



**MASTERS OF ARTS (ECONOMICS)**  
**MA (Economics) Semester I**

Course Code	PA01EECO53	Title of the Course	Human Development - Economics of Education and India
Total Credits of the Course	5	Hours per Week	5
Course Objectives:	<ul style="list-style-type: none"><li>• The students state and explain the definitions, and concepts of Economics of Education</li><li>• The students explain selected Theories of Economics of Education</li><li>• The students examine India's National Education Policy 2020</li><li>• The students analyse Education financing in India at various levels and measure and assess financing of education in India</li><li>• The students identify the status and list the challenges related to access, equity and efficiency of education in India</li><li>• The students assess various quality aspects of education in India and discuss the role of education in India</li></ul>		

Course Content		
Unit	Description	Weightage(%)
1.	1.1 Definition and scope of Economics of education. 1.2 Evolution of economics of education and human-capital theory from Schultz to Becker, Education in knowledge economies. 1.3 Concepts of Longitudinal and Tracer studies 1.4 National Education Policy 2020	25%
2.	2.1 Trends in educational financing in India at different levels of education namely, primary, secondary, higher secondary, higher education in India 2.2 Education and the perspective of private and social investment 2.3 Costs related to education at different levels of education: Direct costs (fixed and variable costs) and opportunity cost; private cost and social cost and priorities. 2.4 Lessons from international experiences: Case study for private provision for Higher education in Philippines and Japan	25%
3.	3.1 Access to education in India at various levels: Institutional growth and enrolment growth in education in India 3.2 The concept of equity: Challenges and Affirmative action in India. 3.3 Lessons from international experiences: Case study of Australia for affirmative action for equity 3.4 Efficiency in education: Signalling theory, Drop-outs, Educated unemployed and rates of returns	25%
4.	4.1 Concepts of Quality of education at different levels of education in India. 4.2 The role of ICT in education, Opportunities and challenges in India 4.3 Lessons from international experiences: Basic education in Finland and performance in PISA. 4.4 International higher education institutional ranking and performance of India. Lessons from international experiences: Case studies of US and UK institutes.	25%



Teaching-Learning Methodology	To achieve the above mentioned objectives various teaching learning methodology will be used like, discussions, presentations by students, case-studies, during the class.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	State definitions and Interpret selected theories of education emanating from Economics of Development interpret the concepts related to Economics of Education
2.	Appraise India's National Education policy 2020
3.	Outline and contrast Education financing at various levels like primary, secondary and higher education in India and its efficiency
4.	Describe the status and recognize the challenges related to access, equity and efficiency of education in India
5.	Critically evaluate various quality aspects of education in India
6.	Summarize the benefits of education in India

Suggested References:	
Sr. No	References
1.	Psacharopoulos, G. and Woodhall, M. (1985). <i>Education for Development: An analysis of Investment Choices</i> . The World Bank, Oxford University Press. ISBN 0-19-520477-8
2.	Psacharopoulos, G. (1987). <i>Economics of Education: Research and Studies</i> . Pergamon Books Limited. ISBN 0-08-033379-6
3.	Schultz, T.W. (1971) <i>Investment in Human Capital</i> . The Free Press, New York.
4.	Becker, G.S. (1975) <i>Human Capital: A Theoretical and Empirical Analysis with special reference to education</i> . National Bureau of Economic Research. Columbia University Press, New York.



**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**Syllabus with effect from the Academic Year 2021-2022**

5.	Tilak, J.B.G. (2002). Determinants of household expenditure on education in Rural India. Working paper number 88. National Council of Applied Economic Research, New Delhi. ISBN 81-85877-95-5
6.	Lokesh, K. (2019). Methodology of Educational Research. Vikas Publishing House. ISBN Fifth edition. ISBN: 9789353386368
7.	Giffard-Lindsay, Katherine (2007). Inclusive Education in India: Interpretation, Implementation and Issues. CREATE pathways to access. Research Monograph No. 15, ERIC. ISBN: 0-9018-8117-1.
8.	Bruns, B., Mingat, A., Rakotomalala, R. (2003). Achieving Universal Primary Education by 2015. ISBN 978-0-8213-5345-5.
9.	Tilak, J.B.G. (2002). Building human capital in East Asia: What others can learn. The World Bank, Washington DC.
10.	Journal of Educational Planning and Administration, National Institute of Educational Planning and Administration, New Delhi, India. ISSN 0971-3859.

On-line resources to be used if available as reference material

On-line Resources

<https://udiseplus.gov.in/#/home> , <https://ncert.nic.in/> , <http://www.niepa.ac.in/> ,  
<https://www.education.gov.in/en>, <https://www.timeshighereducation.com/world-university-rankings> ,  
<https://www.topuniversities.com/qs-world-university-rankings> ,  
<https://www.oecd.org/pisa/>