Name of the Programme	M.A. Education
Course Title	**Education and Development**
Course Developed in the Year	2016
Course No.	OT8
Semester	II/IV
Credits	4
Course Development Team	Rekha Pappu

Course Description

The term "development" has multiple connotations and the concept furthermore has been the subject of many debates. Broadly though (and at times contentiously) the term "development" has referred to growth. The specific nature of the growth that is emphasized (as in social, economic, cognitive etc.) leads however to different kinds of discourses. It is important therefore to recognize the diverse registers in which the term "development" is used and to engage with its specific use in this particular course.

Within the discipline of Education, "development" is a term and a concept widely used to refer to the psychosocial growth through the lifespan of individuals. The reference is in particular to growth that impacts cognitive processes and the ways by which individuals inhabit culture. There is another use of the term however, which has in contemporary times become predominant in everyday and mainstream discussions. Development here is used to refer to the notion of social transformation deriving in the main from economic growth. It is in this sense that the notion of development is used in the present course in order to comprehend how education figures within such a framework. Viewing development as social transformation and education as enabling development, allows for simultaneous interrogation of the processes that enable or disenable populations to become 'educated' and for 'development as social transformation' to become a reality.

Objectives

The objectives of the course are:

- To understand how the development discourse configures education
- To examine the nature of the link between development and education and to explore how changing definitions of the two have mutually impacted one another and the extent to which they mutually reinforce each other
- To study specific instances of interventions made with respect to education from a development perspective
- To examine instances and processes of specific educational outcomes that have impacted the nature and direction of development policies

Course outline

Unit 1: Theories and concepts in Development
This unit will introduce the students to some of the key theories in relation to development thought. The notion of development as it has been defined through the 20th century will be the focus of this unit. The history of debates and discussions on development beginning from the World War II period will be reviewed in order to grasp what the term means in today's context.

The discussions as part of this unit will form the background for engaging with the question of how education is understood by the development discourse.

Unit 2: Education and Development: Areas of Overlap

Education is increasingly understood as having a strong link with development, often even being perceived as a tool of development. The second unit will track the manner in which education has come to be viewed as an important indicator of development. It will also examine how the processes of clarifying the understanding of the notions of education and development have in fact mutually impacted one another. The implications of this mutual shaping of one another will be explored both by engaging with theoretical works that have highlighted the link as well as through the examination of data sets from within the country and abroad.

Unit 3: State and Non-State Interventions in Education:

Following upon the increased prominence given to education through the discourse of development from the last decades of the 20th century onwards, there have been some major interventions in education. These interventions have been initiated by the state as well as non-state actors. State interventions have been the result of planning both at the national as well as international levels. This unit will examine select interventions of the kind outlined above especially where there has been considerable impact. Reports of some influential commissions, policy directives as well as programmes will be studied. The nature of certain non-state interventions too will be contextualized and examined. Some of the discussions will also engage with the similarities and differences between the two kinds of interventions identified here.

Unit 4: Development of Education: A Status Report

In this Unit students will be introduced to literature that map the Status of Education consequent to GOI's policies of planned development post – independence. The Unit is envisaged to enable students to comprehend the the nature, extent and intensity of educational diversity and disparity characterizing the Indian educational scenario – level-wise, as well as, region, religion, location, caste and gender-wise.

Unit 5: Education, Development and Culture

Building on the discussions in the earlier units, Unit 5 will return to examining the particular conjuncture of education, development and culture in the Indian context. The attempt will be to understand the specific socio-cultural dimensions of the approach to education within India within a developmental context. Case studies and monographs will be used to focus on and elaborate on the issues that are identified through each of the works taken up for discussion.

Methods of Teaching

Teaching will involve classroom engagement with the given set of readings either through the lecture mode or student presentations or group discussions. Student assignments or term papers too will serve as tools for teaching.

Methods of Assessment

A continuous evaluation method comprising presentations, assignments and term papers will be followed.

Readings

Anitha, B.K. Village, Caste and Education. Jaipur & New Delhi: Rawat Publications, 2000.

Atchoarena, David and Lavinia Gasperina, eds. Education for Rural Development: Towards New Policy Responses. New Delhi: Rawat Publications, 2006.

Brown, Phillip & Hugh Lauder, "Education, Globalisation and Economic Development" in Education: Culture, Economy and Society. Eds. A.H.Halsey, Hugh Lauder, Phillip Brown and Amy Stuart Well. Oxford, New York: Oxford University Press, 1997.

Government of India. Report of the Education Commission 1964-66: Education and National Development New Delhi: Ministry of Education, 1966.

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Heredia, Rudolph C. Tribal Education for Community Development: A Study of Schooling in the Talasari Mission Area. New Delhi: Concept Publishing Co., 1992.

Jayashankar, K.P. "Regional Disparities in the Realm of Education: The AP Scenario" in Telangana: Dimensions of Underdevelopment. Eds. S. Simhadri and P.L.Vishweshwara Rao. Hyderabad: Centre for Telangana Studies, 1997.

Jeffrey Craig, Patricia Jeffrey and Roger Jeffrey. Degrees Without Freedom?: Education, Masculinities and Unemployment in North India. Stanford: Stanford University Press, 2008.

Kabeer, Naila, Geetha B.Nambissan and Ramya Subrahmanian. Child Labour and the Right to Education in South Asia: Needs versus Rights? New Delhi: Sage Publications, 2003.

Khadria, Binod, "Divides of the Development-Underdevelopment Relationship in Higher Education and the Policy for Brain-Drain" in Education, Development and Underdevelopment. Eds. Sureshchandra Shukla and Rekha Kaul. New Delhi: Sage Publication, 1998.

Kumar, Krishna and Joachim Oesterheld, eds. Education and Social Change in South Asia. New Delhi: Orient Longman, 2007.

Kumar M and Padma Sarangapani, ed. Improving Government Schools: What has been Tried and What Works. Bangalore: Books for Change, 2005.

Lal, Prem Chand. Reconstruction and Education in Rural India. New Delhi: Mohit Publications, 1998.

Lukose, Ritty. A. Liberalization's Children: Gender, Youth and Consumer Citizenship in Globalizing India. Hyderabad: Orient Blackswan, 2011.

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Nambissan, Geetha, B, "Identity, Exclusion and the Education of Tribal Communities" in The Gender Gap in Basic Education: NGOs as Change Agents. Ed. Rekha Wazir. New Delhi: Sage Publications, 2000.

-----, "Equity in Education?: The Schooling of Dalit Children in India" in Behind the Blackboard: Contemporary Perspectives on Indian Education, eds. Abhay Kumar, Prasenjit Bose and Samik Lahiri. New Delhi: SFI Publications, 2002.

Nirantar. Report on Education (Section 10) submitted to NAWO for Second CEDAW Shadow Report. New Delhi, 2005.

Nussbaum, Martha, "Capabilities as Fundamental Entitlements: Sen and Social Justice" in Feminist Economics, 9: 2 & 3, July/November 2003, pp. 33-59.

Pieterse, Jan Nederveen. Development Theory. New Delhi: Sage, 2010.

Ramachandran, Vimala, "Literacy, Development and Empowerment: Conceptual Issues," in The Gender Gap in Basic Education: NGOs as Change Agents. Ed. Rekha Wazir. New Delhi: Sage Publications, 2000.

Reddy, Ram, G., "Indira Gandhi National Open University: Its Role in Higher Education," in Open Universities: The Ivory Towers Thrown Open. Ed. G.Ram Reddy. Delhi: Sterling Publishers Pvt. Ltd., 1992.

Sinha, Shantha, "Child Labour and Education," in The Gender Gap in Basic Education: NGOs as Change Agents. Ed. Rekha Wazir. New Delhi: Sage Publications, 2000.

Srivatsan, R. (ed.) History of Development Thought: A Critical Anthology. New Delhi: Routledge, 2012.

Subramanian, Ramya, "Education Exclusion and the Developmental State" in Educational Regimes in Contemporary India. Eds. Radhika Chopra & Patricia Jeffrey in collaboration with Helmut Reifeld. New Delhi: Sage Publications, 2005.

Tilak, Jandhyala, B.G. The Economics of Inequality in Education. New Delhi: Sage Publications India Pvt Ltd., 1987.

Velaskar, Padma,. Inequality, Opportunity, Emancipation: The Education of Dalit Men and Women in India. New Delhi: Institute for Human Development, 2006.

Walker, Melanie and Elaine Unterhalter, eds. Amartya Sen's Capability Approach and Social Justice in Education. New York: Palgrave Macmillan, 2007.

Woodhall, Maureen, "Human Capital Concepts," in Education: Culture, Economy and Society. Eds. A.H.Halsey, Hugh Lauder, Phillip Brown and Amy Stuart Well. Oxford, New

York: Oxford University Press, 1997.

Wazir, Rekha, "Making a Difference: NGO Strategies Revisited," in The Gender Gap in Basic Education: NGOs as Change Agents. Ed. Rekha Wazir. New Delhi: Sage Publications, 2000.

Youngman, Frank. The Political Economy of Adult Education and Development. London & New York: Zed Books, 2000.