaum-e tasis*), 84

- foundation in Aligarh, 75
- foundation of, 78
- funding, 80, 90
- as Gandhian institution, 74–75, 92–94
- history in Karol Bagh, 75, 80–89
- institution's transfer to Okhla, 75, 90–92
- Muslim pupils of, 87
- project on gardening, 86
- social and political activities, 94
- spinning classes, 86, 93
- visitors to, 84
- Jamia Nagar, 280
- Jawaharlal Nehru National Urban Renewal Mission (JNNURM), 108
- jhuggi-jhompri* clusters (slums), 104–105, 108, 117–118, 122
 - quality of schools, infrastructure and facilities in, 117–118
- Jindal Global City, 169
- Kansaris (brassware manufacturers), 32
- karkhanas*, 282–283, 287, 293–294, 296–298
- Karnataka (*see also* Bengaluru)
 - agricultural employment, 232
 - Chief Minister's Kaushalya Karnataka Yojane (CMKKY), 235
 - economic growth, 232
 - employment in organised and corporate sector, 232
 - enactment of policy on skill development, 235
 - gross state domestic product (GSDP), 232–233
 - Hyderabad-Karnataka region, 233
 - IT and IT-enabled services (ITES) in, 232
 - skill training centres in, 235
 - urban population of Bengaluru district, 232
- Kendriya Vidyalaya Sangathan, 149*n*14
- khidmat ka jazba*, 89
- Khilafat Committee, 74, 84
- Khilafat movement, 8, 80, 87, 93
- Kishore Bharati (KB), 188, 194
 - educational and social mobilisation activities, 183
- knowledge economy, 162, 174
- Kota, 184, 189, 200, 203, 204*n*3
- Kundli-Ghaziabad-Palwal (KGP) Expressway (Eastern Peripheral Expressway), 156
- Kundli-Manesar-Palwal (KMP) Expressway (Western Peripheral Expressway), 156
- land acquisition, 10–11, 161–165
 - education–real estate nexus, 165–169
 - farmers' agitation against, 169–172
 - for KMP–KGP corridor, 172
 - public purpose clause, 163
 - special economic zones (SEZs), 159–161, 163, 165, 167
- Land Acquisition Act of 1894, 163–164
- land acquisition patterns in rural Bengal, 34
- 'land grant university' model, 151–152
- Landholders' Association, 27, 36
- lantern lectures, 61
- linguistic nationalism, 215
- Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), 2005, 238
- Max Weber Forum for South Asian Studies, New Delhi, 2

- megacity(ies), 102–103, 105, 122*n*3, 209
- metropolitan cities, 209
 - metro resettlement colony, Bengaluru, 130, 142–143
 - educational access and schooling, 144–146
 - families in Delhi's Yamuna Pushta, 9
 - employment opportunities for residents, 143–144
 - unliveable conditions, 141–143
- migrant neighbourhoods, 9
 - aspirations for livelihoods, 4
 - attractions for city, 244–245
 - inclination to stay back or return and, 244–247
 - Muslim migrants, in Delhi, 283, 287–288
 - reasons for migration, 243–245
 - rural–urban migration, 4, 243–245, 249–250
 - village youth, 237–239
- Ministry of Skill Development and Entrepreneurship (MSDE), 234
- Mirdhas (tyre-wallahs), 283, 286, 288–289, 296
- mohallas* (neighbourhoods), 12, 281–283, 293–294
- Mohammedan Anglo-Oriental College, Aligarh, 74, 76
- Multifibre Arrangement (MFA), 138, 149*n*15
- Municipal Corporation/municipality of Delhi (MCD), 280
 - contiguous, 26
 - transformation of, 26
- Muslim *biradris*, 283–284, 288
 - adoption of Islamic symbolism, 290
 - Ansaris, 220–222, 228*n*11, 283
 - Barelvis, 288–289
 - Mirdhas (tyre-wallahs), 283, 286, 288–289, 296
 - negotiating differences, 288–289
 - Punjabi, 283, 286–289
 - Qureshis of Qasabpura or Quraish Nagar, 283–285, 289
- Muslim neighbourhoods in Kolkata (Calcutta), 7, 257
 - development and social mobility, perception about, 263–265
 - economic backwardness, 274
 - educational aspirations and reality of state-provisioned education, 268–272
 - English-medium education, perception of, 264–266
 - ethnographic fieldwork, 257
 - occupations and employment profile, 261–263
 - Park Circus, 273
 - poor, working-class, 260
 - questions of identity, 266–267
 - slum-dwelling, 260
 - spatial mapping, 257–260
 - trends of education and employment, 257
 - unemployment issues, 272
- Muslims
 - discrimination and bias against, 292–293
 - from disprivileged backgrounds, 267, 273
 - education and, 266–267, 273
 - identity, 8, 273, 281, 308
 - insecurity and fear, 290–293
 - labelling of Muslim-majority areas, 280
 - living in 'ghetto-like' locality, 291–292

- migrants to Delhi, 287–288
- mohallas* (neighbourhoods), 12, 281–282, 293–294
- participation in informal sector, 296
- prejudice and segregation experienced by, 295–298
- Punjabi, 283, 286–289
- religious obligations, 290
- as a source of votes, 294–295
- violence against, 14–16, 280–282, 306
- zones, 280
- Nagrik Ekta Manch (NEM), 315–316
- National Association of Software and Service Companies (NASSCOM), 159
- National Capital Region (NCR), 109, 123*n*13, 152–156, 161, 168–169
 - development of DMA towns, 155
 - policy zones, 154
- National Knowledge Commission (NKC), 158, 160–161
- National Policy on Skill Development, 231, 234
- neighbourhoods (*see also* migrant neighbourhoods, *mohallas*, Muslim neighbourhoods, urban neighbourhoods, working-class neighbourhoods)
 - social relations and social life, 15
- Non-cooperation movement, 74, 80, 87, 93
- O. P. Jindal Global University, 169
- Okhla, Delhi, 90
- Old Delhi (Purani Dilli), 14–16, 89, 92, 280, 283, 290
- pakka mahal*, 217
- patronage of education, 38–39, 44*n*18
- Payam-e Ta'lim*, 85
- peri-urban/periphery, 142, 148*n*11
 - peripheralisation of urban poor, 142
 - peri-urban real-estate markets, Chennai, 165
 - peri-urban settlements and towns, 9–10
- Permanent Settlement of 1793, 26–28, 33–34, 42*n*5
- Pipariya (Madhya Pradesh), 11–13
 - (*see also* educational shifts in Pipariya)
 - adna malguzars* and Gond Rajas, 187
 - agricultural economy of, 186
 - class and community power dynamics, 186–187
 - development activities, 188
 - electrification of, 188
 - geography and economy of, 184–186, 205*n*7
 - mandi*, 184–186
 - Pipariya Government College (PGC), 183–184, 191–198, 200, 203
 - Pipariya Samata Sangathan, 188
 - rail connectivity, 184–185
 - social activism in, 187–188
 - social stratification of, 187
- Pipariya educational shifts
 - access to education, 201–202
 - Beersheba International English-Medium School, 190, 197
 - changing aspirations and career choices, 200–201, 206*n*20
 - Don Bosco residential school, 190–191
 - educational and employment trajectories of students, 192
 - expansion of private schools, 199–200

- expansion of professional education, 193
- experience of marginalised communities, 202–203
- fee structure, 191
- higher education, 191–192, 200
- higher schools, 191–192
- Learning Stem International School, 190
- Mahesh Convent, 190–191, 193, 201
- Master Mind School, 191
- Nav Chetana, 191
- private schools, 190
- RNA (Ram Narayan Aggarwal) Government School, 191–195, 198–199, 202
- Saint Joseph Convent School (SJCS), 190–191, 193–197
- Samaritans School, 191
- senior secondary schools, 190–191
- Shemford School, 191
- social mobility through education, 196
- trading communities and, 201–202
- trajectories, 192–203
- Pradhan Mantri Kaushal Vikas Yojana (PMKVY), 230, 234–236, 247–248
- Primary Education Act of 1920, 61
- Private Universities' Act in 2002, 160
- privatisation of education, 17, 101, 157–161, 199–200, 203–204, 204*n*3, 256
- privatisation of secondary schools in Bijnor, 189
- Qadam Sharif shrine, 82
- qasbahs*, 76, 80, 83, 227*n*4
- Qureshis of Qasabpura or Quraish Nagar, 283–285, 289
- Raichur (Karnataka), 11–12
- Raichur district, 236, 250
 - agricultural activities, 237, 249
 - literacy rate, 237
 - Maski and Pragati Skill Centre, 242
 - need-based skill training, 240–242
 - rural employment, skill training for, 239–240
 - Sumalatha Fashion Centre, 239
 - urban employment, skill training for, 240
 - women empowerment, skill training for, 239
- Rajiv Gandhi Education City (RGEC), 152–153, 155, 157, 164, 168–169
- land acquisition for, 161–163, 166, 172, 175*n*7
- notable transformations in and around, 173–175
- Phase-I, 162
- role of state and judiciary for land acquisition, 153
- Rajkiya Pratibha Vikas Vidyalayas (RPVVs), 111
- Rao, Bara Hindu, 16
- rationalisation, 58
- religious identity, 259, 262–263, 273, 298, 302, 308, 319
- Reports of the Royal Commission of Labour (1929–1940), 60
- resident welfare associations (RWAs), 108, 123*n*11, 294
- Revolt of 1857, 35
- Right to Education (RTE) Act of 2009, 111, 114–115, 121, 135, 145–146, 199, 206*n*17
- rural employment, skill training for, 239–240

- Sadar Bazar, 81
 Samata Sangathan, 195
 Sangam Vihar, 106, 112
 Savda Ghevra resettlement, 109, 114–115
 Seelampur, 280
 Setts, 34
 Seva '84, 317
 Shafiq Memorial School, 16
 Shaheed Bhagat Singh Pustkalaya avam Sanskritik Kendra, 188
 Shahjahan, emperor, 279
 Shahjahanabad, 279
 composite culture, 279
 Sharada Prasad Committee, 247–248
 Sharif Manzil, 83
 Shia community of Shikarpur, 284
 Sikh Forum, 315–317
 Sikh identity, 318
 Sikhism, 318, 322*n*21
 Sikkim Manipal University, 157
 Sikkim Manipal University of Health, Medical and Technological Sciences Act, 157
 Sisganj, Gurdwara, 291
 small town, 183–184, 188–190, 200, 204*n*1
 Social Service League, 52, 65
 socio-spatial inequalities, 13
 socio-spatial polarisations, 102
 spatial justice, 4, 102
 spatial restructuring, 131
 spatio-temporal transformations of urban spaces, 8
 Sonipat–Kundli region, Haryana, 152–153
 as an educational hub, 167
 boundary of, 153
 education city in, 170
 fertile agricultural land in, 170
 Jindal Group in, 169
 land use patterns, 154
 Multifunctional Urban Complex plan, 2003, 155–156, 161
 real-estate development, 166–167
 Sonipat–Murthal Road, 155
 special economic zones (SEZs), 159–161, 163, 165, 167
 for higher education, 159
 mode of land acquisition, 165
 speculative urbanism, 140, 153, 165
 STAR (National Skill Certification and Monetary Reward), 234
 Tablighi Jamaat, 87, 290
tamaddun, 76
tambulis (betel leaf sellers), 32
 Tawa Canal Irrigation Project, 186
 Temperance Society, 29
 Tibbia College, Karol Bagh, 80–81, 83, 89
 Tilak Vihar, 15, 302–303
 chief occupations among residents, 308
 conditions of houses, 307
 as gendered space, 15
 modes of transportation, 307
 perception of, 319
 residents
 challenges in marital lives, 314
 experience of school-going survivors, 309–314
 marginalisation and exclusions in education and negotiations, 304, 307–312
 school dropouts, 313–315
 support from Sikh NGOs, 315–318

- Sikh-managed private school in, 312
- Sikh NGOs, 315–318
- social closure and social exclusion, 305
- social problems and crimes, 308, 311
- stigma, 305
- as Tilak Vihar Widows' Rehabilitation Colony, 305–309
- as 'widows' colony', 15–16
- Udaan and Vocationalisation of School Education, 234
- Unani medicine, 80–81
- 'unauthorised colonies' (UCs), 104–106, 112–113, 123*n*6
- University Education Commission of 1948, 151
- University Grants Commission (UGC), 158
 - regulations for private universities, 158
- urban
 - Central NCR, 154
 - employment, skill training for, 240
 - formations, 5
 - infrastructure in Delhi, 10
 - marginality, 14
 - neighbourhoods, 4, 14, 304
 - outgrowths, 153–154
 - public spaces, 131
 - restructuring, 139
 - sociology, 306
- Urdu-speaking regions, 76
- Uttarpara
 - bhadralok* of, 39–40
 - Brahmins of, 31, 34, 43*n*9
 - bridge construction to Bally, 28
 - castes in, 31
 - causes and patterns of urbanisation, 26
 - civic associations, 29
 - content of learning, 38
 - demographics in, 31
 - 'downward filtration' of knowledge, 38, 44*n*16
 - education cesses, 36, 43*n*13
 - English-medium education, 39–40
 - establishment of English-medium school, 27
 - Grants-in-Aid system, 36–37
 - infrastructural developments, 27–29
 - nagarayan*, 26–27, 39, 42*n*4
 - patrons, 38–39, 44*n*18
 - physical and social transformation of, 26–27
 - role of *zamindars* of Bengal, 38–39
 - three-tier school system, 38
 - Temperance Society, 39
 - transition by financial investments, 29–33
 - urbanisation of, 26–27
 - vernacular schools, 37–40
 - zillah* schools, 38, 40
- Uttarpara Government High School, 7, 37
 - funding for, 27
 - management of, 27
 - opening, 27
- Uttarpara Hitokary Sabha, 29, 32, 39
 - female education, 32
 - as social reform initiative, 32
- Uttarpara Patrika*, 29
- Uttarpara Public Library, 32, 37
- Varanasi, 7, 11–12, 226 (*see also* weavers' settlements, educational experience of)
 - Ansari community, 220–222
 - Bhumihar caste group of, 214
 - boli*, 215–216, 221, 225

- caste groups, 215
- city map, 217
- development plan of, 216
- English-medium private schools, 218–221
- history of education in, 214–215
- industrial cluster of silk weaving in, 216
- informal sectors in, 221
- Jaiswal caste Hindu group, 220, 222
- Koran schools in, 214
- Persian schools in, 214
- political economy of, 215
- relationship between communities and schools, 214–215
- residential segregation in, 216–218
- Sanskrit schools in, 214
- ‘semi-English-medium’ school of *mohulla*, 218–221, 227*n*10
- service sector families, educational experience of, 222–223
- transition to school education, 221–222
- urban landscape in, 213–216
- use of ‘official’ and ‘standard’ language varieties, 224–225
- Vernacular Literary Society, 29, 32
- Vernacular Literature Society, 29
- vernacular school education, 37–40, 43*n*13
- village youth migration, 237–239
- weavers’ settlements, educational experience of
 - future aspirations for social mobility, 222
 - linguistic practices, 222
 - physical aspect of distance and choice of school, 222–223
 - transition to school education, 221–222
- working-class
 - children, conditions of, 60
 - housing in Bombay, 57–58, 68*n*11, 69*n*12
 - neighbourhoods, 10, 59, 66, 129, 147*n*1
- world-class city, 11, 101, 107, 123*n*4, 165
- Yamuna Pushta, 105, 107
 - schooling in, 117
- Young Party, 76
- zamindars*, 28–29, 32, 35–36, 38
 - of Seoraphuli, 33