ACKNOWLEDGEMENTS

I quit a career in a premier institution after having taught undergraduate studies for more than a decade. As a teacher of postcolonial studies, I found myself disturbed emphasizing identities in the classroom. And then there were notions of education as part of knowledge economy, which had little to say about the place of education and inquiry in our lives. What makes education and learning itself difficult in our times? With this question, I began my quest into liberal education and the idea of the university. In this quest, several people have helped and guided me generously along the way. In a thesis which is about institutional crisis and education, the role of CSCS, a hermitage for many of us, has been immense. Not only has it been a crucible for many of our ideas but provided us with a milieu of learning where we could raise questions that mattered to us.

I would specially like to thank Tejaswini Niranjana, my supervisor, who is responsible for getting me started on this journey. She has all along given me the freedom to explore the ideas I have wanted to. Always encouraging and supportive, I have never known her to dismiss a good idea, irrespective of where it came from. She has urged me to pursue my questions and helped me articulate my ideas with greater justification and strength.

I would like to thank Ashish Rajadhyaksha, my second reader, whose expansiveness, enthusiasm and engagement with my project has kept me going at various points. There is never a dull moment in any conversation with him. My discussions with him on the thesis have always been fruitful and often energized me.

I am indebted to Vivek Dhareshwar, whose course on Foucault and Normativity greatly influenced me. He made research a transformative experience. This project not only owes its inception to him but has drawn to a considerable extent from his work. I am grateful to him for long conversations on the thesis, his constructive criticisms and for helping me navigate through life. Mentors like him are rare and I consider myself fortunate to have known him and be taught by him.

A special thanks to S. N. Balagangadhar. I have drawn many key ideas from his work and that of his students. This thesis is animated by similar concerns and attempts to take the implications of his work to education. His work is the cornerstone that makes this thesis possible.

Narahari Rao has been both a generous and an exacting reader of the thesis, helping me reformulate some of my ideas and rewrite parts of the thesis with greater attention to conceptual links. Some crucial distinctions that I use in this project are from his work and his insightful lectures on education. I would specially like to thank him for his intellectual inputs on the Bildung chapter and for his comments and suggestions which have greatly enriched the thesis.

A warm thanks to Akeel Bilgrami who agreed to be my supervisor during my stint in Columbia University, as a Fulbright-Nehru Scholar. An exemplar in many ways, I have benefitted immensely from his intellectual generosity, thoughtful comments, and suggestions. My long, engaging conversations with him have helped me gain greater clarity and formulate my questions more sharply. I would also like to thank Prabhat Patnaik, Uday Mehta, Gauri Viswanathan and Sudipta Kaviraj for their valuable inputs.

Sasheej Hegde, Partha Chatterjee and Michel Chaouli have engaged with the thesis during its initial stages. Milind Wakankar always gave me useful advice and suggestions. My thanks to
them. I would also like to thank Sitharamam Kakarala, S. V. Srinivas, Mrinalini Sebastian, Anup Dhar, Rochelle Pinto, Lakshmi Arya and Sruti Chaganti for their engagement with the thesis at various stages.

A special word of thanks to all the research scholars and friends at CSCS who provided a lively environment for discussion and exchange of ideas. I would specially like to mention Sufiya Pathan for her constructive comments and suggestions, warm friendship and help with editing. Anu Varghese has helped with elaborate feedback and editing.

Nagaraj M. P., Bharathi R, Sujaya S, Nagesh Gowda have provided excellent administrative support all these years and made CSCS a pleasant place to inhabit. The library staff at CSCS, especially Maheshwari Sateesh, J. Vijayalakshmi, S. Padmavathi and N. Pushpalatha went out of their way to make books available for us. My thanks to them.

Ashwin Kumar and Elizabeth Thomas have been co-travellers in this journey. Without their companionship, research would have been far less stimulating and lonelier. They have been a great source of intellectual and moral support and have contributed at every stage of this thesis. Ashwin, particularly, has read and reread parts of the thesis several times cheerfully and I could always count on him to generate a fresh set of ideas when stuck. He and Kavya have been affectionate hosts, putting me up at their place often.

I would like to thank the USIEF, India, for awarding me a Fulbright-Nehru doctoral fellowship (2012-13), which enabled me to spend a year at Columbia University. Thanks to the staff at Columbia University Library, especially Peter Bay, for all the help. My visiting scholar friends at Columbia provided stimulating intellectual company. My extended family in New York and New Jersey were a great source of comfort and made it possible for me to cope with a different cultural environment. Thanks to all of them. Thanks also to the staff of National Archives of India, New Delhi, especially Sangeetha who guided me around the place.

Warm thanks to the Rethinking Crisis in English group, especially Nikhila H, Tharakeshwar V. B, Vijay Kumar and Ramesh Bairy, for kindling my interest in higher education and for their friendship. Chaitra Mathighatta and Ashwini Desai provided us with a new platform, Aarohi, for intellectual discussions and sharing of ideas at a time when we were starved of such options. I would also like to thank C. S. Venkatesh, N. C. Mohan, Padmini Nagaraja and Cassius Fernandez for conversations over the years and help at various stages.

My parents, K. S. Srinivasan and Brinda Srinivasan, have nurtured me all along and put up with my youthful rebellions, hoping that one day I will come to understand their way of life. This thesis, perhaps, can be seen as an effort in that direction. Sumathi, Murthy, Mohan, Lakshmi as well as my larger family have been extraordinarily supportive. But for the strength provided by my family during difficult times, none of this would have been possible.

Finally, thanks to Kaushik and my mother-in-law, T. Sarojini. I do not know how they have put up with me the last few years. Without their love, support and their willingness to take on various roles at home, it would have been extremely difficult.

For Varun, who had an insatiable thirst for learning. My nephew, a son to me. He left us without a warning at a young age of twenty seven, seven months ago. I am yet to come to terms with the immense loss. This thesis is dedicated to him.