Global Perspectives in Higher Education: India
E98.2151 (3 credit points)
January Intersession Program
January 11-24, 2013

Class session dates and locations at NYU Campus:
Friday, Nov. 8, 2013
Friday, Dec. 6, 2013
TBD

Faculty:
Professor Teboho Moja
Teboho.moja@nyu.edu
(212) 998-5589

Professor Ann Marcus
Ann.marcus@nyu.edu
(212) 998-5005

Purpose of Program

The study trip to India is designed to provide graduate students with an opportunity to examine India's higher education system and to discover and analyze similarities and differences in comparison to higher education in the United States and other countries. Through visits to universities and public and private colleges, we will engage in discussions with rectors, faculty members, deans of students and their staffs and students themselves. Special lectures with sociologists and national officials will help us understand the goals and future aspirations of Indian higher education and how higher education meets the social, political and cultural needs of society.

Course Description

E98.2151, GLOBAL PERSPECTIVES IN HIGHER EDUCATION: INDIA.
In addition to preparatory meetings at NYU, students will participate in a two-week field trip to India that will provide an in-depth case study of its higher education system. The trip includes lectures from scholars and visits to Indian colleges and universities to meet with faculty, administrators and students. Additional sessions will be held with scholars and local experts on higher education in India to explore current issues the government is addressing. Topics will include curricular opportunities; college admissions requirements; distribution of students by class and ethnicity; college climate and the student services offered.

Visits will be made to two very different states in India, Maharashtra and Kerala. Mumbai is the capital city of the state of Maharashtra and the most populous city in India with a melting pot of individuals from diverse ethnic and religious backgrounds. This cosmopolitan city is the commercial, cultural and entertainment capital of India as well as
home to huge slums and immense poverty. The state of Kerala in the southwest maintains a unique political dynamic with strong community involvement and emphasis on educational standards with extremely high literacy rates as well as diverse higher educational options including state, federal and private institutions.

Course requirements:
Please note: All electronic assignments should be submitted through Blackboard via the "Assignments" section.

1. Each student is expected to attend class meetings before and after the field trip to India. The dates for class meetings are as follows:

   Friday, Nov. 8, 2013
   Friday, Dec. 6, 2013
   TBD

2. Each student will turn in a reflective response paper based on preliminary course readings, which will be due on TBD on Blackboard.

3. Each student is expected to keep a journal recording daily impressions, responses to readings, presentations, etc. The journal will be submitted by Friday, January 31, after our return to New York. If electronic, please submit the journal through Blackboard. Please drop off at the offices of either Professor Marcus or Professor Moja.

4. Each student is expected to prepare a research paper due on February 28 on Blackboard. An outline of this paper will be due Friday, February 7 on Blackboard, and each student will also present his/her research topic at our NYU class session on TBD to obtain feedback and guidance from the group. The choice of an area of focus for the paper can be informed by the experience in India but will also be a response to course readings and additional academic and journalistic sources.

Description of Course Requirements:

Class Contribution:
The contribution you make to the success of this class and to this study abroad experience is important. Students are expected to contribute to the development of a strong, inclusive learning community. As in any graduate course, you are expected to come to class having read the assigned materials thoroughly enough to contribute to a discussion on critical issues within the readings. Students are also expected to attend and actively participate in all classes and scheduled trips except where it is indicated that the activity is optional.

Short Response Paper:
In order to prepare for the trip, students will be required to read literature on the
Indian higher education system. Based on the readings, students are expected to prepare a 3-4 double-spaced page reflective response paper due on TBD in Dec. on Blackboard.

Journal:
Journaling while we are in India will provide you with an opportunity for daily reflection on what you are learning and experiencing. This journal provides a place for capturing your personal reflections on issues we address in class, through presentations, as well as on the broader experiences that you have in India. You will need to submit eight entries from the daily journal you kept while in India by January 31 using Blackboard. These entries should contain reflections on Indian higher education or Indian culture, society, or politics. The entries must be typed and double-spaced.

Final Research Paper/Project and Presentation:
You will conduct a study and write a final research paper on your area of specialization grounded in issues relevant to India. The purpose of this paper is to deepen your understanding of critical educational issues in India. The final research paper should be approximately 12 - 15 pages long (typed, APA format).

An outline of this paper will be due February 7 on Blackboard. Each student will also present his/her research topic at our NYU class session on TBD to obtain feedback and guidance from the group.

By no later than February 28, students will submit their final papers on Blackboard. IMPORTANT: Unless there is an extenuating circumstance, no incompletes will be given for late/missing/unfinished work.
READING ASSIGNMENTS - REQUIRED

1.) Background on India


A native of Bombay, Suketu Mehta gives us an insider's view of this stunning metropolis. He approaches the city from unexpected angles... delving into the stories of countless villagers who come in search of a better life and end up living on the sidewalks...Candid, impassioned, funny, and heartening, *Maximum City* is a revelation of an ancient and ever-changing world (Vintage Books).

2.) Higher Education Books and Articles:


On India generally...


Morgan, J. (2013, June 20). Debate at U. of Delhi over plan to move to four-year


**On Kerala...**


**On caste and reservations...**


Majumder, R. (2010). Intergenerational Mobility in Educational and Occupational
READING ASSIGNMENTS – RECOMMENDED

1.) Background on India


Jadhav, a leading economist and policy maker in India, is a member of India’s Dalits--or untouchables--a group that numbers 165 million. His moving memoir is a tribute to his parents, who made it their goal to educate their children, especially his father, Damu, who stood up to the caste system (American Library Association).


From his vantage as the former Financial Times’s South Asia bureau chief, Luce illuminates the drastically lopsided features of a nuclear power still burdened by mass poverty and illiteracy, which he links in part to government control of the economy, an overwhelmingly rural landscape, and deep-seated institutional corruption. While describing religion's complex role in Indian society, Luce emphasizes an extremely heterogeneous country with a growing consumerist culture, a geographically uneven labor force and an enduring caste system (Publisher’s Weekly).


Katherine Boo spent three years among the residents of the Annawadi slum, a sprawling, cockeyed settlement of more than 300 tin-roof huts and shacks in the shadow of Mumbai’s International Airport. From within this “sumpy plug of slum” Boo unearths stories both tragic and poignant--about residents’ efforts to raise families, earn a living, or simply survive. These unforgettable characters all nurture far-fetched dreams of a better life. As one boy tells his brother: “Everything around us is roses. And we’re like the s**t in between.” A New Yorker writer and recipient of a Pulitzer Prize and a MacArthur “Genius” grant, Boo’s writing is superb and the depth and courage of her reporting from this hidden world is astonishing. At times, it’s hard to believe this is nonfiction (Amazon review).


2.) Higher education books and articles:


3.) Fiction and Films:

_We encourage you to read additional novels and make recommendations to the group via email._

A masterly portrait of a society in the grip of imperialism, _Passage to India_ compellingly depicts the fate of individuals caught between the great political and cultural conflicts of the modern world (Amazon.com).

A splendid tale of contemporary India that, in chronicling the sufferings of outcasts and innocents trying to survive in the "State of Internal Emergency" of the 1970s, grapples with the great question of how to live in the face of death and despair (Kirkus Associates).

Umrigar's novel illustrates the intimacy, and the irreconcilable class divide, between two women in contemporary Bombay. Bhima, a 65-year-old slum dweller, has worked for Sera, a younger upper-middle-class Parsi woman, for years: cooking, cleaning and tending Sera. Sera, in turn, nurses Bhima back to health from typhoid fever and sends her granddaughter Maya to college. In a final plot twist, class allegiance combined with gender inequality challenges personal connection (Publisher's Weekly).

This novel won the Man Booker Prize in 1997. Set in Kerala, India, during the late 1960s when Communism rattled the caste system, the story begins with the funeral of young Sophie Mol, the cousin of the novel's protagonists, Rahel and her fraternal twin brother, Estha. In a circuitous and suspenseful narrative, Roy reveals the family tensions that led to the twins' behavior on the fateful night that Sophie drowned. Beneath the drama of a family tragedy lies a background of local politics, social taboos and the tide of history all of which come together in a slip of fate (Publisher's Weekly).

_We highly recommend viewing films depicting Indian life. Search Amazon.com for Indian movies or this site for movies and their reviews:_
http://www.imdb.com/Sections/Countries/India/

_Slumdog Millionaire_ (2009) – Winner of Academy Award Best Picture, 2009
A Mumbai teen who grew up in the slums becomes a contestant on the Indian version of "Who Wants To Be A Millionaire?" He is arrested under suspicion of cheating, and while being interrogated, events from his life history are shown which explain why he knows the answers.

_Three Idiots_ (2009) – Bollywood comedy that follows the antics of three men in search of a college friend. The characters met as students at the fictional Imperial College of
Engineering in Delhi and, among other escapades, have a run-in with their college dean. *Three Idiots* is the highest-grossing Bollywood film of all time.

*Monsoon Wedding* (2001). A stressed father, a bride-to-be with a secret, a smitten event planner, and relatives from around the world create much ado about the preparations for an arranged marriage in India.

*Gandhi* (1982). Biography of Mahatma Gandhi, the lawyer who became the famed leader of the Indian revolts against the British through his philosophy of non-violent protest.

The *Apu Trilogy* (1955-1959): Directed by Satijat Ray, this trilogy was a milestone in Indian cinema and won 3 National Film Awards and 7 awards from the Cannes, Berlin, and Venice Film Festivals.

- *Pather Panchali (Song of the Little Road)* (1955) – depicts the childhood of the protagonist, Apu, in the rural countryside of Bengal in the 1920’s
- *Aparajito (The Unvanquished)* (1956) – focuses on the life of Apu from childhood to college
- *Apur Sansar (The World of Apu)* (1959) – focuses on Apu’s adult life
### Proposed Travel and Site Visit Itinerary (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat., 1/11/14</td>
<td>Arrive in Mumbai and check in at Mumbai hotel &lt;Hotel address and tel number&gt;</td>
</tr>
<tr>
<td>Sun., 1/12/14</td>
<td>Mumbai touring</td>
</tr>
<tr>
<td>Mon., 1/13/14</td>
<td>Visit to St. Xavier's College</td>
</tr>
<tr>
<td>Tues., 1/14/14</td>
<td>Mumbai touring/Dharavi slum tour</td>
</tr>
<tr>
<td>Wed., 1/15/14</td>
<td>Visit to Sophia College for Women</td>
</tr>
<tr>
<td>Thurs., 1/16/14</td>
<td>Visit to Birla College</td>
</tr>
<tr>
<td>Fri., 1/17/14</td>
<td>Depart for Thiruvananthapuram, Kerala &lt;Hotel address and tel number&gt;</td>
</tr>
<tr>
<td>Sat., 1/18/14</td>
<td>Trivandrum touring</td>
</tr>
<tr>
<td>Sun., 1/19/14</td>
<td>Trivandrum touring</td>
</tr>
<tr>
<td>Mon., 1/20/14</td>
<td>Visit to University of Kerala</td>
</tr>
<tr>
<td>Tues., 1/21/14</td>
<td>Visit to Mar Ivanios College</td>
</tr>
<tr>
<td>Wed., 1/22/14</td>
<td>Visit to Kerala State Higher Education Council (tentative)</td>
</tr>
<tr>
<td>Thurs., 1/23/14</td>
<td></td>
</tr>
<tr>
<td>Fri., 1/24/14</td>
<td>Depart for Mumbai and US</td>
</tr>
</tbody>
</table>
Websites of Institutions for Site Visits (TO BE UPDATED):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Xavier's College, Mumbai</td>
<td><a href="http://main.xaviers.edu.in/">http://main.xaviers.edu.in/</a></td>
</tr>
<tr>
<td>Birla College, Mumbai</td>
<td><a href="http://www.birlacollege.org/">http://www.birlacollege.org/</a></td>
</tr>
<tr>
<td>Sophia College for Women, Mumbai</td>
<td><a href="http://www.sophiacollegemumbai.com/">http://www.sophiacollegemumbai.com/</a></td>
</tr>
<tr>
<td>Kerala State Higher Education Council</td>
<td><a href="http://www.kshec.kerala.gov.in/">http://www.kshec.kerala.gov.in/</a></td>
</tr>
<tr>
<td>University of Kerala</td>
<td><a href="http://www.keraluniversity.ac.in/">http://www.keraluniversity.ac.in/</a></td>
</tr>
<tr>
<td>Mar Ivanios College</td>
<td><a href="http://www.marivanioscollege.ac.in/">http://www.marivanioscollege.ac.in/</a></td>
</tr>
</tbody>
</table>