

M Ed Two Year Programme

P.5.3 : Economy, Politics and Education

Maximum Marks: 100

Course Objectives

The overall aim of this course is to engage students with economic thinking and its relationship with development and education. It also aims to examine debates on the political economy of globalization, development and education and its impact on a democratic social order. The course attempts to investigate how economic discourses associated with concepts of the market and productivity, efficiency and accountability have shaped the policy and practice of education. The role of education in bringing social transformation is also addressed. At the end of the course, students will be able to:

- Engage students with debates around economic policy and its relationship with educational policy and practice.
- Introduce students to post-Independence Indian economic thought and policy, and trajectories of development that have a bearing on the nature and direction of growth of the education sector
- Examine the complex relationship between education and development and its impact on educational policy and practice.
- Investigate how globalisation influences educational reform and how the free-market economy shapes educational institutions and processes.
- Examine the rhetoric of educational reforms and investigate the relationship between education, politics and social change.

Units of Study

Unit 1: Understanding the Linkages between Economics and Education: Debates and contested views on: human capital theory its critique and relevance; education as investment by individuals and society, public and private investments; education as merit and public good, education and human development.

Unit 2: Education for Economic Development: Debates and comparative perspectives; financing of the education sector in the federal structure of governance; allocation of resources at different levels of education, specific regions of the economy, and specific sections of society. Structural changes in the Indian economy post-1991 and its larger political and social implications; implications on allocation of resources into the sector of education; mapping shifts in educational policy.

Unit 3: Understanding the Relationship between Education, National Economic Growth, and Development: Education as a means of development and as an indicator of development – to be studied through cases within and outside the country; examining the narratives of policy

and educational practice to investigate the relationship between education, poverty and inequality; poverty as capability deprivation and capabilities failure as a consequence of marginalization; examine the economic discourse of competition, efficiency and accountability and its impact on the educational discourse of policy and practice.

Unit 4: Political Economy of Education: Colonial and post-colonial encounters; liberalism to neoliberalism: understanding individual, state and power; economic rationality and education-examining the critical theory perspective; globalisation and educational reform; market mechanisms and education-commoditization and privatization in education- examining the case of higher education; advocacy for education as a profit-making enterprise; low budget schools and private for the poor; the political economy of teacher education.

Unit 5: Contemporary Issues, Concerns and Debates in Education: mobilizing resources for education: understanding the dynamics of centre-state relations, public funds and constraints, private capital and individual cost sharing, foreign aid, public-private partnership; education and GATS (General Agreement on Trade in Services); political nature of school as a social institution; ideological, socio-economic and socio-cultural forces that shape education; examining the rhetoric of educational reforms -the role of education in society; educational reform, social change and education.

Suggested Readings

- * Adam Smith. *The Wealth of Nations*, “Inequalities Arising from the Nature of Employments Themselves”. pp. 100-102.
- * Althusser, L. 1971. ‘Ideology and ideological state apparatuses’, in L. Althusser. ‘Lenin and Philosophy’ and Other Essays. London: New Left Review.
- * Apple, M. 2004. *Ideology and Curriculum*. New York: Routledge Falmer.
- * Banerjee, S. Cole, E. Duflo and L. Linden. 2003. “Improving the Quality of Education in India: Evidence from Three Randomized Experiments,” NBER mimeo.
- * Blaug, Mark.1970. “Where are we now in Economics of Education?” *Economics of Education Review*.
- * Blaug, Mark.1972. *An Introduction to Economics of Education*. London: Penguin
- * Becker, Gary S.1964. *Human Capital*. NBER: New York. (Ch. 2, “Investment in Human Capital: Effects on Earnings”).
- * Becker, Gary (1993). “Nobel Lecture: The Economic Way of Looking at Behavior,” *Journal of Political Economy* 101, pp. 385-409
- * Belfield. Clive. 2000. *Economic Principles for Education*. Edward Elgar.
- * Chattopadhyay, Saumen.2012. *Education and Economics*. Oxford
- * Clarke, S. 2005. ‘The Neoliberal Theory of Society,’ in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A Critical Reader*. Ann Arbor, MI: Pluto Press, 50-59.
- * Coombs, P.H. 1969. *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).

- * Geetha Nambissan. Poverty, Markets and Elementary Education in India. Working Papers of the Max Weber Foundation's Transnational Research Group India "Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century"
- * Giroux, H. 2005. *The Terror of Neoliberalism: Cultural Politics and the Promise of Democracy*. Boulder: Paradigm Publishers.
- * Harvey, D. 2005. *A Brief History of Neoliberalism*. New York: Oxford University Press.
- * Hayek, F. A. 1979: *Law, Legislation and Liberty: A new Statement of the Liberal Principles and Political Economy. Volume III: The Political Order of a Free People*. London: Routledge.
- * Henry Levin, 1987. "Education as a Public and Private Good". *Journal of Policy Analysis and Management*, Summer.
- * Milton Friedman, *Capitalism and Freedom*, Ch. 6, "The Role of the Government in Education"
- * Naik, J.P.1975.*Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay.
- * Oreopoulos, Philip, and Kjell Salvanes. 2011. "Priceless: The Nonpecuniary Benefits of Schooling," *Journal of Economic Perspectives* 25(1), pp. 159-184
- * Palley, T.I. 2005. 'From Keynesianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbor, MI: Pluto Press: 20-30
- * Prakash, Ved and K. Biswal.2008. *Perspectives on Education and Development*, NUEPA: Delhi.
- * Psacharopolous, G. 1985."Planning of Education: Where Do We Stand?" World Bank: Washington
- * Psacharapoulos, George.1996. "The Profitability of Investment in Education: Concepts and Methods," *Human Development and Operations Policy Working Paper No. 15280*, The World Bank, Washington, DC.
- * Saad-Filho, A. & D. Johnston. (eds.) 2005. *Neoliberalism: A Critical Reader*. Ann Arbor, MI: Pluto Press
- * Schultz, T.W. 1961. *Investment in Human Capital*, *American Economic Review*.
- * Sen, Amartya and Dreze.1996.*India: Economic Development and Social Opportunity*. Oxford University Press.
- * Tilak, Jandhyala B. G. 2002. "Education and Poverty". 3 (2) *Journal of Human Development* (New York: UNDP).July. 191-207.
- * Tilak, Jandhyala B.G.2006. "Economics of Human Capital in India". *Indian Economic Journal* (89th IEA Annual Conference Volume): 3-20.
- * Tilak, Jandhyala B.G.2008. "Education, Growth and Development, Keynote Address". *Indian Economic Journal* (91st IEA Annual Conference Volume): 705-19.