Minutes of Meeting

Subject : B.A. (Hons.) Economics, Fifth Semester (2014)
Course : 20 – Economics of Health and Education
Date of Meeting : Thursday, 31st July, 2014
Venue : Department of Economics, Delhi School of Economics
        University of Delhi, Delhi – 110 007
Convenor : Deepti Goel

Attended by :

1. Rakesh Kumar  PGDAV (M)
2. Shweta Nauda   ARSDC
3. Benston John   St. Stephens College
4. Sumeet S. Raheja  Shivaji College
5. Saachi Bhutani  Kalindi College
6. Shivani Gupta   DCAC

Course Description
The importance of education and health in improving well being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

1. Role of Health and Education in Human Development
   Importance in poverty alleviation; Health and Education outcomes and their relationship with macroeconomic performance

2. Microeconomic foundations of Health Economics
   Demand for Health; Uncertainty and Health Insurance Market; Alternative Insurance Mechanisms; Market Failure and rationale for Public Intervention; Equity and Inequality

3. Evaluation of Health Programs
   Costing, Cost Effectiveness and Cost-Benefit Analysis; Burden of Disease
4. Health Sector in India: An Overview
Health Outcomes; Health Systems; Health Financing

5. Education: Investment in Human Capital
Rate of Return to Education: Private and Social; Quality of Education; Signaling or Human Capital; Theories of Discrimination; Gender and Caste Discrimination in India

6. Education Sector in India: An Overview
Literacy Rates, School Participation, School Quality Measures

Readings:


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The following detailed syllabus was accepted at this meeting. This is almost the same as last year except for some changes in module 4 and 6. See below.

1. Role of Health and Education in Human Development (10 lectures)
Importance in poverty alleviation; Health and Education outcomes and their relationship with macroeconomic performance

  - Chapter 1- Introduction
  - Chapter 2- Health Status and Trends
  - Chapter 3- The Determinants of Health
  - Chapter 1- Health in Developing Countries: Successes and Challenges
- **Hanushek, Eric A., 2005, Economic Outcomes and School Quality, International Academy of Education and International Institute for Educational Planning.**

2. Microeconomic foundations of Health Economics (15 lectures)
Demand for Health; Uncertainty and Health Insurance Market; Alternative Insurance Mechanisms; Market Failure and rationale for Public Intervention; Equity and Inequality

  - Chapter 4- The Demand for Health Care Services : exclude pages 69-89
3. Evaluation of Health Programs (5 lectures)
Costing, Cost Effectiveness and Cost-Benefit Analysis; Burden of Disease

  - Chapter 9- Health Projects and the Burden of Disease
  - Chapter 4- Cost Effectiveness Analysis in Health: First Principles

4. Health Sector in India: An Overview (10 lectures)
Health Outcomes; Health Systems; Health Financing


Background Reading for Instructors:

  - Chapter 1- Health Financing in India
- Kishor, Sunita and Gupta, Kamla, 2009, *National Family Health Survey 2005-06: Gender Equality and Women’s Empowerment in India*
  - Chapter 2- Son Preference: Sex Ratios and Related Indicators
  - Chapter 11- Gender, Empowerment, and Selected Health, Nutrition, and Demographic Outcomes

5. Education: Investment in Human Capital (25 lectures)
Rate of Return to Education: Private and Social; Quality of Education; Signaling or Human Capital; Theories of Discrimination; Gender and Caste Discrimination in India

6. Education Sector in India: An Overview
Literacy Rates, School Participation, School Quality Measures


Background Reading for Instructors
- Kishor, Sunita and Gupta, Kamla, 2009, *National Family Health Survey 2005-06: Gender Equality and Women’s Empowerment in India*
  - Chapter 3- Gender Differences in Education

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It was agreed that the same exam format as last year would be followed. The format is given below:

1) Final Exam Format: There will be **8 questions, of 15 marks each and students need to attempt 5 out of these**. Each question will have at least two sub parts, and at least some of the questions will straddle across modules so that no module is completely excluded from the final exam. Most questions should be of a technical nature and essay time questions should be avoided.

2) Internal assessment: 5 marks for attendance, 10 marks for a written class test. The remaining 10 marks left to the discretion of the college (either a class test or project work).

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It was also decided to hold another meeting around the third week of October to take stock of how the course was progressing in different colleges.

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