

During my Ph.D., I had the opportunity to deliver numerous guest lectures. One of these lectures was part of a course with a focus on Diversity, Equity, and Inclusion (DEI) titled "The Economics of Race and Gender," specifically addressing the gender gap in developing countries. The course was conducted by Professor Meghan I. Esson at Bentley University, designated as EC 298. I am grateful to Professor Esson for allowing her students to provide feedback on my teaching. Below, I present the evaluations provided by 27 students in their own words.

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai; PhD Student, Applied Economics, University of Wisconsin-Madison

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- a. One concept used by Gawai that directly related to our course material was his analysis technique. In order to answer his research question, of which asked whether bicycle policy had a lasting affect female students in developing nations, he used a difference-in-difference strategy. In this, he compared the effects bicycle policy had on a control group of female students and a treatment group of female students. The control group received no bike money whereas the treated group did. He then compared the rates of enrollment/dropout rate of each group to estimate the overall effects bicycle policy on female enrollment in grades 6-8. This strategy was one we covered in our early lectures, in which we introduced methods by which economists do research as well as went over how to read the results.
- b. Another concept mentioned in Gawai's presentation that was related to our class was his research surrounding the gender labor force participation gap seen across nations. He noted that in developing countries, this gap tends to be more pronounced whereas in richer countries, women are more well represented. A possible explanation, Gawai mentioned, was the type of labor that was being performed in these developing nations. Because many were manufacturing focuses producer economies, the labor was often physical, thus allowing for a comparative advantage for men in physical labor. On the other hand, he also noted the stark cultural differences and norms lending to reason for the large gap as well. Connecting this back to our class, when we discussed the labor market, we noted that occupational segregation could explain this same gap in the United States labor market. Especially when many jobs are male dominated due to male comparative advantage, this segregation index number can be high. So, in these developing countries with less complex job variety, it makes sense to see such a gender gap as a result of occupational segregation.
- c. Last, Gawai mentioned that the dropout rate for women when entering secondary school is very high when compared to men. Possible explanations for this included safety, distance from schools, and patrilocality. While we did not note the same reasons, we did mention how particularly in the US, low representation within a field can affect the gender gap/ enrollment of women. Connecting this to Gawai's presentation, because of the poor access to secondary education in developing countries, low representation is inherent in the system. Because of this, it might also be the case that not only do the reasons he mentioned explain the dropout rate, but representation in general perpetuate the problem even more. With that, if the bicycle policy is effective, then increased representation might have a compound effect to the enrollment rate of women, a similar phenomenon to the one Gawai covered at the end of his presentation.

**2. Overall impression of the speaker, and any additional comments you would like to make.**

- a. I thought Gawai was extremely clear in his presentation. He made sure to present at a pace that was understandable, yet still left time for questions throughout the lecture. Furthermore, his data and explanations of significant results made it very easy to follow his research.

**3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

**Q:** Do you have data on the male drop out rate?

**A:** No, but the male dropout rate is significantly lower. It might be good to look at dropout rate statistics, however, across developing countries and even in places like the US to help the audience understand the differences/ highlight the unusually high dropout rates for women in developing countries. Even so, the reasons for enrollment may be different from country to country.

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai, PhD Student Applied Economics

**4. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- **Gender Bias in Education**
  - During the latter stages of our semester, we began discussing the differences in educational treatment between genders. We discussed several dynamics in which education is segmented by gender one of which being preferences.
    - Vikas Gawai's paper explores the introduction of a bike program for girls implemented to improve access to schools and reduce the gender gap.
    - Gawai's research is built upon the gender gap in education and the differential treatment between genders.
    - The speaker's research creates a further depth of understanding in the gender gap in education by exploring factors in schools that create further infrastructural means of preference for each gender heightening the enrollment distortion.
- **Difference-in- Difference Approach**
  - In class we made reference to statistically significant data analysis tools economists can utilize to substantiate and interoperate the findings of their empirical research. One of these approaches is a Difference-in- Difference Approach
    - Vikas Gawai employed a difference-in-difference approach to find that there is a substantial increase in grade-wise girls' enrollment in grade 6.
    - The speaker was also able to successfully address their findings via coefficient interpretation. Doing so allowed the speaker to subordinate their hypothesis more effectively.
- **Omitted Variable Bias**
  - During the early stages of the semester, we consistently discussed several statistical analytical tools that subordinate empirical research. While mentioning tools that support a

study, we additionally talked about factors that cause inconsistencies in data such as omitted variable bias.

- Vikas Gawai mentioned a case of omitted variable bias in his research in which he was worried that several factors such as improved infrastructure will cause inconsistencies in his data modelling that would alter the rate in which girls remained in schools.
- However, if this issue were to potentially pertain then it would cause further discrepancies in the results for boys as well, but it proved invalid.

**5. Overall impression of the speaker, and any additional comments you would like to make.**

Vikas Gawai is a very well-spoken individual who impressed me with his dedication to his research topic and ability to connect most of his findings with issues that are actively contentious in his home country. The speaker used several statistically significant methods to support his research such as a difference-in-difference approach, the use of a multitude of approaches gave the study further validation. The research topic in general was a very interesting one as it gave a new dynamic to a government program that provides further insight to societal educational gender gap.

**6. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

Does the introduction of improved infrastructural methods impact the rate of girls remaining in schools? Can the introduction of a community wide school bus service effect gender enrollment by improving accessibility?

Does the availability of gender accommodation services specific to one gender exclusively, indirectly create a new dynamic for bias in education?

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai, PhD Student University of Wisconsin-Madison

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- a. The method he used was a diff-and-diff and he talked about the assumption he had to make that before the treatment, there should have been no change in the data.
- b. He also discussed omitted variable bias and talked about how the retention rate of girls in middle school could have been a result of improved infrastructure. However, infrastructure should have improved the boys' retention rate too, but since we see no difference in the number of boys that remained in school, we can conclude that it was the treatment that was working.
- c. He also talked about the cultural differences and the "preference" behind the inequality of education between boys and girls in India. In class we talked a lot about how inequalities and

disparities are a result of disparate impacts, history, discrimination, and preferences that all add up to create disparities.

**2. Overall impression of the speaker, and any additional comments you would like to make.**

I really enjoyed the speaker and his presentation. He was incredibly articulate, he timed his presentation well, he took pauses to make sure we didn't have questions, and he made it interactive by asking us questions. I really enjoyed the presentation.

**3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

I asked him whether the geographical proximity of girls to their schools would/could have in any way impacted their interest in a bike. He said that is was a good question since that is something he is trying to figure out. Given his current data set, he does not have any indicators on how close their girls were to their schools, so we was not able to assess that now.

### **CLASS SPEAKER FORM**

Speaker Name and Position: \_\_\_\_\_ Vikas Gawai \_\_\_\_\_

**7. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- Mr. Gawai shared with us that his main research question was to look at the gender gap in developing countries. Specifically, he wanted to test if a bicycle policy affected girl's enrollment in middle schools in India. He showed a few different relationships such as education and GDP, life expectancy and GDP, and labor force participation and GDP. We have identified these relationships in countless studies we've looked at in class. For this study, Mr. Gawai shared that there is male favoritism in education, health, and personal autonomy in poorer counties. However, poverty does not explain this gender gap.
- The World Economic Forum (WEF) ranks India 102/115 in gender gap, which is very bad. The drop-out rate for girls is uncharacteristically high in grades 6-8 at 48.62%. Mr. Gawai used difference-in-difference estimation to estimate the unexplored spillover effects in enrollment. He also used a quantile regression to identify estimates of effect of bicycle policy based on the size of the school. The policy he researched basically incentivized bicycle-riding in that every girl in grade 9 receives cash (\$42) to buy a bicycle. He used a region in India (Bihar) as the treatments group and another region (Jharkhand) as a control group. The outcome variable 'Y' represented enrollment for pre and post policy periods. These are two very popular methods of estimation used in many studies we've analyzed.
- First off, the policy incentivizes bike-riding for girls in grade 9, which is interesting given that the highest drop-out rates occur in grades 6-8. Mr. Gawai identified some possible reasons for this high percentage of drop-outs, such as distance from school, safety, and lack of infrastructure. In conclusion, after the policy, Mr. Gawai found that enrollment increases, and the change is

statistically significant in Bihar. Also, the quantile regression shows that the change is much larger in bigger schools.

**8. Overall impression of the speaker, and any additional comments you would like to make.**

I really enjoyed Mr. Gawai's presentation, as it was organized and easy-to-follow. He was clear, concise, and was very thorough. One part I appreciated was his in-depth introduction before even getting to his research question about the bicycle policy. I also found his motivation interesting as he mentioned Susan B. Anthony and her description of bicycling (giving women a feeling of freedom and self-reliance). I enjoyed how niche and focused his topic was, and how relevant/familiar his estimation methods were. Mr. Gawai also did a nice job engaging with the class and answering questions with thoughtful responses. Our lack of questions at the end speaks to his detailed presentation. His pace was also good, given that some of our other guest speakers are fast and all over the place.

**9. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

How do you believe the results and findings would change in this study if it were conducted in a developed county, like the United States for example?

Despite not focusing on boy's enrollment with this policy, was this same policy offered for boys? If so, what would you expect the results to be? Would safety and lack of infrastructure still be an issue or are those not concerns for boys?

### **CLASS SPEAKER FORM**

**Speaker Name and Position: Ph.D. Economics student at the University of Wisconsin-Madison**

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- a. Bicycle policy affected all girls in grade 6, while there was no effect on boys in the same grade
  - i. Ties into the class theme of seeing how economic or political policies can have different effects on gender groups that may be more severe for one group of people
- b. There were different effects for different caste groups, as members of higher groups of the caste system were not as affected by lower level members of society
  - i. Relates to the class discussion on how some economic policies or decisions can be more detrimental for lower-income individuals. Something that comes to mind is redlining, which wasn't illegal until the late 1960's, but was significantly disadvantaging individuals in underprivileged neighborhoods or "black" neighborhoods.
- c. Reducing gender inequalities leads to more economic opportunities and higher incomes, which overall leads to improved overall development outcomes

- i. **Makes me think of overall themes of this class. We need to uncover gender and racial inequalities that are not address or paid attention to in order to fix the wealth equality and equality of opportunity in this country.**
2. **Overall impression of the speaker, and any additional comments you would like to make.**
  - a. **Nice use of stars on the complex data tables for the DID estimation to show what is important**
  - b. **For the concluding thoughts and points, I would have preferred Vikas to write down his findings rather than to just show a graph and explain what it means. This was just harder to figure out what his findings were.**
  - c. **Very clear and concise presentation. Easy to follow and understand.**
  - d. **I noticed he put the slide count in the bottom right of his pitch deck.**
3. **Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**
  - a. **What was your motivation to research this topic?**
  - b. **If traveling to school is not safe in certain areas of India, I wonder if there are other issues involved in safe transportation in the country that could also be looked into. Maybe an increased amount of policing in areas of higher assaults to make it safer for girls to travel to schools. This problem may be bigger than just bicycle policies.**

### **CLASS SPEAKER FORM-**

**Speaker Name and Position: Vikas Gawai**

10. **Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**
  - **It's obvious that a big portion of our focus in class regards gender inequality. We focused a lot of discriminatory components that contribute to the gender gap. Something Vikas brought in for discussion that we haven't discussed but still relates to the gender gap are the cultural factors around the world that effect the inequality. He specifically discussed the patriarchal focuses of societies and the dowry system and how these values directly create gender inequality. While it is obviously a discriminatory effect, it's different from what we've traditionally looked at in the sense that families don't invest in females.**
  - **Vikas focused largely in part on the motivation factor of bicycles, in that they give women a feeling of freedom and self-reliance with hopes of having impacts on tertiary school enrollment. This has me thinking about occupational segregation in the US and what motivational factors might be useful in this country. While bicycles certainly wouldn't have the safe effect, trying to find**

something similar that could give women more motivation and confidence to work in more competitive environments could be helpful in reducing the gender gap in the US. I do feel like a large focus on motivation and incentives could be very effective with hopes of getting more women to opt into more professions traditionally dominated by men, similar to Vikas' hope of getting girls to continue schooling.

- A final point I identified from the presentation that related to class was his method to compare outcomes through a difference-in-difference analysis of Jharkhand and Bihar! Vikas was comparing the groups of female students assigned to the treatment (receiving the bicycles), then compared to a group of girls that didn't receive the treatment. Specifically, he examined the change in outcome overtime of the population *enrolled* in this treatment program with the population that wasn't. The pre and post-treatment populations were vital for his analysis.

**11. Overall impression of the speaker, and any additional comments you would like to make.**

I think this was by far my favorite speaker and topic. Vikas was very clear with all points of his presentation and did a great job of explaining the rationale behind everything in the presentation. Additionally, he was very open and willing to hear challenging questions and the general structure of the study, what it hoped to do and why, and the results. Ultimately, the presentation was very clear and I was very pleased.

**12. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

A question I wanted to ask Vikas but didn't get the chance to was what the dropout rate was for boys and what some of those reasons might be. One of his reason for high dropout rates was distance, so I was a bit confused on how this impacts girls and boys differently. The other reasons like safety concerns and no proper sanitation facilities for girls unfortunately made sense.

Another question I asked was if the biggest dropout rate was 6-8<sup>th</sup> grade, then why wouldn't it have made sense for these policy makers to give the money for bikes in the 6<sup>th</sup> grade with hopes of having that motivate them to continue to go to school? I was also curious as to why the government gave money for bikes instead of just giving the girls the bikes themselves.

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** \_\_\_\_\_ Vikas Gawai, PhD Candidate at University of Wisconsin Madison \_\_\_\_\_

- 1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

Inequalities in education lead to disparities in the labor market. Noted how the labor force participation for men is much higher than women, because societal norms and customs suggest women should not work in the way that men do. Some women may also have a preference against working, while some might believe that men have a comparative advantage and are more skilled.



In class we made note of how access to different types of facilities can help and worsen inequality. For instance, not having access to reliable healthcare increases mortality among minorities. Similarly, we can imagine that not having access to transportation will make it harder to go to school and work. By giving the girls in the study bikes, they're somewhat trying to level the playing field and make it easier for girls to go to school. For representation, if it's common for girls to not go to school, then an individual girl will feel less motivation to stay in school. If the bike program can help girls to stay in school, it could also theoretically motivate other female classmates to do the same.

Structure of study related to incentives. We talked about in class how schools can incentivize diverse students to come and stay in school by offering representation, being race-conscious, and being flexible to different needs. Although the goal isn't exactly the same here, the study wanted to see if making transportation easier for girls would help them enroll and stay in school. i.e., if a "leg-up" or assistance can help.

**2. Overall impression of the speaker, and any additional comments you would like to make.**

I thought Vikas was an excellent speaker and presenter, and he did a great job catering his presentation to a group of undergrads. He went slow and explained things very carefully, and did a nice job providing good background information that helped to set the stage. He was also a very clear speaker which made it easy to understand. I also like how he showed a good amount of passion for the issue.

**3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

It would be cool to see some analysis on what difference the bikes actually made in terms of time for going to and from school. Basically, I'd want to know what the average walking distance was and how long it took, and then compare to how long it took when riding a bike. I'd also be very curious to know if having a bike also increased instances of child labor for girls and boys, since they could get to a workplace faster as well.

One general thought that I had that I think would be interesting to talk about is the social significance of having a bike. We know that because transportation was easier, girls went to school more, but I also wonder if having a bike made the girls feel more confident and special, which could also motivate them to stay in school. Logistically, I'm also curious for how common it is for bikes to be stolen, like if students have bike racks and locks. I would be interested to see if there was any significant amount of theft that occurred.

**CLASS SPEAKER FORM**

**Speaker Name and Position:** *Vikas Gawai, PhD Candidate for Applied Economics at the University of Wisconsin-Madison*

**13. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**



- The higher a country's GDP the smaller the gap in outcomes/pay/school enrollment between men and women. This may be due to the nature of the jobs (more service versus hard labor) or because better technology decreases the time women need to spend on domestic chores which frees up time for other things like work, professional development, or education. We talked briefly about this in class and how more developed countries, while there still is a gender pay gap, it is better than in emerging economies and women have more freedom.
- In countries like India and China there is preferential treatment and special attention paid to boys in school. Essentially, boys are given more tutoring and praise compared to women in school. This relates to the class because we talked about how boys tend to receive more attention in math because they are perceived to be better with numbers than girls. This actually perpetuates because the more attention they are paid the better they actually become at math. Vikas also talked about how poverty does not really affect this preferential treatment.
- Vikas talked about how verbal or physical harassment was one of the drivers that negatively impacted educational attainment or girls in India and it reminded me of our discussion on the Economics field for women and how they experience a lot of harassment which deters women down the line from entering the field.

**14. Overall impression of the speaker, and any additional comments you would like to make.**

I think Vikas did a good job explaining things and he was very knowledgeable on the subject. I also liked how his slides were not word intensive and usually showed charts/graphs. Additionally, he laid out his points well and had the main point on the slide which he elaborated on verbally. Overall, I think it was pretty easy to follow and it seemed like he had presented on this before.

**15. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

This was asked but I was thinking the whole time why they gave Bicycles to Grade 9 girls if the highest dropout rate was in middle school? It would seem to be a logical conclusion to give it to that demographic to improve attendance rate especially if the largest difficulty is travel.

**CLASS SPEAKER FORM**

**Speaker Name and Position: Vikas Gawai Economic Researcher at Wisconsin University**

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class.**

**Briefly explain how each relates.**

- a. The presentation was about the Gender Gap in Developing Countries and focused on the question Does a Bicycle Policy affect Girls enrollment in Middle Schools?

- b. Gawai explained that there is a lot of male favoritism in education, health, and personal autonomy in developing countries.
- c. It was very interesting how he connected this to the Virtuous cycle and explained how economic underdevelopment is linked to and can be considered as a cause of the gender inequality.
- d. When an economy grows more jobs are created and as a result can have a greater impact in closing the gender gap.
- e. The motivation between the study was taken from his background coming from India he has a better understanding of how the system worked and could infer that many young girls were dropping out of school because of the long distances between school and home and the lack of resources.
- f. Overall it was very surprising to find out that his assumptions were true and the bicycle policy does actually have a direct impact in the gender gap .This is connected to the virtuous cycle were he explained that improved overall economy will lead to reducing gender inequalities as more economic opportunities will be created for women and men.

**2. Overall impression of the speaker, and any additional comments you would like to make.**

- a. Vikas was very well prepared for the presentation, he timed himself perfectly and there was enough time at the end and between the presentation to ask questions. He seemed very knowledgeable about the subject and it was reinforced by himself being from India and conducting his studies based there.

- b. Despite English not being his first language, he was very well spoken and changed up his tone in order to make his points clearer. He is very professional and was happy to answer all of our questions.

**3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

- a. How did you come to the conclusion that there was a correlation between the bicycle policy and girls enrollment in school?

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai talking about Gender Gaps in Developing Countries

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- a. One concept from the presentation was that quantile regression was used to estimate the effect of enrollment based on the size of the school. This is something that we talked about in class and is an effective way to find a correlation while still taking the size of the school in consideration.
- b. Along with quantile regression, diff-in-diff was also used in order to estimate the unexplored spillover effects in the enrollment. A DID model is something that we talk about frequently in class and is a useful method to compare the differences of data and make an accurate assumption.
- c. A third key point made by the speaker that relates to class is that he talked about how men and women are seen as having different comparative advantages. According to the presentation, men are physically stronger and women have a greater ability for mentally intensive tasks. Comparative advantage is something that we talk about in class that is an explanation for discrimination because society is conditioned to think that one gender would excel at a task over another, when that is not always the case.

**2. Overall impression of the speaker, and any additional comments you would like to make.**

- a. I really enjoyed Vikas! I liked how he added the motivation for why he conducted the research and an explanation of the Bicycle Policy. Really interesting stuff!

- 3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**
- a. What was the time frame of this data and is it projected to get better or worse within the next 5 years?

EC 317 Speaker Form #5

**Speaker Name and Position:** Vikas Gawai, Ph.D. Student Applied Economics, University of Wisconsin-Madison

- 1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

Firstly, something Vikas discussed within his presentation that we have discussed in class includes running an OLS regression by providing his OLS research equation, which allowed him to view the effect of school enrollment for girls surrounding the bicycle program in India.

Furthermore, another thing Vikas referenced included using a difference-in-differences framework as the estimation strategy for his proposed research question. As we have discussed in class, this involves assigning treatment to some groups, or enforcing the bicycle program, while others are not assigned treatment and are viewed as the “control” group. This allowed Vikas to derive the result that with the bicycle program enforced, there was a great increase in the enrollment of schools for girls within the sixth grade in India.

Finally, another thing Vikas referenced in his presentation that related to something we have discussed in the class includes using the identifying assumption of parallel trends to compare the program results over two time periods.

- 2. Overall impression of the speaker, and any additional comments you would like to make.**

Overall, I really enjoyed Vikas as a speaker and believed his study on the bicycle program was a very interesting way to see gender differences within India. I especially enjoyed Vikas as a speaker and his focus on female students within India, as my roommate for all my years at Bentley is Indian and had lived in India for years prior to coming to Bentley, and we have often had discussions surrounding gender inequality in terms of education within India as well as within other institutions.

- 3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

I did not have any specific questions to ask Vikas, however, I really would be interested in reading or viewing any of his research on crime, and seeing how that factor can impact the results that appear from the program within India.

### Class Speaker Form

**Speaker Name and Position: Vikas Gawai**

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class.

**Briefly explain how each relates.**

- One point made by the speaker was the method he used to conduct his analysis. He used a difference in difference estimation strategy. We learned that this type of regression is used to compare results between two different groups. A set of units are assigned to a treatment and then another set of units are assigned to a control group that does not get the treatment. You can then take the difference of the results between the two groups to see how much of an effect the treatment had on the group. In this study, Bihar was the town that had the bicycle program in it, so it was the treatment group. Jharkhand was the control that was used to compare the effects of the bicycle program on enrollment of.
- Another point the speaker made was that women have a comparative advantage in terms of mentally intensive tasks. He claimed that in comparison to men, women generally are better at performing these types of tasks. This relates to our discussion about differences in preferences in relation to jobs. Women have a comparative advantage in mentally intensive tasks, whereas men have a comparative advantage in physical strength. Therefore, men might be more likely to take jobs in agriculture and manufacturing, whereas a woman would be less likely to pick this as her job since she would prefer to use her comparative advantage. This related to the speaker's discussion about the gender wage gap that he discussed in the beginning of the presentation. This gave some background on his topic.
- A final point he made that I thought was important for the study he was conducting was that he included fixed effects in his regression. While this is a helpful tool to control for different group and time dummies to give more accurate results, I thought that this was especially important in this study. I thought the use of fixed effects was so important because we learned that fixed effects are used to control for differences across groups in observable or unobservable predictors. Comparing two schools in different areas would have a lot of differences that might affect his results. Even two schools within the same region can have a lot of differences, so putting the schools in separate regions can create even greater disparities that might bias the results. Therefore, the use of fixed effects was able to control for some of these differences, which was essential in being able to interpret the end results.

2. Overall impression of the speaker, and any additional comments you would like to make.

I thought that this was a very interesting presentation. I enjoyed learning about the Bicycle program that he talked about. I had previously not known about this program, and I thought it was interesting to hear about the gender gap in India. I have never been to India, and don't know a lot about the culture and practices there, so I thought it was interesting to learn more about this country. For example, learning about how families invest less in daughters because the women tend to leave the house and move to their

husband's house. I enjoyed hearing about other perspectives to get a better understanding of how the challenges we see and face in the United States compare to other regions of the world.

3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.

I would've asked if he thought providing busses to middle school aged girls would have an even greater effect on the gender gap when compared to the bicycle program.

I also would've asked how using two schools in different areas might have affected his results in any way, and if he thought he would've gotten more reliable results if he was able to use schools that were in the same region.

### **Class Speaker Form**

**Speaker Name and Position: Vikas Gawai U of Wisconsin Madison PhD student**

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.

- Paper focusing on the gender gap in developing countries, specifically if a bicycle policy would impact girls enrollment in school. Showed how as the GDP per capita increases for countries, the lower the ratio of male to female college enrollment. Showed zero correlation of ratio of male to female labor force participation rates and GDP, but India stood out with men being around 3x more likely to work relative to women. Showed some factors contributing to gender inequality in these countries, such as the higher reliance on agriculture and manufacturing sectors. This results in men having a comparative advantage in these labor markets because they tend to be more physically capable of the jobs. This relates to our discussion of the gender gap in class, as it is often noted how men are more likely to do physically intense and more dangerous jobs than women.
- His motivation for this had to do with the low enrollment rates in schools in India, as well as the dropout rates. For both boys and girls, the enrollment in middle school was less than 45%. The dropout rate for girls in Bihar was 48.62%. He then also described how issues such as distance, safety, early marriages, poverty, and infrastructure issues all contribute to these lower enrollments. For example, Vikas' found in his research that half of the Indian schools did not have basic sanitation facilities in 2002. More than 90% of the children walk to school, which makes the distance of the school very important. This relates

to class as we have discussed when working on critical analysis why it can be helpful to identify the motivation for the economists study.

- Gave background on previous studies on an RCT in Zambia which showed providing bicycles to girls reduced absenteeism by 27% and the dropout rates, and test scores also increased. Relevant to course concept with critical analysis of research papers having to include an understanding of what research has already been done and what the new study contributes to the literature.
  - His conclusion from his research was that the bicycle policy does impact economic outcomes because if they can get children, especially girls, to go to school even one more additional year, that would be correlated with a 10% increase in wages.
2. Overall impression of the speaker, and any additional comments you would like to make.
    - I enjoyed the presentation and thought it was an interesting question to explore. Vikas was very clear in explaining the details of the paper, from his motivation and statistics on the schooling systems in India. I enjoyed having these details and found them beneficial to understanding his research, but I do think there was a lot of time spent on the lead up to discussing the bicycle policy and the findings, and less time spent explaining some smaller details with the findings. I think when reviewing the empirical strategy and results, more could have been said to explain what specific parts meant/indicated.
  3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.
    - A question I wanted to ask but somebody asked before me was about the relevance of the higher and lower caste girls and the difference the policy would make for them. When he was presenting this information, I was also curious on how getting or not getting the bicycle really impacted higher caste girls as I assume they have other means for getting a bicycle or being transported to school. I think it would have been nice to include whether the dropout and lower enrollment rates were evenly distributed among the higher and lower caste girls in order to tell how relevant the comparison is for the bicycle policy.

### **Class Speaker Form**

**Speaker Name and Position** Vikas Gawai, Student at UofW-M

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.



- 
0. Vikas used the OLS regression model to calculate estimations on his study which showcased the increased rates after the policy would have been implemented. The OLS model has been used in the majority of the presentations that we have been shown, showcasing the reputability and popularity that the model has to economists which we have discussed in class. From his results, he saw that the bicycle policy showed to have an impact with the grade 6 girls enrollment, but not a significant impact for boys.
  1. In our last class discussion we talked about the education gap among women and children and the external factors that play roles when it comes to why there may be a gap in the women numbers compared to male, a lot of the points that we addressed in class Vikas showcased in his case study with India, showcasing that the external factors play a huge role on women's responsibility and stereotypes causing them to leave education early compared to staying and finishing school like men do. Some of these factors he discussed include the safety issues with getting to school, distance to school, inadequate facilities at school, needing to work to help family, and early marriages.
  2. We have had class discussions about presenters presenting their data in a clear way especially in graphs, this is one point where I thought Vikas could improve by going in a different direction for his graph. His graphs in the beginning of his presentation felt cluttered and its important to keep everything clear and simple so that the viewer doesn't miss the point of the data. Some of the graphs he showed didn't seem very relevant as the changes between developed and less developed countries seemed minimal. When he was explaining the parallel trend graphs, I was a little confused on how big a change was shown from the policy because the convergence seemed relatively minor.
- 
1. Overall impression of the speaker, and any additional comments you would like to make.
    0. Vikas had a great presentation and in my opinion felt like a professor was giving a lecture, he was very easy to follow, and he didn't impound an immense amount of data on us making us confused. Vikas' presentation was concise, and you could tell he knew where to ask for questions as well as asked personal questions to keep his audience engaged.
- 
1. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.
    0. If the case study was about the education among women in India and how we can encourage women to stay in school I'm very curious on why the wife beating slides were brought up, I rewatched back and still don't understand why this was a topic of discussion for this specific research paper.
    1. I also wanted to ask when giving the cash to the women in grade 9 to purchase bikes would the law be mandated that they buy the bikes, because I feel especially in a country

like India where stereotypically men run the household and finances that they would collect the money and use it for their personal gain rather than letting the women or girls keep it for themselves.

### **CLASS SPEAKER FORM**

**Speaker Name and Position: Vikas Gawai**

**16. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

Gender gaps are especially wide in less developed economies

- Approximately 1/3 the number of women in labor force participation than males
  - Lower participation may be due to preference, more conservative societal norms, educational attainment, etc.
- Vikas believes economic underdevelopment is a cause of gender inequality

Hypothesis: One way to increase school attendance is to provide a bicycle to allow for easy transportation and motivation to stay in school

- Results indicated a 5.2% increase in enrollment for girls age 14-15 and an increase in test scores
- Key question is at what age do you provide a bicycle? Some girls in 6<sup>th</sup> grade were promised a bicycle three years from now when they are about 14-15 years old.

**17. Overall impression of the speaker, and any additional comments you would like to make.**

Great job providing a background description for the gender inequality gap. There were a few eye popping/uncomfortable and disconcerting graphs I remember in the beginning. It did feel like we went a little slow at the beginning of the presentation before we got to the paper. More emphasis/time on the difference in differences model would have been great.

**18. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

I liked Sarah's question about attendance/performance among students who live closer to school as opposed to farther away.

I do wonder if there's a way to compare the 5.2% increase in enrollment with other initiatives that may have been taken with a similar intent to increase attendance/enrollment in school? Basically, how does giving female students a bicycle stack up against some of the other incentives considered?

**Speaker Name and Position: Vikas Gawai. University of Wisconsin-Madison**

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- In his experiment, he used a diff and diff, which assigned a treatment to one group and was compared to a group that did not receive the treatment. He compared girls in India that were given bikes with the bicycle policy and before the policy when they were not given bikes. More specifically, he wanted to see how this affected the enrollment of girls in the 6th grade.
- When Vikas was showing us graphs in the beginning of his presentation, he showed that the correlation between the ratio of male to female labor force participation and GDP was zero. We talked about correlation and how a zero correlation means there is no correlation between the two variables.
- We talked about assumptions in class and he showed all of the variables he controlled for and checked he resources of the school to see whether the treatment and control group are similar or not and to account for other factors.

**2. Overall impression of the speaker, and any additional comments you would like to make.**

I think he was a great speaker and seemed like he presented this many times before. He knew when to pause for questions and laid out his information very clearly. His presentation was the perfect length. I like how he introduced this cycle to us at the beginning of the presentation and then concluded with it. I thought the overall idea of his research was interesting, especially to see how something as simple as access to a bicycle can change a girl's education and therefore her life.

**3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

He mentioned three different types of difficulties females have in Indian schools like distance, safety, and sanitation and I was wondering why he specially chose to focus on distance rather than something like sanitation, was it because calculating access to bicycles was easier?

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai, Ph.D. student at the University of Wisconsin

**1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- a. The speaker talked about how he used difference in differences (DID) to determine the effect having a bicycle has on a girl in terms of her retention at school for grade 6. This is a statistical technique that we learned about in class. The speaker's DID estimation was broken up into low castes and high castes. He determined that receiving a bicycle in grade 9 increased the enrollment of girls in grade 6.
  - b. The speaker also mentioned his baseline characteristics. Some examples of them were books in the library, classroom conditions, and the number of female teachers. In our class, we discussed how other variables may influence the results. In this case, Vikas was determined if giving bicycles in grade 9 would cause a greater enrollment rate in girls in grade 6. However, other variables like the quality of the classrooms would also impact that retention percentage.
  - c. The speaker mentioned how in the treatment 2 group the bicycle was provided and so was the cost of repairs. In class, we discussed how adding simple solutions with no way to maintain them is not as effective. As he created his experiment, he acknowledged that girls being able to maintain their new means of transportation is just as important as having their new means of transportation.
2. Overall impression of the speaker, and any additional comments you would like to make.
    - a. I really liked the speaker. I think he explained things well and I appreciated how he consistently asked questions or for feedback during his presentation. This made him seem really approachable and I feel like students were less hesitant to ask questions.
  3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.
    - a. Wouldn't the girls who were high castes be able to afford their own bicycles? Why do you think this experiment/program still had a big impact on them?

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai

**19. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class.**

**Briefly explain how each relates.**

- One of the most interesting points that Vikas brought up was that many economically underdeveloped countries rely on agriculture, manufacturing and many other labor intensive jobs. These kind of jobs require more physical strength, offering more competitive advantage to men in the labor market.
- Adding onto that, as countries become richer, they start becoming less reliant on labor jobs and move to more service work. These mentally focused jobs are considered to give women more of a competitive advantage because of the perception that women perform better in these roles. This plays into the reducing gender wage gap of those countries.
- Another key point made was the development of labor over time. As technology and production expands, work for home production has become less labor-intensive and more efficient. To

expand on this, women's time at home has become freer as technology progresses as they are spending less time doing the chores technology can do for them.

**20. Overall impression of the speaker, and any additional comments you would like to make.**

- I thought that Vikas did an amazing job with this presentation. This was one of the clearest presentation we've had and I learned a lot more from it. Even in most moments where there was a little confusion, Vikas eventually tied everything back together. The connection between the labor market and the education between demographics was great and really got his point across.

**21. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

- I honestly don't have much in terms of questions as most of them were covered in the presentation. I guess the only question is how will the results be used to fix the problem at hand? Will they try to improve girl's education or will the two genders be more equal by lowering boy's education?

**CLASS SPEAKER FORM**

**Speaker Name and Position:** \_\_\_\_\_ Vikas Gawai, PhD Student Applied Economics, University of Wisconsin-Madison \_\_\_\_\_

**22. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- He did a difference in differences curve
  - It relates to class because we've talked about this DiD in order to showcase data
  - Uses the difference between Bihar and Jharkhand because the difference between them is the bike policy vs. no bike policy
- He spoke about the gender disparities in GDP
  - Showed how lower GDP countries have the mentality that men can make better decisions
  - We've seen this in class whenever we look at how these mentalities can cause these countries to stay in lower GDP areas
- Relates to our education topics
  - Previously women would earn less because they are risk averse and would not take higher paying jobs that was more labor intensive
  - Nowadays we are seeing that this is no longer the case and women can use their "brains" rather than their bodies to get higher paying jobs
    - Makes education all the more important

**23. Overall impression of the speaker, and any additional comments you would like to make.**

- I loved his presentation and it aligns so much with what I'm researching so I already had background information coming in.

- Thought he did a great job in explaining everything to us
- Only thing I would change is his explanation of the caste system
  - If he's going to explain it in reference to something, I believe that nowadays it goes more with the American system of caste, not race (he said it was similar to race black vs. whites)

**24. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

- I asked the question: since the lower caste girls aren't effected as much with the bike policy, why are the upper caste girls affected more since upper caste girls would have the disposable income to buy a bike if they wanted to.
  - His answer was that he was surprised as well as to why it didn't shift the girls enrollment for lower caste girls too, and that he would look into as to why that is so.

### **CLASS SPEAKER FORM**

**Speaker Name and Position: Vikas Gawal, PhD candidate University of Wisconsin Madison.**

**25. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- While discussing potential mechanisms, Gawal mentions how utility ought to be maximized within the budget constraints. It makes sense to build more schools, but such funding isn't available so that's why bicycle rides to farther schools is a viable option.
- The placebo test was insightful because boys enrollment was close to 0, which shows that the other development were not contributory factors.
- Gawal concludes with the virtuous cycle. Less gender inequity leads to higher incomes and improved overall development. It reminded me of how many of the disparities we've studied are interconnected and indicators of one another. E.g Healthcare and educational outcomes.

**26. Overall impression of the speaker, and any additional comments you would like to make.**

Good time management and expression. He was honest about data and/or questions he couldn't answer.

**27. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

What assumptions did you make in your analysis?

### **CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai, PhD Student Applied Economics, University of Wisconsin-Madison

**28. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

- Vikas's paper looked at economic underdevelopment as a cause of gender inequality. He said that poor countries rely more on industries such as agriculture and manufacturing, which are typically more labor intensive jobs. This contributes to gender inequality in labor market participation in these countries. These jobs require more physical strength ("brawn"), which is men's competitive advantage. This reminds me of the Preferences/Human Capital Hypothesis that we discussed in class. One of the things this hypothesis focuses on is differences in comparative advantage, which is used to explain differences in labor market outcomes between men and women. Biological differences give women a comparative advantage in home production/mentally intensive tasks ("brain"), and men the competitive advantage in physical strength.
- Vikas's paper used a Difference-in-Differences estimation model. We discussed how this method is used when a group of units are assigned to some treatment, and then compared to a group of units that weren't. In his paper, this method was used to estimate the unexplored spillover effects in the enrollment for grade 6 girls. The treatment group was the Bihar student group (received bikes), and the control group was the Jharkhand students. For all DiD designed models, the identifying assumption is parallel trends, which Vikas mentioned when talking about his OLS estimation.
- Vikas mentioned how men are 3x as likely to be working as women in India (labor market participation). He attributed this to the idea that women working is much more progressive in rich countries than poor ones. In class, we talked about the differences in labor market participation by gender. Women are more likely to exit male dominated fields if they have to work over 50 hours a week (in the U.S.). Jobs with more flexibility and less hours usually attract more women. In developing countries, it makes sense that the labor market participation rate is even lower. As Vikas mentioned, women have higher fertility and spend more time doing home production in developing countries.

**29. Overall impression of the speaker, and any additional comments you would like to make.**

Overall, I liked Vikas's presentation. I liked that he talked slow, and tried to get the class involved by asking questions. I was a little confused when he hopped right into showing graphs, and I felt the graphs were kind of hard to understand (with the different sized circles). I like that he paused and asked if we had any questions multiple times. You could tell that he was trying to explain things in the simplest way possible so we couldn't get too confused, which I appreciated.

**30. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.**

- Can you explain the graphs a little better (what are the different size circles)?
- Do you know what the progress has been on things such as having appropriate bathrooms/privacy in schools for girls (what are the statistics today/recently)?



**CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai PhD Student

- 1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.**

The research involved the use of Difference in Difference estimation strategy to find the unexplored spillover effects in the enrollment of the girls. DiD compares two groups which have similarities across apart from one difference, and the difference was those who were given the bicycle.

Vikas also used a placebo test. This is where a group thinks they receive a treatment or might have received a treatment when in fact they have received none at all. This was for the effect of the policy on the boys enrollment results.

Underdevelopment as a cause for gender inequality was a topic that was covered earlier in the course. The idea is that one gender is more suited to different roles in society and this favors males with higher pay jobs. This is the argument used to explain the gender wage gap.

- 2. Overall impression of the speaker, and any additional comments you would like to make.**

I found Vikas was very well spoken and well informed about the topic. I liked how he involved his audience and it was apparent that he was accustomed and comfortable with presenting.

As the topic was regarding developing countries, most notably India, I found this a refreshing change. Furthermore, I found the relative size of the grant (\$42) given to the young girls surprising, because it was equal to half a months salary. This allowed me to understand the level of poverty that is occurring in these areas.

Overall, I really enjoyed the talk and I was captivated throughout.

3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.

As the size of the grant is relatively large I was wondering what was the public reaction from this policy?

Could it not have been spent elsewhere?

### **CLASS SPEAKER FORM**

Speaker Name and Position: \_\_\_\_\_ Vikas Gawai, PHD student \_\_\_\_\_

31. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.

- Economic underdevelopment as a cause of gender inequality. He notes that poorer countries tend to rely more on industries like agriculture and manufacturing which are labor intensive, and often male dominated jobs. As countries become more developed there are more service jobs where women would have a competitive advantage and would help reduce the gap. Decreases in Home production time due to technological advancements also helps women have more time and thus be able to work.
- The bicycle policy was a key part of his presentation that involved grade 9 girls receiving money for a bicycle. The results were that the policy affects economic outcomes indirectly by leading to an additional year of schooling which increases wages.
- The virtuous cycle that he mentioned fits well with the theme of our class. Addressing inequalities through this cycle begins with more economic opportunities and higher incomes, which leads to improved overall development outcomes, which in turn reduces gender inequality. A fully continuous cycle.

32. Overall impression of the speaker, and any additional comments you would like to make.

My impression of the speaker was that he was both very knowledgeable on the topic as well as open to new ideas. There were a few moments where a student brought up other possible explanations or reasoning and Vikas was quick to consider and encourage these new ideas. It always makes it easier to listen to a speaker when they are very interactive and willing to go off script on occasion.

33. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.

One question I did not get a chance to ask was in regards to the bicycle policy. I was curious on if we would see the same, or similar results if this took place in any other country. Specifically the United States.

**CLASS SPEAKER FORM**

**Speaker Name and Position:** Vikas Gawai, PHD student in Applied Economics at the University of Wisconsin

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.
  - a. Vikas talks about his empirical strategy and how he uses difference-in-differences. This is when a group of units are assigned some treatment and then compared to a group of units that weren't. In this case it was school level characteristics before and after treatment.
  - b. Vikas also talks about college admission and how it relates to caste system (similar to URM). He mentions how people from the lower caste have a harder time getting into college. This is similar to what we talked about in class and how URMs have a harder time figuring out college choices.
  - c. Vikas also talks about how people from the lower caste get treated differently in college admissions. Women from lower castes get treated even worse. In class, we talked about the treatment in the field and in college admissions regarding Black people.
2. Overall impression of the speaker, and any additional comments you would like to make.
  - a. I enjoyed Vikas' presentation. He was very clear and I liked how he introduced his research presentation. It made it easier to actually understand the research and what he was talking about during the presentation. I also enjoyed listening to a research paper that is based in India as my paper proposal was too.
3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.
  - a. N/A: speaker was very clear and I did not have any questions at the end!

**CLASS SPEAKER FORM**

**Speaker Name and Position** Vikas Gawai

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.
  - a. Vikas touches upon the idea that men have more favorable outcomes in education, health and personal autonomy. We have discussed some of these topics in class within the scope of the United States. We discussed how health care may differ between men and women and also on how some men may progress more quickly within their careers than women. Vikas expands upon this and adds that these differences are even worse in poor countries compared to rich countries. He also explains how cultural norms play, specifically the desire to have a son, has a role in this discrepancy in countries like China and India.

- b. Vikas discusses a “virtuous cycle” that can help to reduce gender inequalities. He says that higher economic success or higher income can lead to improved overall development outcomes and that this reduces gender inequalities and subsequently leads to more economic opportunities and higher incomes, which will then restart that cycle. In my research for my problem and policy paper I have found that with regards to race this cycle also works inversely. If a community or any area has lower economic success or wealth that leads to greater discrepancies in racial gaps across various factors such as education, employment and health and as those discrepancies grow greater the worse the economic condition in those areas get.
- c. One of the key causes he discussed in the potential differences between gender inequality in poor countries compared to rich countries was the difference in type of work. Poor countries relied on physical labor and richer countries had more service sector jobs. In class we have discussed how women are less likely to select into jobs that require high levels of physical strength due to natural differences between men and women. Vikas uses this reasoning to partly explain the differences in gender inequality between rich and poor countries.
- d. He used a difference in difference strategy to see if the bicycle policy had an impact in the enrollment of girls in grade 6. He compared the numbers before and after the bicycle policy was implemented in 2006. This is similar to the difference in difference testing we discussed in class.

2. Overall impression of the speaker, and any additional comments you would like to make.

I think Vikas did a great job in presenting his information and in a very clear manner. He also did a great job in building up the background of his paper so it was very clear to show the cultural differences surrounding gender in poorer countries. The various graphs he showed during the background were very insightful and really opened my eyes to beliefs I did not know were so prevalent in other countries.

3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.

- a. What would bargaining power within a marriage be quantified as.
- b. Would the bicycle policy only be restricted to bicycles or would other forms of transportation like a skateboard or scooter fall under the same idea.
- c. Is there a statistical breakdown of reasons for dropout amongst girls.
- d. If girls stay in school after middle school do they typically finish their education and move on to college?

*Class Speaker Form*

Speaker Name and Position: \_\_\_\_\_ Vikas Gawai \_\_\_\_\_

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.

● He said that male favoritism in education, health, and personal autonomy is larger for poorer countries than in rich. We have read reports in class about male favoritism, but it isn't as bad to the extent of poorer countries. I have seen it first hand as I have visited several parts of India.

● Men earn more than women in essentially all of society. We have covered the wage gap in class through papers and class discussions. We have seen that in virtually all of the fields men are more likely to get a higher paying job than women.

● Education for Women can be higher if given the same opportunity in poor countries. We see that already in the United States where women have the same educational opportunity, and we see that they are getting higher degrees and graduating from college more than men.

1. Overall impression of the speaker, and any additional comments you would like to make.

● He slowed it down a lot for us. I believed that he was easy to understand and knew everything he was talking about. The mechanisms he used were powerful for his research.

1. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.

● How were you able to get all the data from small towns from India where they don't have access to all the statistics?

### *Class Speaker Form*

*Speaker Name and Position:* \_\_\_\_\_ *Vikas Gawai*

1. Identify 3 or 4 key points made by the speaker that directly relate to concepts covered in the class. Briefly explain how each relates.

*The first point made by Vikas Gawai was that poorer countries have a higher reliance on agriculture and manufacturing, labor intensive jobs. This relates to the concept of temporal flexibility we discussed in class. Vikas said men in these countries are more likely to pursue these physical jobs. As mentioned in class, women prefer a more flexible work life than men. In the findings discussed in class, reduction in the weekly resident hours of medical specialties saw an increase in number of women in those specialties. Thus, worker hours lead to occupational differences by gender.*

*Another point made by Vikas was that women have a comparative advantage of mentally intensive tasks. This relates to the times in class we discussed the bells curve of IQ and how its said men are more volatile and women have a smaller volatility. Therefore, I can see why Vikas believes women have a competitive advantage for mentally intensive tasks. Also, the human capital hypothesis mentions biological differences.*

*Another point made by Vikas was about infrastructure and education being inadequate for Indian facilities. Thus, more women end up dropping out due to the lack of sanitation. This relates to the point in class we made about how men and women learn differently and if the specific education system is more geared for one over the other, then there will be an imbalance.*

2. Overall impression of the speaker, and any additional comments you would like to make.

*Very organized and kept a good pace throughout the presentation. However, the large abundance of graphs did feel a bit overwhelming and could've given them some space.*

3. Please write down a question you either asked during the presentation or a question you wanted to ask but did not get a chance to.

*I was going to ask what policies should be made to help this problem and what the first step should be.*