

**DEPARTMENT OF ECONOMICS  
DELHI SCHOOL OF ECONOMICS  
UNIVERSITY OF DELHI  
Minutes of Meeting**

**Subject** : B.A. (Hons.) Economics, Fifth Semester (2016)  
**Course** : 20 – Economics of Health and Education  
**Date of Meeting:** Wednesday, May 04, 2016  
**Venue** : Department of Economics, Delhi School of Economics  
University of Delhi, Delhi – 110 007  
**Convenor** : Dr. Dibyendu Maiti

<b>S. No</b>	<b>Name of Teacher</b>	<b>College</b>
1	Appala Naidu	Shri Venketeshwara College
2	Deepti Sethi	JDM
3	Shweta Naidu	ARSDC
4	Apoorva Gupta	Ramjas College
5	Mangula Singh	St. Stephens

Details of the teachers who attended the meeting

- The course meeting was scheduled on 4<sup>th</sup> May 2016 and the above-mentioned faculty members of different colleges participated.
- Minor changes were recommended in the meeting unanimously. However, everybody further suggested exchanging discussions before the participants confirm.
- The suggestions were made to find more suitable and conceptual papers for the initial units of the course, to cut down relatively old materials and find contemporary articles.
- Mainly, it was decided in the meeting that the teachers will read, and then confirm the reading list and other related adjustment in the lecture hours.
- An email group was set up to discuss the same. All have participated in the discussion and the final outcome has been recommended here.
  - Unit 1: Chapter 2 of William (1999) is recommended as background reading for the instructors. HDI technical note on measures of health and education is added. Vogl (2014) is also added.
  - Unit 4: Deaton (2010) paper is added. Ghosh and Spears (2014), Panagariya (2013), and Jayachandran and Pande (2013) are added to background readings for the instructors. Number of lectures is reduced to 5 for this unit.
  - Unit 5: Number of lectures is 20.
  - Unit 6: Number of lectures is 5.

**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; Signalling 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:

1. William, Jack. *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies, 1999
2. World Development Report, *Investing in Health*, The World Bank, 1993
3. Ronald G., Ehrenberg and Robert S., Smith. *Modern Labor Economics: Theory and Public Policy*, 11<sup>th</sup> edition, Addison Wesley

\*\*\*\*\*

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
  - Jack, William 1999, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies
    - Chapter 1- Introduction
    - Chapter 3- The Determinants of Health
  - World Development Report 1993, *Investing in Health*, The World Bank
    - Chapter 1- Health in Developing Countries: Successes and Challenges
  - HDI Measures of Health and Education, technical note, page 1-3, available at [http://hdr.undp.org/sites/default/files/hdr\\_2013\\_en\\_technotes.pdf](http://hdr.undp.org/sites/default/files/hdr_2013_en_technotes.pdf)
  - Hanushek, Eric A., 2005, *Economic Outcomes and School Quality*, International Academy of Education and International Institute for Educational Planning.
  - Vogl, T.S., 2014, "Education and Health in Developing Economies", Encyclopaedia of Health Economics", pp-246-249

Background Reading for the instructors:

- Jack, William 1999, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies
  - Chapter 2- Health Status and Trends

- 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
- Jack, William 1999, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies
    - Chapter 4- The Demand for Health Care Services : exclude pages 69-89
    - Chapter 7- Market Failure and Public Intervention
  - World Development Report 1993, *Investing in Health*, World Bank ○ Chapter 3- The Roles of the Government and the Market in Health
- 3. Evaluation of Health Programs (5 lectures)** Costing, Cost Effectiveness and Cost-Benefit Analysis; Burden of Disease
- Jack, William 1999, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies ○ Chapter 9- Health Projects and the Burden of Disease
  - Over, Mead 1991, *Economics for Health Sector Analysis: Concepts and Cases*, Economic Development Institute of The World Bank ○ Chapter 4- Cost Effectiveness Analysis in Health: First Principles
- 4. Health Sector in India: An Overview (5 lectures)** Health Outcomes; Health Systems; Health Financing
- Deaton, Angus and Dreze, Jean, 2009, Food and Nutrition in India: Facts and Figures, *Economic and Political Weekly*, February 14, 2009
  - Deaton, A. (2010), “Understanding the mechanism of Economic Development”, *Journal of Economic Perspectives*, 24, 3, pp-3-16

Background Reading for Instructors:

- Ghosh, Gupta, and Spears, 2014, Are children in West Bengal Shorter than Children in Bangladesh, *Economic and Political Weekly*, February 22, 2014
- Panagariya, 2013, Does India really suffer from worse Child Nutrition than Sub-Saharan Africa, *Economic and Political Weekly*, May 4, 2013
- Jayachandran and Pande, Probable Cause for India Africa Child Height Gap, *Economic and Political Weekly*, August 24, 2013
- Ministry of Health and Family Welfare GOI, 2009, *National Health Accounts India, 2004-05*
  - 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 (20 lectures)**

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

- Ehrenberg, Ronald G and Smith, Robert, S., 2006, *Modern Labor Economics: Theory and Public Policy*, 11<sup>th</sup> Edition, Addison Wesley
  - Chapter 9- Investments in Human Capital: Education and Training
  - Chapter 12- Gender, Race and Ethnicity in the Labor Market

**6. Education Sector in India: An Overview (5 Lectures):** Literacy Rates, School Participation, School Quality Measures

- Kingdon, Geeta G., 2007, The progress of School Education in India, *Oxford Review of Economic Policy*, 23(2)

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

\*\*\*\*\*

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).

\*\*\*\*\*

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

\*\*\*\*\*