

VIDEO SUMMARY

Decolonizing the Curriculum

Resource person: Professors Tirthankar Roy, Leigh Gardner and Mohamed Saleh | Economic historians at the London School of Economics and Political Science | Curated from LSE
Decolonizing the Curriculum | Global and Local DEI Trends | dei

This LSE film follows economic historians and schoolteachers who are rebuilding the way the British Empire is taught. Their starting problem is practical: many teachers avoid the topic because it is politically charged and hard to teach with confidence.

The project uses economic history to widen the evidence base. Quantitative data sits alongside qualitative sources, regions are compared, and local archives help recover actors who are faint or absent in imperial records. The result is a more complicated account of extraction, institutions, trade, labour, resistance and long-run outcomes.

For curriculum work, the method is useful: audit whose questions shape the syllabus, inspect which archives and authors carry authority, add local scholarship, and build enquiries that let students test claims against evidence. A changed reading list has more value when the questions, cases and assessment also change.

This is a focused British-history case from secondary education. Indian higher education will need different archives, languages, disciplines and student perspectives. The film offers a disciplined example whose details need local rebuilding.