

Department of Economics  
University of Delhi, Delhi

Minutes of Meeting

Subject : Pool of Discipline Specific Electives (DSE)  
Semester : V  
Course : Gender and Development – ECON40  
Date & Time: 14-May at 11.30 A.M.  
Venue : Department of Economics  
Chair : Sugata Bag and Manish Kumar

The meeting was attended by the following teachers

1	Brahmareddy D	Sri Venkateshwara College
2	Saachi B Bhagat	Daulat Ram College
3	Dr. Apoorva Gupta	Hansraj College
4	Manjula Singh	St. Stephen's College
5	Dr. Anu Satyal	College of Vocational Studies
6	Dr. Jai Ram Meena	Shaheed Bhagat Singh College
7	Swaran Lata Meena	ARSD college
8	Yogesh Malhotra	Sri Venkateswara College

This is the first meeting for this course prior to its introduction to the fifth semester Economics students. The main purpose of this meeting of the committee to streamlining the syllabus and reading list. The committee discussed took the following decisions –

1. The originally proposed syllabus had four units that divided the syllabus into various subparts. However, the committee had a relook at it and decided to distribute a few topics across different units. Accordingly, the allocated teaching hours for these units are also revised.
2. The prerequisites for this course were discussed at length. Given the course content, it was decided not to have any specific paper as a prerequisite. Basic knowledge of microeconomics, statistics and econometrics are sufficient.
3. Topics to be covered under different units and the suggested teaching hours are as follows:–
  - **Unit 1: Conceptualising and theorizing gender and development (6 Lectures):**  
Concepts in gender and development studies: Distinction between gender and sex,

patriarchy and matriarchy; women in development (WID) and women and development (WAD)

- **Unit 2: Mainstreaming gender (13 Lectures):**

Institutionalization of gender in growth and development, gender and bureaucracy, intra-household bargaining, changing gender relations and gender budgeting.

- **Unit 3: Work and Gender Relations (Inside/Outside House) (16 Lectures):**

Gender dynamics within a household, bargaining models, balance of productive and reproductive roles of women, agency, inheritance, unpaid work, marriage, and bride price

- **Unit 4: Gender and Inequality (10 Lectures):**

Gender bias and gender inequality in terms of opportunities available: health and education, occupational segregation and gender wage gap.

4. Some additions and deletions to the reading list:

- For Unit 2: It was noted that in the originally proposed reading list did not include any reading for gender budgeting. So following one is included –

Chakraborty, Lekha. "*Gender-Responsive Budgeting as Fiscal Innovation: Evidence from India on 'Processes'.*" Levy Economics Institute, Working Paper 797 (2014).

- For Unit 4:

- Addition :

Thorat, Sukhadeo, and Paul Attewell. "The legacy of social exclusion: A correspondence study of job discrimination in India." *Economic and political weekly* (2007): 4141-4145.

- Following ones are now put in the suggested reading list (dropped from mandatory readings):

- Mitra, A., Bang, J. T., & Biswas, A. (2015). Gender equality and economic growth: Is it equality of opportunity or equality of outcomes?. *Feminist Economics*, 21(1), 110-135.
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American economic review*, 94(4), 991-1013.

- LEE, Jong-Wha; Wie, Dainn (2017). Wage Structure & Gender Earnings Differentials in China and India. *World Development*, 97, 313–329.

5. A suggestion regarding the assessment pattern (variations possible as per the discretion of the teacher)

- Internal Assessment (IA): 30 Marks
  - Two class test (12 marks each), and
  - 6 marks for attendance
- Continuous Assessment (CA): 40 Marks
  - 1 Class test/assignment/field work (depending upon the faculty) for 15 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

6. The end semester exam will be of 90 Mark:

- Choices: 8 questions of 15 mark each. Students have to attempt any 6.
- No Unit specific question: Each question may not be limited to any specific unit, rather may encompass several modules of different units.

7. See Annexure for the full list of readings, teaching hours, assignments, and final examination details.

# **Annexure**

**(As adapted in the meeting of committee of courses dated 2024/05/14)**

## **ECON40 - GENDER AND DEVELOPMENT - DSE**

Course Type: DSE

Course Code: ECON40

Course Title: Gender and Development

Course Abbreviation: GD

Credits: 4

Duration per week: 3 Lectures and 1 Tutorial

### **Course Description**

Gender and development are interdisciplinary issues, encompassing diverse subjects such as work & family life; health & population; labour & international economic change. It is now widely recognized that pervasive pre-existing gender inequalities mean that development processes have differential effects on women and men. This course aims to deepen students' understanding on the main theoretical approaches used in gender analysis of development issues, awareness of the significance of locally-specific contexts, and understanding of the differential impacts of development interventions on women and men. The course thus aims to equip students with knowledge and practical skills vital for careers in gender and development research and practice.

### **Course Objectives**

The course aims to enable students to become familiar with the gender theories, use of these theories to examine in detail issues of production (formal and informal work), reproduction (health, child survival, and fertility), the family/household nexus (where production and reproduction meet), and gender biases and inequality in terms of health, education, labour and inheritance.

## Course Outcomes

The course aims at making students to be aware about the issues and concepts of gender and development, importance of mainstreaming gender, gender and work relations and gender bias and inequality. This course considers the impact of gender analysis on key areas of social science investigation. This course will provide a thorough grounding for interdisciplinary research in gender and development.

**Prerequisites:** Basic knowledge of microeconomics, statistics and econometrics.

## Course Outline

### 1. **UNIT 1: Conceptualising and theorizing gender and development (6 Lectures):**

**Concepts in gender and development studies: Distinction between gender and sex, patriarchy and matriarchy; women in development (WID) and women and development (WAD)**

- Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2013). *Gender development*. Psychology Press. (Ch-1: Introduction)
- Momsen, Janet (2020). *Gender and development*. Routledge. 3<sup>rd</sup> Edition (Ch-1: Introduction: Gender is a Development Issue)
- Moser, C. (2012). Ch 4: Third World policy approaches to women in development. In *Gender Planning and Development* (pp. 63-87). Routledge.

### 2. **UNIT 2: Mainstreaming gender (13 Lectures):**

**Institutionalization of gender in growth and development, gender and bureaucracy, intra-household bargaining, changing gender relations and gender budgeting.**

- Gender, myth and fable: the perils of mainstreaming in sector bureaucracies, Ch 8, Andrea Cornwall et al (eds): *Feminisms in Development: Contradictions, Contestations and Challenges* (Zed 2007)
- Jumping to conclusions? Struggles over meaning and method in the study of household economics, Ch 4, Cecile Jackson & Ruth Pearson (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (Routledge, 1998)
- Famine and transformations in gender relations, Ch 5, Cecile Jackson & Ruth Pearson (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (Routledge, 1998)
- Talking to the boys: gender and economic growth models, Chapter 7, Cecile Jackson & Ruth Pearson (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (Routledge, 1998)
- Gender, power and contestation: 'Rethinking bargaining with patriarchy'; Chapter 6, Cecile Jackson & Ruth Pearson (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (Routledge, 1998)
- Chakraborty, Lekha. "*Gender-Responsive Budgeting as Fiscal Innovation: Evidence from India on 'Processes'*." Levy Economics Institute, Working Paper 797 (2014).

### 3. **UNIT 3: Work and Gender Relations (Inside/Outside the House) (16 Lectures):**

**Gender dynamics within a household, bargaining models, balance of productive and reproductive roles of women, agency, inheritance, unpaid work, marriage, and bride price**

- Moser, C. (2012). Ch 3: Gender roles, the family and the household. In *Gender Planning and Development* (pp. 63-87). Routledge
- Agarwal, B. (1997). "Bargaining" and gender relations: Within and beyond the household. *Feminist economics*, 3(1), 1-51.
- Doss, C. (2013). Intrahousehold bargaining and resource allocation in developing countries. *The World Bank Research Observer*, 28(1), 52-78.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. *Gender & Development*, 13(1), 13-24.

- Folbre, N. (2006). Measuring care: Gender, empowerment, and the care economy. *Journal of human development*, 7(2), 183-199.
- Anderson, S. (2007). The economics of dowry and brideprice. *Journal of Economic Perspectives*, 21(4), 151-174.
- Aizer, A. (2010). The gender wage gap and domestic violence. *American Economic Review*, 100(4), 1847-59.

#### 4. UNIT 4: Gender and Inequality (10 Lectures):

**Gender bias and gender inequality in terms of opportunities available: health and education, occupational segregation and gender wage gap.**

- Jayachandran, S. (2015). The roots of gender inequality in developing countries. *economics*, 7(1), 63-88.
- Dercon, S., & Singh, A. (2013). From nutrition to aspirations and self-efficacy: gender bias over time among children in four countries. *World Development*, 45, 31-50.
- Azam, M., & Kingdon, G. G. (2013). Are girls the fairer sex in India? Revisiting intra-household allocation of education expenditure. *World Development*, 42, 143-164.
- Duraisamy, M., & Duraisamy, P. (2016). Gender wage gap across the wage distribution in different segments of the Indian labour market, 1983–2012: exploring the glass ceiling or sticky floor phenomenon. *Applied Economics*, 48(43), 4098-4111.
- Thorat, Sukhadeo, and Paul Attewell. "The legacy of social exclusion: A correspondence study of job discrimination in India." *Economic and political weekly* (2007): 4141-4145.

#### **Assessment:**

1. Internal Assessment (IA): 30 Marks

- Two class test (12 marks each), and
  - 6 marks for attendance
2. Continuous Assessment (CA): 40 Marks
- 1 Class test/assignment/field work (depending upon the faculty) for 15 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
3. The end semester exam: 90 Mark: 8 questions of 15 mark each. Students have to attempt any 6.

**Additional Readings (suggested, not mandatory):**

Following is the suggested list of books / papers, which can be updated with more recent papers as and when they become available.

- Anderson, S. (2007). The economics of dowry and bride-price. *Journal of Economic Perspectives*, 21(4), 151-174.
- Aizer, A. (2010). The gender wage gap and domestic violence. *American Economic Review*, 100(4), 1847-59.
- Cornwall, A., Harrison, E., & Whitehead, A. (2007). Gender myths and feminist fables: The struggle for interpretive power in gender and development. *Development and Change*, 38(1), 1-20.
- Agenor, P. R., & Canuto, O. (2015). Gender equality and economic growth in Brazil: a long-run analysis. *Journal of Macroeconomics*, 43, 155-172.
- Harrod-Domar Model from any standard textbook
- Nilsson, P. (2013). Gender and development: The challenge of mainstream. *Consilience*, (10), 125-135.



- Heath, R. (2014). Women's access to labor market opportunities, control of household resources, and domestic violence: Evidence from Bangladesh. *World Development*, 57, 32-46.
- Goel, P. A., & Barua, R. (2021). Female education, marital assortative mating, and dowry: Theory and evidence from districts of India. *Journal of Demographic Economics*, 1-27.
- Rai, S. M., Brown, B. D., & Ruwanpura, K. N. (2019). SDG 8: Decent work and economic growth—A gendered analysis. *World Development*, 113, 368-380.
- Kantor, P. (2003). Women's empowerment through home-based work: Evidence from India. *Development and change*, 34(3), 425-445
- Heath, R. (2014). Women's access to labor market opportunities, control of household resources, and domestic violence: Evidence from Bangladesh. *World Development*, 57, 32-46.
- Neetha, N. (2018). *Migration, gender and care economy*. Routledge India
- Boeri, N. (2018). Challenging the gendered entrepreneurial subject: Gender, development, and the informal economy in India. *Gender & Society*, 32(2), 157-179.
- Kabeer, N. (2003). *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders*. Commonwealth Secretariat.
- Coles, A., Gray, L., & Momsen, J. (Eds.). (2015). *The Routledge handbook of gender and development*. Routledge.
- Momsen, Janet (2020). *Gender and development*. Routledge. 3<sup>rd</sup> Edition
- Moser, C. (2012). *Gender Planning and Development* (pp. 63-87). Routledge.
- Andrea Cornwall et al (eds): *Feminisms in Development: Contradictions, Contestations and Challenges* (Zed 2007).
- Agarwal, B. (1997). "Bargaining" and gender relations: Within and beyond the household. *Feminist economics*, 3(1), 1-51.
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- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. *Gender & Development*, 13(1), 13-24.
- Folbre, N. (2006). Measuring care: Gender, empowerment, and the care economy. *Journal of human development*, 7(2), 183-199.

- Jayachandran, S. (2015). The roots of gender inequality in developing countries, *Economics*, 7(1), 63-88.
- Jayachandran, S., & Pande, R. (2017). Why are Indian children so short? The role of birth order and son preference. *American Economic Review*, 107(9), 2600-2629.
- Barcellos, S. H., Carvalho, L. S., & Lleras-Muney, A. (2014). Child gender and parental investments in India: Are boys and girls treated differently?. *American Economic Journal: Applied Economics*, 6(1), 157-89.
- Babcock, L., Recalde, M. P., Vesterlund, L., & Weingart, L. (2017). Gender differences in accepting and receiving requests for tasks with low promotability. *American Economic Review*, 107(3), 714-47.
- Duraisamy, M., & Duraisamy, P. (2016). Gender wage gap across the wage distribution in different segments of the Indian labour market, 1983–2012: exploring the glass ceiling or sticky floor phenomenon. *Applied Economics*, 48(43), 4098-4111.
- Nguyen, C. P. (2021). Gender equality and economic complexity. *Economic Systems*, 45(4), 100921.
- Jayachandran, S., & Pande, R. (2017). Why are Indian children so short? The role of birth order and son preference. *American Economic Review*, 107(9), 2600-2629.
- Barcellos, S. H., Carvalho, L. S., & Lleras-Muney, A. (2014). Child gender and parental investments in India: Are boys and girls treated differently?. *American Economic Journal: Applied Economics*, 6(1), 157-89.
- Joy, L. (2000). Do colleges shortchange women? Gender differences in the transition from college to work. *American Economic Review*, 90(2), 471-475.
- Babcock, L., Recalde, M. P., Vesterlund, L., & Weingart, L. (2017). Gender differences in accepting and receiving requests for tasks with low promotability. *American Economic Review*, 107(3), 714-47.
- Mbaye, L. M., & Wagner, N. (2017). Bride price and fertility decisions: Evidence from rural Senegal. *The Journal of Development Studies*, 53(6), 891-910.
- Pande, R. (2015). 'I arranged my own marriage': arranged marriages and post-colonial feminism. *Gender, Place & Culture*, 22(2), 172-187.
- Jafarey, S., & Maiti, D. (2015). Glass slippers and glass ceilings: An analysis of marital anticipation and female education. *Journal of Development Economics*, 115, 45-61.

- Goel, P. A., & Barua, R. (2021). Female education, marital assortative mating, and dowry: Theory and evidence from districts of India. *Journal of Demographic Economics*, 1-27.
- Rai, S. M., Brown, B. D., & Ruwanpura, K. N. (2019). SDG 8: Decent work and economic growth—A gendered analysis. *World Development*, 113, 368-380.
- Kantor, P. (2003). Women's empowerment through home-based work: Evidence from India. *Development and change*, 34(3), 425-445
- World Bank. (2011). World development report 2012: *Gender equality and development*. The World Bank.
- Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2013). *Gender development*. Psychology Press.
- Cecile Jackson & Ruth Pearson (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (Routledge, 1998)
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- Nilsson, P. (2013). Gender and development: The challenge of mainstream. *Consilience*, (10), 125-135.
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- Azam, M., & Kingdon, G. G. (2013). Are girls the fairer sex in India? Revisiting intra-household allocation of education expenditure. *World Development*, 42, 143-164.
- Nguyen, C. P. (2021). Gender equality and economic complexity. *Economic Systems*, 45(4), 100921.

- Joy, L. (2000). Do colleges shortchange women? Gender differences in the transition from college to work. *American Economic Review*, 90(2), 471-475.
- Mbaye, L. M., & Wagner, N. (2017). Bride price and fertility decisions: Evidence from rural Senegal. *The Journal of Development Studies*, 53(6), 891-910.
- Pande, R. (2015). 'I arranged my own marriage': arranged marriages and post-colonial feminism. *Gender, Place & Culture*, 22(2), 172-187.
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American economic review*, 94(4), 991-1013.
- LEE, Jong-Wha; Wie, Dainn (2017). *Wage Structure and Gender Earnings Differentials in China and India*. *World Development*, 97(), 313–329