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**

* 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”
* Milton Friedman, Capitalism and Freedom, Ch. 6, “The Role of the Government in Education”.