

University of Lund
4/21

**Tentative Course Programme Submitted to the Board of the Department of Education,
University of Lund.**

Course Programme - Education and Development - Comparative Perspective (21-40 points).

This course is to be included in the Bachelor Degree in Education. Prerequisites for the course is having fulfilled 1-20 pts of pedagogy or any other relevant discipline within social sciences at the undergraduate level. Applicants with adequate academic and professional background are qualified for the course. This course is intended to be administered both at weekends for in-service students and during week days for regular students. There will be a three weeks to a month field work in India and one-month field work in Sweden. A maximum of 25 students will be admitted in each batch of the programme.

Sweden

1. The aim of the course is

- to provide students insight and an overview of the issues related to education and development theory and a comparative perspective of education in developing countries;
- to provide an opportunity for students to develop intercultural understanding and communication skills;
- to enable students develop skills to plan, implement and evaluate projects and programmes and learn the fundamentals of field research and essay writing.

2. Contents of the course

This course will cover concepts such as: Development Theory and Education; Education for Sustainable Development; Comparative Education and World Systems; Economics and Politics of Education; Intercultural Communication; Education and Literacy in the Third world; Education and Human Resource Development; Research Methods and Essay Writing; Programme Planning, Implementation and Evaluation; Development Projects and Development Assistance. Keeping in mind international and comparative perspectives, this course will focus on field work in Sweden and India.

The course will be divided into two parts:

Part I Theoretical Orientations and an Over-view of Issues related to Education and Development (10 points).

Education will be discussed within the frame-work of the theories of development and sustainable development. a special emphasis will be given to issues such as democratization and equality of opportunity in education with reference to ethnicity/ race, minorities, tribes, castes, class and gender. an overview will be given about educational policy, economics, administration and human resource development. Intercultural phenomena and perspectives in inter-cultural communications will be focussed upon, as well as attempts will be made to give students readiness to meet other cultures.

Part 2 Programme Planning, Evaluation, Research Methods and Essay Writing (10 points)

Fundamentals of programme planning, implementation and evaluation of programmes and projects shall be focussed upon. Qualitative and simple quantitative research methods used in assessment/evaluation of ongoing programmes and study of phenomena will be presented. Comparative study and analysis will be emphasized. Students will carry out a comparative study or case studies of educational and developmental issues, projects, programmes and phenomena both in India and in Sweden. This work will be facilitated by field supervision by field advisors. Guidelines and tools will be provided for essay writing and reporting of field studies.

3. Course Schedule, Teaching and Examination

The course is to be offered in Autumn to the end of Spring semester, and as a full-time course (two terms) requiring 80 hours of class time.

Teaching is offered in the form of lectures, group discussions, field work and seminars - attendance and participation is compulsory.

10 grade points will be awarded on the basis of examinations held in January, and remaining 10 grade points will be awarded for the field work and completion of project work to be presented at seminars in May-June.

Literature, teaching and examinations will be in English.

4. Required readings

see below.

Literature:

(Tentative List) - selected parts from the following books.

1. Intercultural Communication Theory - current perspectives. ed.; William b. Gudykunst; Sage Publications, 1983.
2. An Introduction to Intercultural Communication. John C. Condon and Faith Yousef; Bobbs - Merrill Educational Publishing, Indianapolis, 1980.
3. Cross-Cultural Encounters - Face to Face Interaction. Richard W. Brislin; Pergamon General Psychology series, 1981.
4. Green Politics -The Global Promise. Charlene Spretnak and Fritjof capra; Paladin, 1984.
5. Eco-System-Degradation in India B.N. Singha; Ashish Publishing House, 1990.
6. Our Common Future - The World Commission on Environment and Development; Oxford Univ Press. 1987.
7. Rethinking Development - In Search of Humane Alternates. Rajni Kothari; Aspect Publication Ltd, 1990.
8. Alternatives to World Disorder in the 1990s - Sustainability, Non-violence, Global Ethics and Democracy. Jan Oberg; Institute of Asian Cultural Studies, International Christian University, 1991.
9. Emerging Trends in Development Theory. B. Hettne & P. Wallensteen, Sarec Report, 1978.
10. How Do You Spell Development - A study of a Literacy Campaign in Ethiopia. Margareta & Rolf Sjöström; Scandinavian Institute of African Studies, 1983.
11. The Third World - Conceptual Framework in Geography. Michael Barke & Greg O'Hare; Oliver and Boyd; 1986.
12. The Remembered Village. M.N. Srinivas, Oxford, 1988.
13. Development Crisis and Alternative Visions - Third World Women's Perspectives. Gita sen and Caren Grown; Earthscan Pub, 1987.
14. Staying Alive - Women, Ecology and Survival in India. Vandana Shiva; Kali for Women, 1988.
15. Malnutrition and Infection in the Classroom. Ernesto Pollitt, UNESCO.
16. Rural Development - Putting the Last First. Robert Chambers, Longman, 1983.
17. Training and Visit Extension. Daniel Benor and Michael Baxter; World Bank Publication, 1984.
18. Green Development - Environment and Sustainability in the Third World. W.M. Adams; Routledge, 1990.

19. *The Cornerstone of Development- Integrating Environmental, Social and Economic Policies.* Jamie Schnurr and Susan Holtz (ed.); Lewis Pub, 1998.
20. *Grass Without Roots: Rural Developments under Government Auspices.* L.C. Jain with B.V. Krishnamurthy & P.M. Tripathi; Sage, 1985.
21. *Women, Culture and Society.* Ed. Michelle Zimballist Rosaldo and Louise Lamphere; Stanford Univ., 1984.
22. *Subject Women.* Anne Oakley; Fontana Press, 1985.
23. *Women's Movement in India - Selected Essays.* Gabriella Dietrich, Breakingthrough Publications, 1988.
24. *Women in Indian Society - A Reader.* Ed. Rehana Ghadially; Sage Publication, 1988.
25. *Women and Education.* Sandra Acker, Jacquetta Megarry, Stanley Nisbeth and Eric Hoyle; Kogan Page, 1984.
26. *Equality and Education - With Special Reference to Women.* M.I. Khan and S.R. Sharma; Kanishka Publishers Distributors.
27. *Education for all (EFA).* Jogannath Mohanty; Deep & Deep pub, 1994.
28. *Policy - making in Education - The Breakdown of Consenses.* ed. Ian McNay & Jenny Ozga; Pergamon Press, 1985.
29. *Women and Social Class.* Pamela Abbot and Roger Sappford; Travistock Pub, 1987.
30. *The Dialectics of Tradition and Modernity and Women's Education in India.* Karuna Chanana; Sociological Bulletin, 39 (1&2) March-September 1990.
31. *Accessing Higher Education: the dilemmas of schooling women, minorities, Scheduled Castes and Scheduled Tribes in Contemporary India.* Karuna Chanana; Higher Education 26: 69-92, ed. Philip F. Altbach & Suma Chitnis; 1993.
32. *Social Change or Social Reform: Women, Education and Family in Pre-Independent India.* Karuna Chanana, in *Women, Education & Family Structure in India*, eds. Mukhopadhyay, Carol C. & Susan Seymour; Westview Press, 1994.
33. *Towards a Comprehensive Adult Education Programme, Indian Adult Education Programme,* 1983.
34. *Education for Survival.* K. Sivadasan Pillai; The Associated Pub., 1995.
35. *Sociology of Education in India.* N.Jayaram, Rawat, 1990.
36. *Sociological Perspective in Education - A Reader.* ed. Sureshchandra Shukla & Krishna Kumar; Chanakya Pub, 1985.

37. *The Struggle for Democratic Education, Equality and Participation in Sweden*. ed. Stephen J Ball and Staffan Larsson; The Palmer Press, 1989.
38. *Learning to Labour - How working class kids get working class jobs*. Paul Willis; Gower Pub. Co; 1980.
39. *Classes*. Erik Olin Wright; Verso, 1985.
40. *Class, Culture and the Curriculum*. Denis Lawton; Students Library of Education, 1978.
41. *Postmodern Education - Politics, Culture and Social Criticism*. Stanley Aronowitz & Henry A. Giroux; University of Minnesota Press, 1991.
42. *Comparative Education*. Phillip G. Altbach, Robert F. Arnove & Gail P. Kelly; Macmillan, 1982.
43. *Education - Comparative Study of Ghandhi and Freire*. Kumud Sinha; Commonwealth Pub, 1995.
44. *Inter/Multicultural Education and the Process of Transnationalization: A view from the semi-periphery*. Stephen R. Stoer and Luiza Cortasao, University of Porto, Portugal, 1994.
45. *Orientalism*. Edward Said; Vintage 1979.
46. *The Cultural Experience - Ethnography in Complex Society*. James P. Spradley & David W. Mc Curdy; Waveland Press, 1988.
47. *Research Methods in Education*. Louis Cohen & Lawrence Manion; Croom Helm Ltd, 1984.
48. *Qualitative Evaluation and Research Methods*. Patton Micheal Quinn, Sage, 1990.
49. *Issues of Validity in Qualitative Research*. Steiner Kvale (ed) *Stuendlitteratur - Teori och Forskning, Pratik*, 1989.
50. *How to Focus an Evaluation*. Brian M. Stecher, W. Alan Davis; Sage, 1987.
51. *How to Design a Programme Evaluation*. Carol Taylor Fitz-Gibbon, Lynn Lyons Morris; Sage Pub, 1987.
52. *How to Assess Programme Implementation*. Jean A. King, Lynn Lyons Morris, Carol Taylor Fitz-Gibbon; Sage, 1987.
53. *Evaluator's Handbook*. Joan L. Herman, Lynn Lyons Morris, Carol Taylor Fitz-Gibbon; Sage, 1987.
54. *How to Use Qualitative Methods in Evaluation*, Micheal Quinn Patton; Sage, 1987.
55. *How to Communicate Evaluation Findings*. Lynn Lyons Morris, Carol Taylor Fitz-Gibbon, Marie E. Freeman; Sage, 1987.