

Quality Of Education In Urdu Medium Elementary Schools A Sociological Investigation 1st Edition

Understanding Pakistan: Emerging Voices from India is the outcome of a national seminar for research scholars on Pakistan organized by the Centre for Pakistan Studies at the MMAJ Academy of International Studies, Jamia Millia Islamia, New Delhi. The aim of the seminar was to explore how young minds in India view Pakistan, the quintessential ‘enemy’ country or the ‘other’ of India. The range of topics included issues related to Pakistan’s politics, economy, popular culture, education, environment, sectarian divide, minorities, policy towards Jammu & Kashmir and foreign relations. The established academic discourse on Pakistan in India is largely dominated by concerns linked to security threats emanating from within Pakistan. Due to this overemphasis on security-related issues, Indian scholarship on Pakistan is considered to be highly subjective and partisan. However, in this volume, most of the young scholars distance themselves from the main thrust of Indian scholarship on Pakistan and provide a fresh perspective on Pakistan which can potentially rupture the established tradition of Indian scholarship on Pakistan. Hopefully, it will be these scholars who in the near future will be at the forefront of emerging scholarship on Pakistan in India.

This book focuses on transactions between English and Telugu through a study of translations and related works published from about the early-nineteenth century to mid-twentieth century. Moving beyond Edward Said’s theoretical paradigms which suggest that these interfaces were driven by imperial and colonial interests, the essays in this volume look at how they also triggered developments within the indigenous literary and cultural practices and evolved new forms of expression. The book will be of great interest to scholars and researchers of linguistics, translation studies, comparative literature, cultural studies and modern South Asian history.

When schools neglect gifted children or inadequately nurture them due to lacunae in gifted and/or general education, precious talents are lost both to the gifted and to society. What is the remedy?

Educational Regimes in Contemporary India

CURRICULUM REFORM IN PAKISTAN

Quality of Education in Urdu Medium Elementary Schools

The Muslim World League Journal

'How Best Do We Survive?'

Pakistan & Gulf Economist

Quality of Education in Urdu Medium Elementary SchoolsA Sociological Investigation

With reference to Delhi.

I have written this book in an effort to explore how the history of Pakistan has resulted in the critical problems weighing down its education system. The book examines the questions: Why and how has a small elite class come to rule Pakistan? And how has their rule worsened the country’s problems? The focus will be to critically examine the elements of the Pakistani national curriculum and madrasas and their effects on Pakistani society. The book represents the fusion of my experiences in Pakistan with extensive literature analysis, interviews, and textbook analysis. This research began when I came to the United States in January 2015 through the SAR program. I wanted to know the answers to profoundly unsettling questions. How can a society be so intolerant that a scholar educated solely in Pakistan is disregarded and assassinated while many Western-educated scholars with traditional insular thoughts are not only appreciated but flourishing? I wanted to know why Pakistani elites have so much power and freedom while lower classes are profoundly oppressed. Elites who barely pay taxes have been in power for generations while those that pay taxes suffer from sky-high inflation. The influential religious leaders mostly belong to the elite class while their followers are mostly lower class. Ruling families and social classes mostly control appointed positions. Do those in power not have a responsibility to speak on issues of social justice rather than limiting themselves in claiming that theirs is the only true form of Islam? Why don’t they work to end the disparity of quality education between classes in Pakistan? Instead, many elites run their own lucrative elite Islamic schools. More importantly, why do the ulama (which literally means “those who possess knowledge [ilm], particularly of Islam”) maintain a tight hierarchical system in the madrasa (Islamic seminary) community that rarely allows poor intelligent students to attain leadership positions? Why are the ulama silent in the face of ruthless murder of and discrimination against Pakistani minorities? Book Review: “Pakistan Educational Reforms is a major study of education in Pakistan and its national and madrasa curriculum that fosters national and religious sectarian divisions, intolerance and conflicts. Dr. Amna Afreen documents the political, socio-economic and religious causes-limited government funding, widespread poverty and illiteracy and the poor training and performance of teachers- that have produced a failed educational system at urban and rural government and religious schools (madrasa) and offers a series of potential solutions and reforms.” -- John L. Esposito, University Professor and Founding Director of The Alwaleed Center for Muslim-Christian Understanding, Georgetown University.

Newsline

Emerging Voices from India

Tradition, Modernity, and Class in Urban Pakistan

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2007

Ethnographies of Schooling in Contemporary India

This collection is the multifaceted result of an effort to learn from those who have been educated in an American law school and who then returned to their home countries to apply the lessons of that experience in nations experiencing social, economic, governmental, and legal transition. Written by an international group of scholars and practitioners, this work provides a unique insight into the ways in which legal education impacts the legal system in the recipient’s home country, addressing such topics as efforts to influence the current style of legal education in a country and the resistance faced from entrenched senior faculty and the use of U.S. legal education methods in government and private legal practice. This book will be of significant interest not only to legal educators in the United States and internationally, and to administrators of legal education policy and reform, but also to scholars seeking a more in-depth understanding of the connections between legal education and socio-political change.

Contributed articles of seminar papers held in 2000 organized by Zakir Husain Study Circle.

This book explores the instrumentality of language in constructing identity in contemporary society. The processes of globalization, hyper-mobility, rapid urbanization, and the increasing desire of local populations to be linked to the global community have created a pressing need to reconfigure identity in this new world order. Following the digital revolution, both traditional and new media are dissolving linguistic boundaries. The centrality of language in organizing communities and groups cannot be overstated: our social order is developed alongside our linguistic allegiance, shared narratives, collective memories, and common social history. Keeping in mind the fluidity of identity, the book brings together fourteen chapters providing cultural and social perspectives. The ideas reflected here draw on a range of disciplines, such as psychology, sociology, anthropology, cultural studies, the politics of language, and linguistic identity.

Poverty Alleviation and Poverty of Aid

A Decade of progress on education for sustainable development

Impact Evaluation

Departments of Labor, and Health and Human Services, Education, and Related Agencies Appropriations

Redefining Urdu Politics in India

Research Anthology on Preparing School Administrators to Lead Quality Education Programs

The first ethnographic study of the trend toward religious, parochial schooling in urban Pakistan, this book provides data from over fifty-Karachi area schools to establish the complex reasons middle- and upper-class families enroll in religious Islamic schools.

Close to the turn of the century and almost 45 years after independence, India opened its doors to free-market liberalization. Although meant as the promise to a better economic tomorrow, three decades later, many feel betrayed by the economic changes ushered in by this new financial era. Here is a book that probes whether India’s economic reforms have aided the development of Indian Muslims who have historically been denied the fruits of economic development. Maidul Islam points out that in current political discourse, the

“Muslim question” in India is not articulated in terms of demands for equity. Instead, the political leadership camouflages real issues of backwardness, prejudice, and social exclusion with the rhetoric of identity and security. Historically informed, empirically grounded, and with robust analytical rigour, the book tries to explore connections between multiple forms of Muslim marginalization, the socio-economic realities facing the community, and the formation of modern Muslim identity in the country. At a time when post-liberalization economic policies have created economic inequality and joblessness for significant sections of the population including Muslims, the book proposes working towards a radical democratic deepening in India.

The commonsense understanding of ‘education’ rests on the assumption that it has a straightforward positive value. In practice education is profoundly ambiguous in its effects. By focusing on ‘educational regimes’—and thereby locating values in a broad political terrain encompassing global, national and local contexts—this collection of original essays addresses numerous crucial issues. These include: whether educational regimes relate to other facets of contemporary India society; the extent to which they facilitate the values and ideals enshrined in the Constitution and in policy goals; and the implications of the differential impact of educational regimes on different social groups in India.

Global Issues in Language, Education and Development

Hearings Before a Subcommittee of the Committee on Appropriations, United States Senate

Report on the State and Progress of Education in the Central Provinces and Berar

Learning Achievement at Primary Level

A Sociological Investigation

English Language Teaching in Pakistan

This book. Landmarks in the History of Modern Indian Education, has now entered its silver jubilee year. Over the years and through the six editions it has undergone thus far, it has become a student’s favourite. The book retraces the development of education in India since 1813 to the present day. Arranged chronologically, it also provides a progressive record of the thinking of policy makers who have been responsible for laying down the guidelines for future educational programmes and plans of action.The documents included in the book are rich in content and significant in the objectives that from the core of educational thought in India.

They cater to the needs of trainee teachers, supervisors, educators and policy makers in education.

The delivery of quality education to students relies heavily on the actions of an institution’s administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization. Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale. It also explores academic administration as well as administrative effectiveness in achieving organizational goals. Highlighting a range of topics such as strategic planning, human resources, and school culture, this multi-volume book is ideally designed for educators, administrators, principals, superintendents, board members, researchers, academicians, policymakers, and students.

With eleven new contributions, this second edition of essays on the sources and principles of Dominican values in education offers an extended sample of the many settings in which Dominican education, broadly understood, finds expression. Cherished by all Dominicans, these values are exemplified not only in the lives of well-known foundational Dominicans, but also in some of those many others who, on every continent and across time, have responded in typically Dominican ways at key moments in history. Educators, activists, philosophers, teachers, preachers, artists, healers and theologians at many levels share their analyses and reflections

on education in many different contexts, explicitly and implicitly demonstrating ideals and values common to the goals of Dominican education everywhere. It is hoped that this collection, offered again in this decade of Dominican Jubilee—1206-1216 to 2006- 2016—will inform, inspire and encourage all those engaged in the great work of educating not only youth but people of all ages towards greater life and liberty.

Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, One Hundred Ninth Congress, Second Session

New Islamic Schools

The Export of Legal Education

A Modern Political History of the Tamil Muslims

Ethnographic Explorations

Study Guide for CTEET Paper 2 (Class 6 - 8 Teachers) Social Studies/Social Science with Past Questions 5th Edition

Dimensions of Social Exclusion focuses largely on social exclusion in the context of communities and social groups who have or have not been considered in discussing the benefits of mainstream inclusive society or development. Contemporary understanding of social exclusion has revived great interest among academics, researchers and policy makers in understanding problems from the perspectives of social exclusion. The decision to adopt the perspective of social exclusion has not been universal; rather the nature of this is very heterogeneous. In addition, the concept of social exclusion is not static; in reality, it is a process. The process is seen in the marginalization and discrimination of people in their everyday lives and interactions. The term ‘exclusion’ has become a part of the vocabulary in Europe and other developing societies like ‘poverty’ or ‘unemployment’; it is one of those words which seem to have both an everyday meaning and an underlying sense. It emphasizes the social aspects of concerns such as housing, health, employment, education, participation in social activities and festivities, social interaction and social intercourse. It excludes certain communities and groups from interaction and access to social resources through social arrangements, normative value systems and customs. Exclusion based on caste is one example and patriarchy is another, which is a form of systemic or constitutive exclusion. Having social, cultural, political and economic ramifications, it is also a complex and multi-dimensional concept. These dimensions are interwoven and are addressed in the different papers of the volume. This book revolves around the societal interventions and institutions that exclude, discriminate, isolate and deprive some groups on the basis of group identities such as caste or ethnicity. It covers a wide spectrum of societies and communities living in various cultural environments. The multidisciplinary nature of the book will render it helpful to students and researchers of sociology, anthropology, historical and political studies, demography, social work and gender studies in particular and the humanities in general.

Third World women and men discuss efforts to improve the position of women through education

This book examines the role that language-in-education policy, historically, has played in shaping possibilities for development, within countries in the Sub-Saharan and South Asian regions. This discussion takes account also of the complex ways in which language, education and development, are linked to the changing global labour market. Key questions are raised regarding the impact of international policy imperatives on development possibilities.

Promoting Primary Education for Girls in Pakistan

Journal of Educational Planning and Administration

Muslim India

Its Promise and Impact in Transition Countries

Dimensions of Social Exclusion

Indian Muslim(s) after Liberalization

Aid effectiveness has emerged as an intensely debated issue amongst policy makers, donors, development practitioners, civil society and academics during the past decade. This debate revolves around one important question: does official development assistance complement, duplicate or disregard the local resource endowment in offering support to recipient economies? This book draws on Pakistan’s experience in responding to this question with a diverse range of examples. It focuses on a central idea: no aid effectiveness without an effective receiving mechanism. Pakistan is among the top aid recipient countries in the developing economies. It was a shining model in the sixties and it ranks among the highly underperforming countries after the new millennium. This book offers an insight into the dynamics of success and failure of Pakistan in availing foreign financial and technical assistance for human development and poverty alleviation. It draws on field experiences to present case studies on water, shelter, health, education, and health and safety at work to identify the causes and consequences of aid in relation to social reality. Findings relate to developing economies and would be of interest to a wide range of individuals within the development sector.

The influence of popular culture, media and aggressive marketing of consumer goods all enter the school arena to compete with the more formal aspects of being at school and contribute to the creation of a unique school culture. It is essential to unpack and unravel the rich and engaged world of student culture as it is constructed in school life. Ethnographies of Schooling in Contemporary India attempts to understand meaning and meaning-making in school processes in India as active aspects of a vibrant school culture. We are reminded that students, in any kind of school, are engaged participants in schooling processes. The significance of autobiographical experience in both writing school ethnographies and understanding school life cannot be overemphasised. This volume seeks to also understand this significant aspect of constructing school worlds.

This book traces the social and political history of the Muslims of south India from the later nineteenth century to independence in 1947, and the contours that followed. It describes a community in search of political survival amidst an ever-changing climate, and the fluctuating fortunes it had in dealing with the rise of Indian nationalism, the local political nuances of that rise, and its own changing position as part of the wider Muslim community in India. The book argues that Partition and the foundation of Pakistan in 1947 were neither the goal nor the necessarily inescapable result of the growth of communal politics and sentiment, and analyses the post-1947 constructions of events leading to Partition. Neither the fact of Muslim communalism per se before 1947 nor the existence of separate Muslim electorates provide an explanation for Pakistan. The book advances the theory that micro-level studies of the operation of the former, and the defence of the latter, in British India can lead to a better understanding of the origins of communalism. The book makes an important contribution to understanding and dealing with the complexities of communalism — be it Hindu, Muslim or Christian — and its often tragic consequences.

Empowerment of Muslims Through Education

Education and Muslims in India Since Independence

Pakistan

State of Consumer Rights

The Dominican Approaches in Education

Perspectives from Postcolonial Countries

With reference to India.

This book presents empirical research on teaching, learning and assessment, and teacher development practices in Pakistan. Despite extensive academic research conducted in Pakistan over the last decade, there is a dearth of internationally published literature on English language teaching in the country. This book covers current research priorities and initiatives concerning English language teaching, learning and assessment, empirical developments, and major professional development initiatives, both in Pakistan and involving the work of Pakistani scholars based in abroad. It highlights the impacts that development efforts are having in the ELT world in Pakistan. The respective chapters cover a diverse range of topics, including: continuous professional development (CPD), identity construction, English language policy, curriculum development, and innovative ELT approaches and methodologies used in Pakistan. This volume provides valuable insights for TESOL and applied linguistics scholars and practitioners working in the field of ELT, both in Pakistan and elsewhere in the globalized world.

Quality of Education

Language, Identity and Contemporary Society

Telugu–English Literary and Cultural Interface

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for Fiscal Year 2007: Justifications: Department of Education

Towards the Intelligent Use of Liberty

The Politics of Women’s Education