

Educational Trends In South Asia

Student Learning in South Asia Challenges, Opportunities, and Policy Priorities World Bank Publications

In this era of globalization, every region and country in the world is pursuing some kind of integration to further its economic, geo-political, and strategic interests. This book explores the prospects for and challenges to services integration in South Asia through an in-depth analysis of services such as telecommunications, energy, tourism, health, and education. Identifying trends in performance, policy issues, and the status of intra-regional trade and investment initiatives, the book argues the case for services integration under the South Asian Free Trade Area (SAFTA). It also stresses the need to address cross-cutting issues of regional mobility of service providers, taxes, transport, trade, research and development, and regulatory cooperation. Expanding the existing work on South Asian integration to cover services from an intra-regional perspective, this book is an important reference for future academic and policy work in South Asia. The industry, country, and regional level statistics provided by the book serve as a useful resource for taking stock of output, employment, trade, and investment in services in this region.

The theme of The World Development Report 2007 is youth - young people between the ages of 12 to 24. As this population group seeks identity and independence, they make decisions that affect not only their own well-being, but that of others, and they do this in a rapidly changing demographic and socio-economic environment. Supporting young people's transition to adulthood poses important opportunities and risky challenges for development policy. Are education systems preparing young people to cope with

the demands of changing economies? What kind of support do they get as they enter the labor market? Can they move freely to where the jobs are? What can be done to help them avoid serious consequences of risky behavior, such as death from HIV-AIDS and drug abuse? Can their creative energy be directed productively to support development thinking? The report will focus on crucial capabilities and transitions in a young person's life: learning for life and work, staying healthy, working, forming families, and exercising citizenship. For each, there are opportunities and risks; for all, policies and institutions matter.

How do women express individual agency when engaging in seemingly prescribed or approved practices such as religious fasting? How are sectarian identities played out in the performance of food piety? What do food practices tell us about how women negotiate changes in family relationships? This collection offers a variety of distinct perspectives on these questions. Organized thematically, areas explored include the subordination of women, the nature of resistance, boundary making and the construction of identity and community. Methodologically, the essays use imaginative reconstructions of women's experiences, particularly where the only accounts available are written by men. The essays focus on Hindus and Muslims in South Asia, Sri Lankan Buddhist women and South Asians in the diaspora in the US and UK. Pioneering new research into food and gender roles in South Asia, this will be of use to students of food studies, sociology, anthropology and cultural studies.

In recent years citizenship has emerged as a very important topic in the sciences, mainly as a result of the effects of migration, population displacements and cultural heterogeneity. This book focuses on educational enterprise and how it affects national ambitions, cultural preferences and political trends. It also examines the major effects of

globalisation, the large-scale movements of populations, and the impact this all has in terms of education and citizenship. With contributions from an array of international scholars including Etienne Balibar, and featuring various international case studies, *Manufacturing Citizenship* will be extremely interesting to the education academic community as well as many readers within cultural studies and politics.

In the face of accelerated economic globalisation, many of the industries in economically less developed countries have become more technology-intensive. Skill formation processes, both inside and outside firms, are therefore changing. This study scrutinises such transformations by comparing - from the perspective of historical institutionalism - the skill formation regimes of the garment industries in Sri Lanka and Bangladesh. It sheds light on the differences between the trajectories of the in-firm skill formation regimes of the two countries, and reveals the important part that varying paths of educational development in both countries have played in shaping these trajectories. At the same time, the study shows how, in both countries, state-led skill formation regimes have been transformed not only by market forces and the growing importance of corporate business interests, but also by the social demand for educational credentials.

This edited volume focuses on the impact of education among different social groups in different geographical areas of South Asia. The chapters illustrate the effects of formal education on castes ranging from Dalits to Brahmins, Buddhists, and Christians, even as they consider a range of topics such as the relevance of practical knowledge prior to formal teaching, the personal educational experiences of young women, missionary education, curriculum, and the challenges and benefits of Information Technology. The geographical areas range from Sri Lanka and Nepal to

various Indian states, including Karnataka, Tamilnadu, Maharashtra, Odisha, and Rajasthan.

This book presents international librarianship and library science through insightful and well written chapters contributed by experts and scholars from six regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America. Edited by Ismail Abdullahi, Professor of Global Library and Information Science, this book is a must-read by library science students and teachers, librarians, and anyone interested in Global Librarianship.

This book analyzes the performance of South Asian educational systems and identifies the causes and correlates of student learning outcomes. Drawing on successful initiatives both in the region and elsewhere in the world, it offers an insightful approach to setting priorities for enhancing the quality of school education in South Asia.

In the past decade or so, scholars in the United States have identified the emergence of a new, distinct stage of life, as adolescence has become protracted, and most young people of recent

generations take longer to achieve economic and psychological autonomy than they did a half century ago. This new life stage, in between adolescence and adulthood when young people are in a semiautonomous state, has come to be known as "early adulthood." Main characteristics of this new life stage include a later entry into the work force, a longer period of time living in the natal home, and a delayed age at marriage and childbearing. These trends not only have profound implications for young adults' well-being and intergenerational relationships but also challenge social institutions, such as family, schools, labor markets, and many youth-serving institutions.

Explores Distinctive Features, Social Systems, Economies, Educational Systems And Arrangements For Accounting Education Under University System And Institutions Of Professional Accountants In South Asia. Also Makes Detailed Suggestions For Quality Improvement And Inter-Institution And Inter-Country Cooperation. Has Six Chapters And Seven Appendices.

There are fewer grounds today than in the past to deplore a North-South divide in research and innovation. This is one of the key findings of the UNESCO Science Report: towards 2030. A large number of countries are now incorporating science, technology and innovation in their national development agenda, in order to make their

economies less reliant on raw materials and more rooted in knowledge. Most research and development (R&D) is taking place in high-income countries, but innovation of some kind is now occurring across the full spectrum of income levels according to the first survey of manufacturing companies in 65 countries conducted by the UNESCO Institute for Statistics and summarized in this report. For many lower-income countries, sustainable development has become an integral part of their national development plans for the next 10–20 years. Among higher-income countries, a firm commitment to sustainable development is often coupled with the desire to maintain competitiveness in global markets that are increasingly leaning towards ‘green’ technologies. The quest for clean energy and greater energy efficiency now figures among the research priorities of numerous countries. Written by more than 50 experts who are each covering the country or region from which they hail, the UNESCO Science Report: towards 2030 provides more country-level information than ever before. The trends and developments in science, technology and innovation policy and governance between 2009 and mid-2015 described here provide essential baseline information on the concerns and priorities of countries that could orient the implementation and drive the assessment of the 2030 Agenda for Sustainable Development in the

years to come.

South Asia has created nearly 800,000 jobs per month during the last decade. Robust economic growth in large parts of the region has created better jobs -- those that pay higher wages for wage workers and reduce poverty for the self-employed, the largest segment of the region's employed. Going forward, South Asia faces the enormous challenge of absorbing 1 to 1.2 million entrants to the labor force every month for the next two decades at rising levels of productivity. This calls for an agenda that cuts across sectors and includes improving the reliability of electricity supply for firms in both urban and rural settings, dealing decisively with issues of governance and corruption, making access to land easier for urban informal firms and strengthening transport links between rural firms and their markets. It requires improving nutrition in early childhood to avoid cognitive impairment, intensifying the focus on quality of learning in education systems, equipping workers with the skills that employers demand, and reorienting labor market regulations and programs to protect workers rather than jobs. The continuance of high economic growth to help improve job quality is not assured. But the region's demography can provide a favorable tailwind. The growth of workers exceeds that of dependents in much of the region. The resources saved from having fewer dependents can be shifted to high-priority investments in physical

and human capital accumulation necessary to create productive jobs in countries with an enabling policy framework. But the demographic window of opportunity is open for only the next three decades, a fact which lends urgency to the reform agenda. This book will be of interest to policy makers, their advisers, researchers and students of economics who seek solutions, not only to the challenge of creating more and better jobs in South Asia but globally as well. It is the first title in South Asia Development Matters, a new series that will serve as a vehicle for in-depth synthesis of economic and policy analysis on key development topics for South Asia.

Inequality in South Asia appears to be moderate when looking at standard indicators such as the Gini index, which are based on consumption expenditures per capita. But other pieces of evidence reveal enormous gaps, from extravagant wealth at one end to lack of access to the most basic services at the other. Which prompts the question: How bad is inequality in South Asia? And why would that matter? This book takes a comprehensive look at the extent, nature, and drivers of inequality in this very dynamic region of the world. It discusses how some dimensions of inequality, such as high returns to investments in human capital, contribute to economic growth while others, such as high payoffs to rent-seeking or broken aspirations, undermine it.

Drawing upon a variety of data sources, it disentangles the contribution that opportunity in young age, mobility in adult years, and support throughout life make to inequality at any point in time. Equally important, the book sheds light on the prospects of escaping disadvantage over time. The analysis shows that South Asia performs poorly in terms of opportunity. Access to basic services is partial at best, and can be traced to characteristics at birth, including gender, location, and caste.

Conversely, the region has had a robust performance in terms of geographical and occupational mobility despite its cluttered urbanization and widespread informality. Migration and jobs have served disadvantaged groups better than the rest, highlighting the importance of the urbanization and private sector development agendas. Support falls somewhere in between. Poverty alleviation programs are pervasive. But the mobilization of public resources is limited and much of it is wasted in regressive subsidies, while inter-government transfers do not do enough to mitigate spatial inequalities.

Countries that have sustained rapid growth over decades have typically had a strong public commitment to expanding education as well as to improving learning outcomes. South Asian countries have made considerable progress in expanding access to primary and secondary schooling, with countries having achieved near-universal enrollment of the primary-school-age cohort (ages 6†“11), except for

Afghanistan and Pakistan. Secondary enrollment shows an upward trend as well. Beyond school, many more people have access to skilling opportunities and higher education today. Although governments have consistently pursued policies to expand access, a prominent feature of the region has been the role played by nonstate actors—private nonprofit and forprofit entities—in expanding access at every level of education. Though learning levels remain low, countries in the region have shown a strong commitment to improving learning. All countries in South Asia have taken the first step, which is to assess learning outcomes regularly. Since 2010, there has been a rapid increase in the number of large-scale student learning assessments conducted in the region. But to use the findings of these assessments to improve schooling, countries must build their capacity to design assessments and analyze and use findings to inform policy.

This is the first handbook to cover the sociological approaches to higher education. It is timely because of global expansions of mass higher educational systems, especially as these systems come under scrutiny by a variety of stakeholders. Questions are being raised about the value of traditional pedagogies along with calls for efficiency, accountability and cost-reduction, but above all job training. Within this neoliberal context, each chapter examines different sociological aspects of, and debates about, educational institutions as status-conferring organizations, with myriad positional characteristics, experiences, and outcomes. Many current debates concern the legitimacy of the statuses conferred, including the continuing debate regarding the role of universities in legitimating social class reproduction as well as more recent concerns about standards in mass systems. This handbook puts these issues and debates in focus in ways that will be of interest to a variety of stakeholders, within academia as well as in policy

circles.

The contributions to *The Asian American Educational Experience* examine the most significant issues and concerns in the education of Asian Americans. Contributors, all leading experts in their fields, provide theoretical discussions, practical insights and recommendations, historical perspectives and an analytical context for the many issues crucial to the education of this diverse population--controversies in higher education over alleged admissions quotas, stereotypes of Asian American students as "whiz kids", Asian Americans as the "model minority", bilingual education, education of refugee and immigrant populations, educational quality and equity. Special emphasis is given to both the historic debates which have shaped the field, and the concerns and challenges facing educators of Asian American students at both the K-12 and university level.

Education in South Asia and the Indian Ocean Islands is a critical reference guide to development of education in Bangladesh, Bhutan, India, Nepal, Sri Lanka, Comoros Islands, Maldives, Mauritius, Seychelles and Zanzibar. The chapters provide an overview of the education system in each country, focusing particularly on contemporary education policies and some of the problems countries in this region face during the processes of development. Key themes include the practice of implementation of educational policy and the impact of global and local educational decisions on societies. Due to the demographic scale and the cultural diversity of India, the volume contains a particularly extensive coverage of the distinctive educational issues in this country. Including a comparative introduction to the issues facing education in the region as a whole, this book is an essential reference for researchers, scholars, international agencies and policy-makers.

Over the last decade, many local students have preferred to study overseas. This has caused governments to announce the creation of programs and developments in the higher education sector to upgrade South-East Asia to a leading education hub. Moreover, many governments declared that they would work on the insurance of learning to increase the quality of the degrees and the teaching itself. This has led many to question the results of these declarations. Higher Education Challenges in South-East Asia provides an overview of what has been happening over the last ten years in higher education in South-East Asia. It also works to solve the challenges in modern education such as the impacts of digitalization, globalization, and Generation Y and Z learning styles. Covering topics that include globalization, educational technologies, and comparative teaching, this book impacts academic institutions, policymakers, government officials, university and college administrators and leaders, academicians, researchers, and students.

This collection brings together an experienced group of South Asian/diasporic scholars in higher education, schooling, and adult education to develop a regional perspective on the multiple implications of globalization and its cultural and educational imbrications in India, Pakistan, Bangladesh, Nepal, Sri Lanka, and the Maldives. Relying on a blend of policy, critical-theoretical, and practice-based perspectives, the contributors describe and critically analyze key trends in the region, while pointing out new directions pertaining to future developments in education and culture in South Asia in relation to the contradictory implications of globalization in both urban and rural contexts.

Decentralization and Education: Asian Experiences and Conceptual Contributions examines the specific ways in which decentralization policies have affected the structure and delivery of education in eleven Asian nations. Written by

top scholars in the field, the case studies provide detailed and rich empirical evidence documenting the tensions as well as synchronisms between the ideas that form the basis of decentralization policy and the contexts into which they are introduced. The high quality of this collection of essays and the careful attention to local contexts for implementation will make this book a must read for academics, policy planners, practitioners, and students of Asia.

span, SPAN { background-color:inherit; text-decoration:inherit; white-space:pre-wrap }Prior to the era of globalization, education in Southeast Asia was viewed in the context of the national state and it was deployed in the service of state and nation-building and national economic development. States monopolized education, and public-funded centralized education systems were established to teach literacy, transmit national cultures and promote social cohesion, and to produce literate workers. Globalization forces, however, dramatically impacted in varying ways and degrees the national education systems across the region. As states began to see their citizens as resources to enhance the countries' competitiveness in the global market, it, among other things, led to the increasing demand for highly skilled and qualified human capital. The accompanying neoliberal ideology led to varying degrees of decentralization, privatization and internationalization of education, especially of higher education, in Southeast Asia. The chapters in this volume focus on a number of issues and challenges confronting the education sector in Southeast Asia, including: (i) the contrasting language in education policy in Singapore and Malaysia; (ii) the introduction of an English-medium private education sector in Malaysia; (iii) the internationalization of Thai higher education; (iv) access and quality issues in the massification of Malaysian higher education; (v) secondary school quality and higher education

participation in Indonesia; (vi) equity, access and retention in primary school education in Malaysia; and (vii) reforms in the primary and secondary education in Myanmar.

Bringing together some of the leading names in comparative and international education, this second edition provides new perspectives on the dynamic interplay of global, national and local forces as they shape education systems in specific contexts.

This unique empirical study focuses on the different quality dimensions of the Madrasa education system in Kerala, southwestern India. Madrasa education is one of the largest networks of non-governmental organisations (NGOs) in the world. Despite originating several centuries ago in a vastly different social and cultural context, it continues to address the educational needs of a large section of the Muslim population in India. Although the Madrasa system has seen many significant developments over time, academia has not paid much attention to its functions, strengths and contributions. This study fills this lacuna, and is grounded in detailed empirical investigation based on ethnographic surveys and interviews with various stakeholders from the field comprising students, teachers, parents, management committees, Madrasa boards and educationists. It critically examines the existing Madrasa education system in terms of different quality dimensions, including curriculum planning and designing, curriculum transaction, assessment and evaluation, institutional management and infra structure. While appreciating the contributions of Madrasas in promoting education among the Muslim minority of India, the book also identifies their problems and suggests creative modalities. A timely contribution to a subject with great international appeal, it will be of great interest to policy planners, researchers, educators, students and scholars of formal and informal education, minority studies, political Islam, Middle East and

Read PDF Educational Trends In South Asia

Asian studies, sociology, history, and contemporary studies. "With growth in Europe and Central Asia likely at its peak, this report addresses two questions. How well is the region prepared for an expected slowdown? How well has the economic upswing been used to adjust to the digital revolution? The report specifically focuses on cryptocurrency and blockchain activities in the region."

South Asia remains one of the fastest-growing regions in the world but concerns are rising that its workforce lacks the skills and education to drive its economy into the 21st century. Providing access to quality education and skills training is now a priority of policymakers in the region. But even though government spending on education has increased significantly in recent years, it has not resulted in effective education outcomes. This report is one in a series of four publications that examines how education and training systems in the region can be improved. In particular, it looks at the role that the private sector can play in improving standards through investments in education and training. *Economic Integration in South Asia: Issues and Pathways* is one of the volumes of the series *Imagine a New South Asia* presented by ActionAid International Asia. It envisions a new South Asia, free from human deprivation and demonstrates how South Asian countries can learn from the best practices in the region as well as from their failures, and also by trying to emulate the successful strategies of East Asia, China and Southeast Asian countries to introduce education and health systems.

This book explores human well-being in South Asia from a policy dimension. It discusses the cultural history and diversity of the region in order to highlight major priority areas of public policy to improve people's quality of life. The huge gap between economic development and human development, in areas such as education, health and income,

is a concern for policymakers, researchers and other stakeholders. The book helps develop a strong argument for a shift of focus of state's expenditures aimed at improving human well-being, and assesses public policy initiatives from the perspectives of the stakeholders such as the state, the market, households, civil society as well as NGOs and agencies involved in this development mission. As such it is of great interest to scholars in the field of quality-of-life and well-being research and policymakers at national and international level.

Today, as globalisation becomes the norm and the need for development and progress ever more pressing, education and literacy have become crucial, more than ever before. However, even as developed nations continue to seek new alternatives to constantly improve their educational processes and objectives, developing nations have yet to tackle the problem of illiteracy. This book in the literacy and education provide a discourse on the need for literacy for every human being, with particular reference to developing nations. The emphasis is on delineating the interdependent relationship between literacy and education, stress also being laid on the need for literacy to settle in as the base for education. It also makes an effort to delvelop deep into globally changing socio-economic-political changes and ambitions, and the changing perspectives a literacy which has emerged as a result of these changes. The book deals in details about various developments that have taken place and also highlights future plans. The author hope students of social sciences and general studies would find the book of great value to them.

The aim of the Handbook is to present readily

accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the

effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

The Global Trends in Higher Education Quality

Assurance: Challenges and Opportunities in Internal and External Quality Assurance provides a comprehensive coverage of the trends and developments in higher education quality assurance as they refer to legitimacy/trust, efficiency and relevance.

Cross-border Partnerships in Higher Education looks beyond student and faculty exchanges to examine the myriad ways international colleges and universities work together as institutions. These partnerships have involved the creation of branch campuses, joint research and technology initiatives, collaboration in strengthening institutional management, testing, faculty development efforts, collaboration in quality assurance, and sharing of technology. Cross-national collaborations are a growing financial and informational resource for universities, and non-Western schools are increasingly taking part. The volume provides an overview of the purposes and types of cross-border collaborations, an analysis of the benefits, and an examination of issues arising from these efforts. A cross-cutting goal is to provide a critical look at the models being employed, the challenges encountered, and the unintended consequences of such collaboration, both positive and negative. The book is intended for scholars and students of international higher education, higher education leaders and practitioners who are charting a course toward greater cross-border collaboration, and leaders in international development

assistance organizations that are often asked to support such initiatives.

This book gathers in one volume all the information needed to use ADePT Edu, the software platform created by the World Bank for the reporting and analysis of education indicators and education inequality. It includes a primer on education data availability, an operating manual for the software, a technical explanation of all the education indicators generated, and an overview of global education inequality using ADePT Edu. The World Bank developed ADePT Edu to fill the need for a user-friendly program designed to give everyone the ability to organize and analyze education data from households. ADePT Edu can be used with any household survey with the aid of its user friendly interface, generating education tables and graphics that comply with international standards for performance indicators. Because this volume is a compendium its chapters can be consulted independently of each other, depending on the need of users.

This open access book offers pioneering insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula. It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing, evermore interconnected world. The book explores diversity across physical, psychological and cognitive traits, socio-economic backgrounds, value systems, traditions and emerging identities, as well as diverse expectations around teaching, grading, and assessment. Chapters detail

significant trends in active learning pedagogy, writing programs, language acquisition, and implications for teaching in the liberal arts, adult learners, girls and women, and Confucian heritage communities. A quality, relevant, 21st Century education should address multifaceted and intersecting forms of diversity to equip students for deep life-long learning inside and outside the classroom. This timely volume provides a unique toolkit for educators, policy-makers, and professional development experts.

[Copyright: 76827d204719b308d0697925ec2ccb18](#)