Mothers and Non-Mothers: Gendering the Discourse of Education in South Asia
The discourse of education in South Asia can be expanded to include other sites and processes than what a Eurocentric, colonial-modernist history writing might allow. And bringing it closer to the actual processes of 'informal' education of the subcontinent means necessarily to pay attention to the family, the community, mothers, servants and other unrecognised teachers. This wider discourse fills in the more familiar, limited discussion of schooling, and it is gendered. Mothers: in the service of modernity The category of mother, as I see it, is an unattractive one. How would we reposition the non-historical? Even within this foundational, modernist narrative of the intelligentsia we can introduce elaborations. English Medium Instruction in Higher Education in Asia-Pacific. Vol. 21, Issue. , p. 71. CrossRef. Google Scholar. Rethinking discourses around the English-Cosmopolitan co-relation: Scenes from formal and non-formal domains. In Martin-Jones, M., Blackledge, A., & Creese, A.. (Eds.), Handbook of Multilingualism (pp. 66–82) London, UK: Routledge. Shamim, F. (2008.) Trends, issues, and challenges in English language education in Pakistan. The stakes: Linguistic diversity, linguistic human rights and mother-tongue-based multilingual education - or linguistic genocide, crimes against humanity and an even faster destruction of biodiversity and our planet. Keynote presentation at the Bamako International Forum on Multilingualism, Bamako, Mali, 19–21 January, 2009. South Asia Scenario. More or less South Asian countries are having the same environment and factors like poverty, illiteracy, backwardness and religious fundamentalism which are considered congenial for child marriages. Thoughsome initiatives for the prevention of this practice have been taken by states and development organizations in South Asia yet high rates of child marriages in the region require a review of the problem, and more meaningful efforts are needed for its elimination. · “Making primary education free and available for all and encouraging attendance at higher levels of education, in particular for young girls, is a necessary and extremely important step in combating child marriage” (Article 17).