

Department of Economics,
Delhi School of Economics
University of Delhi

Minutes of Meeting

Subject : Common Pool of GE
Course : Education and Development – ECON065
Date : 11th August, 2023 at 2:00PM
Venue : Department of Economics
Chair : Dr. Sandip Datta

The meeting was attended by the following teachers:

| S.No. | Name | College |
|-------|-------------------|-----------------------|
| 1 | Dr. Apoorva Gupta | Hansraj College |
| 2 | Divya Singh | St. Stephen's College |

The meeting involved a comprehensive discussion of different aspects of the course itself, including teaching and the evaluation process for the current semester. The committee reached a consensus on the following points

1. The syllabus, teaching hours and topic-wise reading references will be as follows:

Unit 1: Introduction (5 hours)

Importance of education in understanding micro and macroeconomics issues of education in development

- Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning. (Chapters – 1, 2 and 3)
- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview* (Ch 14)

Unit 2: Human Capital Theory (5 hours)

Understanding human capital theory, costs and benefits of education

- Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning. (Chapters – 4) – Initial Introduction
- Ronald G., Ehrenberg and Robert S., Smith. *Modern Labor Economics: Theory and Public Policy*, 11th edition, Addison Wesley, Ch 9 (Pages 278 - 306)

Unit 3: Early childhood education (5 hours)

Importance of early childhood education, inequality in uptake of education: Public vs private debate

- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*, Ch 17, 38
- Kingdon, G. G. (2020). The private schooling phenomenon in India: A review. *The Journal of Development Studies*, 56 (10), 1795-1817

Unit 4: Education as a signal of skill (9 hours)

Signalling theory, education and labour market outcomes, importance of skills in enhancing labour market outcomes, understanding the problems in measurement of returns to education

- Ronald G., Ehrenberg and Robert S., Smith. *Modern Labor Economics: Theory and Public Policy*, 11th edition, Addison Wesley, Ch 9 (Pages 306 - 322)

Unit 5: Schooling and Achievement (15 hours)

Education Production Function, Class size and attainment, teacher quality and teacher training, private tutoring, and role of technology in school education

- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*, Ch 13
- Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning. (Chapters – 5, to 11)
- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*, Ch 21 (Pages 291-295 and Conclusion)
- Hanushek, Eric. "The evidence on class size." (1998).
- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*, Chapter 24
- Majumdar, Manabi, "Access, success, and excess Debating shadow education in India", in *Routledge Handbook of Education in India*. Routledge India, (pp. 305-316)
- Cristia, Julian, Alejo Czerwonko, and Pablo Garofalo. "Does technology in schools affect repetition, dropout and enrollment? Evidence from Peru." *Journal of Applied Economics* 17, no. 1 (2014): 89-111. (Only Pages 89 to 97)

Unit 6: Higher Education (6 hours)

Issues of higher education in India: Availability and access, low uptake, course choice, gender gap

- In *Routledge Handbook of Education in India*, Routledge India. (Pages 217 to 242) (3 lectures in each chapter)
2. Units 1, 2, and 4 will be taught together and Units 3, 5, 6 will be taught together. Any econometrics has to be deemphasized from the exam point of view
 3. A diverse range of topics related to the evaluation process were extensively discussed. The assessment process comprises three distinct parts, and the ensuing pattern will be adhered to:
 - a. Internal Assessment (IA): 30 Marks
 - Two class test (12 marks each), and
 - 6 marks for attendance
 - b. Continuous Assessment (CA): 40 Marks
 - 1 Class test for 10 marks
 - One presentation on the basis of the additional readings given below, in consultation with the concerned faculty. Students may choose any other paper related to Education and Development, after consulting with the concerned faculty. Econometrics to be de-emphasized: 15 Marks
 - One write-up on the basis of the presentation in students' own words: 10 Marks
 - 5 marks for attendance
 - c. The end semester exam: 90 Marks
 - There will be three Sections in the question paper with varying degrees of difficulty.
 - Question can be asked from any unit and readings.
 - There would be internal choices in each of the section.
 - Section A: 40 Marks (4*10=40, Students will attempt any 4 out of 5)
 - Section B: 30 Marks (2*15=30, Students will attempt any 2 out of 3)
 - Section C: 20 Marks (1*20=20, Students will attempt any 1 out of 2)

Additional Readings¹:

- Bradley, S., & Green, C. (Eds.). (2020). *The Economics of Education: A Comprehensive Overview*,
- Kumar, D., & Choudhury, P. K. (2021). Do private schools really produce more learning than public schools in India? Accounting for student's school absenteeism and the time spent on homework. *International Journal of Educational Development*, 83, 102395.
- Education at a glance 2019, OECD Country Note, available at: [\[Title\] \(oecd.org\)](#)

¹ These are additional readings which teachers can use as background reading material and for presentations for students. Econometrics can be de-emphasized.

- Kingdon, G. G., & Teal, F. (2007). Does performance related pay for teachers improve student performance? Some evidence from India. *Economics of Education Review*, 26(4), 473-486.
- Afridi, F., Barooah, B., & Somanathan, R. (2020). Designing effective transfers: Lessons from India's school meal program. *Review of Development Economics*, 24(1), 45-61.
- Banerjee, A. V., Cole, S., Duflo, E., & Linden, L. (2007). Remedying education: Evidence from two randomized experiments in India. *The Quarterly Journal of Economics*, 122(3), 1235-1264.
- Wright, E., & Mulvey, B. (2021). Internships and the graduate labour market: how upper-middle-class students 'get ahead'. *British Journal of Sociology of Education*, 42(3), 339-356.
- Lovenheim, M., & Turner, S. E. (2017). *Economics of education*. Macmillan Higher Education.
- Kingdon, G. G. (2007). The progress of school education in India. *Oxford Review of Economic Policy*, 23(2), 168-195.
- Mehta, S. (2012). Why is Harvard# 1? Governance and the dominance of US universities. *Governance and the Dominance of US Universities*
- Varughese, A. R., & Bairagya, I. (2021). Interstate variation in household spending on education in India: Does it influence educational status?. *Structural Change and Economic Dynamics*, 59, 405-415.
- Afridi, F., Barooah, B., & Somanathan, R. (2020). Designing effective transfers: Lessons from India's school meal program. *Review of Development Economics*, 24(1), 45-61.
- Singh, A., Park, A., & Dercon, S. (2014). School meals as a safety net: an evaluation of the midday meal scheme in India. *Economic Development and Cultural Change*, 62(2), 275-306.
- Banerjee, A. V., Cole, S., Duflo, E., & Linden, L. (2007). Remedying education: Evidence from two randomized experiments in India. *The Quarterly Journal of Economics*, 122(3), 1235-1264.
- Cullen, Julie Berry, Brian A Jacob, and Steven Levitt (2006) 'The effect of school choice on participants: Evidence from randomized lotteries.' *Econometrica* 74(5), 1191-1230
- Chin, A. (2005). Can redistributing teachers across schools raise educational attainment? Evidence from Operation Blackboard in India. *Journal of development Economics*, 78(2), 384-405.
- Asadullah, M. N. (2005). The effect of class size on student achievement: Evidence from Bangladesh. *Applied Economics Letters*, 12(4), 217-221.
- Silva, P., Lopes, B., Costa, M., Melo, A. I., Dias, G. P., Brito, E., & Seabra, D. (2018). The million-dollar question: can internships boost employment?. *Studies in Higher Education*, 43(1), 2-21.