

Master of Education (M.Ed.)

Title of the Course: P 11.1: Education and Society in South Asia

(Semester: I & III)

Credit: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

This course offers a comprehensive exploration of the intricate relationship between education and society in South Asia. As one of the world's most diverse and populous regions, South Asia presents a rich tapestry of educational practices, challenges, and innovations deeply intertwined with its social fabric. Through an interdisciplinary approach, students will examine the historical, cultural, political, and economic factors shaping education across South Asian Countries. (South Asian Association for Regional Cooperation- SAARC- Countries: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka)

Learning Outcomes

1. Analyze the historical, cultural, and political factors that have shaped the development of education systems in South Asia.
2. Evaluate the social implications of education policies and practices in South Asia, focusing on issues such as gender disparities, caste discrimination, linguistic diversity, and socio-economic inequalities.
3. Critically examine the role of education in fostering social change, national identity formation, and community development within the diverse contexts of South Asian societies.
4. Synthesize theoretical frameworks and empirical research to propose innovative strategies for addressing contemporary challenges and enhancing the effectiveness of educational interventions in South Asia, with attention to issues of equity, inclusion, and sustainable development.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Education as a System

(3 weeks = 12 hours)

- Evolution of Education as a system: Distinction of Education as a concept.

- Systemic Data on Education and issues concerning educational data: Surveys, Census, Reports, etc.
- Diversity of administrative structures of Education in India and South Asia.
- Historical character of the university as an institution in India and South Asia.

Unit 2: Historical Character of Present-day National Systems of Education (4 weeks = 16 hours)

- Shared pasts of the South Asian region: Regional perspective; commonalities and particularities.
- Investigating the educational landscape at the time of India's independence: Analyzing the discourse surrounding reform and expansion efforts through the lens of official reports commissioned (Sargent, Radha Krishnan, and Mudaliar Commission)
- Exploring the formulation of national policies and action plans: Retrospective analysis, concerns, and impact.

Unit 3: Education, Culture and Social Movements (5 weeks = 20 hours)

- Education as a domain of social reform movements in colonial India: Socio-cultural impact in the region, cultural context of education: caste and gender as sites of struggle
- Social welfare, and cultural reform under the auspices of the modern state: Adult literacy and universal elementary education.
- Language issues in Education: the issue of medium of Instruction, the three-language formula in India.
- Education and religion: issues and policies, provisions for minority communities, meaning and implications of secularism in education.

Unit 4: Education in the Era of Globalization (3 weeks = 12 hours)

- Nature and rationale behind new economic policies and their effects on education: issue of equity and equality within the evolving policy landscape.
- The role of the state in regulating the education market: private investment in education, the emergence of self-financing institutions.
- Technology-driven transformations in educational methods and practices.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.


Practicum/ Suggested Projects / Assignments (Any Two)

1. Undertake a project comparing any two countries of the South Asian region on language policy in education or minority education.
2. Write an academic paper on “Development of Technology driven education in India and the learnings from the COVID-19 pandemic.”
3. Interview students from at least two SAARC nations who have been/are a part of SAARC nations' joint venture in education, document their academic and cultural experience (Example-South Asian University)
4. Do a comparative study of at least 1 prominent educationist from each SAARC nation using Biography/Auto-Biography as the source material.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings:

- Ahmed, M., & Govinda, R. (2010). Introduction: Universal primary education in South Asia: A right that remains elusive. *Prospects*, 40, 321-335.
- Asadullah, M. N. (2023). Home Schooling during the COVID— 19 Pandemic. *Journal of Southeast Asian Economies*, 39, S34-S61.
- Batra, P. (2019). Comparative education in South Asia: contribution, contestation, and possibilities. In *International perspectives on education and society* (pp. 183–211).
- Baneres, D., Whitelock, D., Ras, E., Karadeniz, A., Guerrero-Roldán, A. E., & Rodriguez, M. E. (2019). Technology enhanced learning or learning driven by technology. *International journal of educational technology in higher education*, 16(5), 26-40.
- Benavot, A., Antoninis, M., Bella, N., Delprato, M., Härmä, J., Jere, C. M., Joshi, P., Blanchy, N. K., Longlands, H., McWilliam, A., & Zubairi, A. (2016). *The Handbook of Global Education Policy*. Wiley eBooks.
- Canagarajah, S., & Ashraf, H. (2013). Multilingualism and education in South Asia: Resolving policy/practice dilemmas. *Annual Review of Applied Linguistics*, 33, 258-285.


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- Chanana, K. (2007). Globalisation, higher education and gender: Changing subject choices of Indian women students. *Economic and Political Weekly*, 590-598.
- Colclough, C. (2003). Towards universal primary education 1. In *Targeting Development* (pp. 190-207). Routledge.
- Dimitriadis, G., McCarthy, C., Sultana, R. G., & Blackmore, J. (1998). Education, globalization and the nation state.
- Diwan, R. (1977). Development, Education and the Poor: Context of South Asia. *Economic and Political Weekly*, 12(9), 401-408.
- Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2), 155-188.
- Kirpal, P. (1971). Modernization of Education in South Asia: The Search for Quality. *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale de l'Education*, 17(2), 138-150.
- Meyer, J. W. (1977). The Effects of Education as an Institution. *American Journal of Sociology*, 83(1), 55-77.
- Panda, M., & Mohanty, A. K. (2015). Multilingual education in South Asia: The burden of the double divide. *The handbook of bilingual and multilingual education*, 542-553.
- Parimala, D. Educational Policies in South Asia: A Study on Primary Education of Literacy for Girls. *A Biannual Journal of South Asian Studies*, 43.
- Parimala, D. (2010). *Equity and Education in India: Policy, Issues and Challenges*. New Delhi: Kanishka Publisher.
- Parimala, D. (2011). *Diversity in Teacher Education: A Global Perspective*. New Delhi: Kanishka Publisher.
- Parimala, D. (2012). *Role of Teacher in Changing Context: Policy and Perspectives*. New Delhi: Kanishka Publisher
- Parimala, D. (2016). *Higher Education in India: Challenges and Possibilities*. New Delhi: Kanishka Publisher.
- Rampal, A. (2000). Education for Human Development in South Asia. *Economic and Political Weekly*, 35(30), 2623-2631.
- Rao, P. (Ed.). (2014). *New perspectives in the history of Indian Education* (1st ed.). Orient Blackswan.




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- Rose, P. (2006), Collaborating in education for all? Experiences of government support for non-state provision of basic education in South Asia and Sub-Saharan Africa. *Public Admin. Dev.*, 26: 219-229.
- Sanyal, B. C., & Johnstone, D. B. (2011). International trends in the public and private financing of higher education. *Prospects*, 41, 157-175.
- Sarangapani, Padma & Pappu, Rekha. (2021). Education Systems in South Asia. 10.1007/978-981-15-0032-9_77.
- Singh, M., Adebayo, S. O., Saini, M., & Singh, J. (2021). Indian government E-learning initiatives in response to COVID-19 crisis: A case study on online learning in Indian higher education system. *Education and Information Technologies*, 26(6), 7569-7607
- Stone, R. (1965). A MODEL OF THE EDUCATIONAL SYSTEM. *Minerva*, 3(2), 172-186
- Tilak, J. B. G. (2015). Higher Education in South Asia: Crisis and Challenges. *Social Scientist*, 43(1/2), 43-59.
- Tilak, J. B. (1984). Political economy of investment in education in South Asia. *International Journal of Educational Development*, 4(2), 155-166.
- Yadav, N., Gupta, K., & Khetrpal, V. (2018). Next education: Technology transforming education. *South Asian Journal of Business and Management Cases*, 7(1), 68-77.

Additional Readings

- Abbas, T. (2003). The impact of religio-cultural norms and values on the education of young South Asian women. *British Journal of Sociology of Education*, 24(4), 411-428.
- Bano, M. (2013). Madrasas as partners in education provision: the South Asian experience. In *Achieving Education for All through Public-Private Partnerships?* (pp. 82-94). Routledge.
- Bagguley, P., & Hussain, Y. (2016). Negotiating mobility: South Asian women and higher education. *Sociology*, 50(1), 43-59.
- Kingdon, G. (1996). The quality and efficiency of private and public education: a case-study of urban India. *Oxford bulletin of economics and statistics*, 58(1), 57-82.
- Schriewer, J. (2003). Globalisation in education: Process and discourse. *Policy Futures in Education*, 1(2), 271-283.


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- Srivastava, A., & Balodi, B. (2023). Investment in Education and Economic Growth in India: Evidence from the Last Two Decades. In *Development Outlook of Education and Migration: An Indian Perspective* (pp. 37-48). Cham: Springer Nature Switzerland.
- Tanna, K. (1990). Excellence, equality and educational reform: the myth of South Asian achievement levels. *Journal of Ethnic and Migration Studies*, 16(3), 349-368.
- Tilak, J. B. (2008). Transition from higher education as a public good to higher education as a private good: The saga of Indian experience. *Journal of Asian Public Policy*, 1(2), 220-234.
- Varghese, N. V. (2016). Private higher education: The global surge and Indian concerns. In *India Infrastructure Report 2012* (pp. 183-194). Routledge India.

Teaching Learning Resources (Digital and others)

Assessment


- Open Educational Resources
- Multimedia Presentation
- Vlog
- Blog
- Concept Map
- Podcast

MOOCs

- Swayam
- Edx
- Moodle

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.


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Assessment Method:

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Keywords: South Asia, Adult literacy, Universal elementary education, globalisation, self-financing institutions, language policy, etc.



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