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STRIDES

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Volume 10 Issue 1

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All correspondence relating to publication of the Journal should be addressed to:

The Principal
Shri Ram College of Commerce
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S. B. Burde,
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Principal's Message



"Strides - A Students' Journal of Shri Ram College of Commerce, Volume 1, Issue 1, 2016-17" on the occasion of 91st Annual Day of the College held on 13th April, 2017. The Journal was released by **Shri Prakash Javadekar, the then Hon'ble Union Minister of Human Resource Development, Government of India.**

This year the college has taken the initiative to extend the call for research papers invitation to the students and faculty of all the constituent colleges of University of Delhi and published its current issue i.e. Volume 10, Issue 1, July 2025 - December 2025.

The mission statement of the college signifying its existence and road map to the achievement of its vision, reads as:

"To achieve and sustain excellence in teaching and research, enrich local, national and international communities through our research, improve skills of alumni, and to publish academic and educational resources"

To achieve and promote excellence in applied research and publication, the college had taken the initiative in 2017 to launch a journal exclusively to publish students' research papers and articles. It is an add-on to the enriched catalogue of college's publications and academic literature. The college had successfully released the foundation issue of the Journal

The college encourages students and faculty to focus on collaborative research, and publish their joint research work in co-authorship in Strides. In order to encourage and to create healthy competition among researchers, the college awards best three papers from each issue as a mark of acknowledgement of the research contribution of best three research paper awardees.

I would like to congratulate the Students and Faculty whose papers are published in this issue of the Journal and simultaneously encourage all the researchers to contribute their research papers for the successive issues of the Journal.

Best wishes for their future endeavors.

Prof. Simrit Kaur
Principal

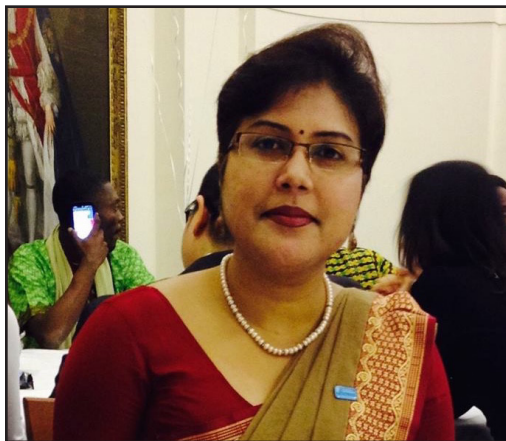


Editor's Message

Shri Ram College of Commerce is well known for its academic excellence and dedicated approach towards dissemination of knowledge in the academic world. The college appreciates the role of research in education and is committed to developing an inclination towards research in both faculty and students. In this pursuit, the college has taken the initiative to launch a Journal named 'Strides - A Students' Journal of Shri Ram College of Commerce' to encourage students to pursue research. The foundation issue of the Journal "Strides - A Students' Journal of Shri Ram College of Commerce, Volume 1, Issue 1, 2016-17" was released on 91st Annual Day of SRCC held on 13th April, 2017 by Shri Prakash Javadekar, the then Hon'ble Union Minister of Human Resource Development, Government of India.

Strides is a peer-reviewed bi-annual journal of Shri Ram College of Commerce, University of Delhi, India [ISSN: 2581-4931] to publish research papers on contemporary topics and issues in the area of commerce, economics, management, governance, policies etc.

This year, the journal took another stride by extending the call for research papers invitation to the students and faculty of all the constituent colleges of University of Delhi and published its current issue i.e. Volume 10, Issue 1, July 2025-December 2025.



Under the New Education Policy, in the light of the course-curriculum of the research track of the fourth year of undergraduate programs like B.Com.(Honors), B.A. Economics (Honours) etc., the journal provides a platform to publish collaborative research of students and faculty.

A Committee on Publication Ethics (COPE) has been constituted to oversee the high standards of ethics in publication. The COPE is the apex authority to take all the decisions related to the publication of research papers in Strides. The decision of the COPE is final and binding.

I express my sincere thanks to all the students and faculty for their research contribution to the journal.

Best wishes and regards.

Prof. Santosh Kumari
Editor



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STRIDES – A STUDENTS’ JOURNAL OF SHRI RAM COLLEGE OF COMMERCE

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ABOUT THE JOURNAL

Strides is a peer-reviewed bi-annual academic journal of Shri Ram College of Commerce, University of Delhi, India. The journal provides an opportunity to the students and faculty of all the constituent colleges of University of Delhi to publish their academic research work in Strides. The journal bi-annually publishes academic research papers of students and faculty in co-authorship on contemporary topics and issues in the area of commerce, economics, management, governance, policy etc.

PUBLICATION POLICY

Shri Ram College of Commerce is committed to upholding the high academic standards. Therefore, the Committee on Publication Ethics (COPE) follows a 3-Stage Selection Process while approving a paper for publication in this Journal. The policy is as follows:

Stage-1. Screening of Plagiarism

To maintain high academic standards, academic ethics and academic integrity each research paper received by COPE (Committee on Publication Ethics) is sent for screening of plagiarism on “Turnitin”. The committee adheres to the maximum tolerance limit of 25%.

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If a research paper is rejected by the *Referee*, no further proceedings are taken into account. Once rejected by the expert means cannot be published at all.



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Prarthana Drolia

B.Com. (Hons.)
3rd Year
Shri Ram College of
Commerce
University of Delhi
INDIA



Gaurav Rana

Assistant Professor
Department of
Commerce
Shri Ram College of
Commerce
University of Delhi
INDIA

Bridging the Gap: An Analysis of the Literature on Gender Diversity in Economics

ABSTRACT

This paper examines the persistent gender gap in economics, highlighting the underrepresentation of women and the biases they face in hiring, pay, and publication. It reviews literature from 1995 to 2022, revealing that gender diversity enhances research quality and decision-making. Statistical evidence from two reports has been used to assess the severity of the issue and evaluate the impact of measures implemented over the years across various countries. Despite gradual improvements, systemic barriers continue to hinder women's advancement in the field, necessitating targeted interventions to promote equity. Drawing on insights from reports and experimental studies, I have proposed measures such as enhancing early exposure to economics for women, ensuring unbiased recruitment processes, encouraging gender diversity in teams, and adopting double-blind peer reviews to promote fair assessment of academic work.

Keywords: Gender inequality, Representation, Bias, Diversity, Equity.

Introduction

Gender diversity in economics can lead to better and more relevant knowledge. Research has proved that due to the different views of male and female economists on important policies. For example, women economists are more likely to support policies that reduce income inequality and to disagree that labour market conditions are equal for men and women than their male counterparts. Thus, having more women in this field can help to balance the perspectives and reduce biases. Diverse groups can make better decisions and solve problems more effectively due to higher “collective intelligence.” Research teams that are multi-authored by a group of men and women economists are found to produce higher impact and receive more citations because of the wider range of perspectives and greater deliberation. Thus, gender diversity in economics is not only important to ensure

that women have a fair chance in the field but it is also important for enhancing the quality of economics research and policy and decision making. (Bayer & Rouse, Diversity in the Economics Profession: A New Attack on an Old Problem, 2016)

Despite the above-proven advantages, women have been underrepresented in the field of economics for a long time. They have been facing implicit and explicit bias and start at lower job levels than their male counterparts even with equal abilities. Recovery has been noticed through the years but has remained quite slow when compared to other male-dominated fields such as STEM. The "Glass Ceiling" in the discipline prevents them from achieving higher job positions due to being deemed unfit for high-ranking jobs.

This difference is not only reflected in how many women graduate with economics as their major, but also after they graduate and receive jobs. Although they are forced to start at lower levels than their male counterparts, even on the same level, they face a significant difference in pay and promotions. The problem does not end here. They have to tackle bias even when they author or co-author papers that receive fewer citations or are not published or selected to be presented at conferences, merely due to their female-sounding names. They even have to deal with prejudice when getting recommendations or reviews from their peers, students and mentors.

Research Methodology

Many surveys have been conducted that provide us with data to prove the problem described above. A lot of studies and experiments have been done across countries to detect the main reason behind this scenario. In this paper, I have tried to highlight this issue by presenting evidence from two reports by INOMICS and CSWEP. Following this, I have conducted a literature review of 30 papers that range from 1995 to 2022 that aim to determine the reason behind this gap and through surveys and experiments, try to discover methods to overcome the same.

Literature Review

Gender diversity refers to an equal representation of all genders in economic activities. For economics, it specifically focuses on enabling access to education, jobs, pay and opportunities. Evelyn (Forget, 2011) highlights how historically women have been facing significant bias with lesser support and pay as also described by Anne P. Carter in her 2009 interview. Society pressurises them to focus on family matters which has made it difficult for them to pursue demanding careers. Lack of opportunities has been visible in instances such as women students at Harvard cohort of 1945 receiving degrees from Radcliffe College instead and male advisors helping only male students find jobs. The proportion of economics doctorates awarded to women in economics decreased between the 1920s and 1950s considerably with many universities and colleges hiring only men after the 1930s. (Forget, 2011)

Women respond differently than men to grades with their choice of degree being influenced by both math and verbal abilities as compared to math abilities primarily for men. Relative grades (grades compared to other courses) significantly impact women's persistence in economics. (Sakhno, 2019) Faculty were found to act as role models in a study conducted at Colgate University in which data of 8167 students from graduating classes of 1988 to 2000 were examined. Apart from this collegiate academic success, human capital, and pre-college and college socialisation were also found to be players in the choice of major by women. The grades in sophomore year and verbal and math aptitudes were found to be the biggest factor influencing the choice. (Rask & Bailey, 2002) In harmony with this result, another study conducted on introductory economics students enrolled at a Connecticut University from 1987 to 1989 showed that women were more grade-sensitive as compared to men and attributed failure to themselves. This need for greater validation might be due to the classroom climate and a changed approach to how economics is taught at the introductory level was needed to overcome this. (Horvath, Beaudin, & Wright, 2014) Data from 4723 grades awarded to 2999 students between 2004 and 2014 at Wellesley College also showed that receiving higher grades in introductory economics courses significantly increased the prospects of women majoring in economics. This was stronger for those receiving financial aid. (McEwan, Rogers, & Weerapana, 2021) The inclination of women towards grades can also be made out from a research study done using the data of undergraduate students from the University of Delaware which revealed that women with higher verbal SAT scores chose B.A. or an Economics minor. Higher grades in intermediate microeconomics increase their likelihood of obtaining a B.S. in contrast to a decreased likelihood of obtaining a B.A. (Ahlstrom & Asarta, 2019) A survey of introductory economics students at Harvard in 1991 and 1992 revealed that the lesser grades of women in economics than men was a major factor for them not to choose it as a major but a similar situation in Math had a very little impact. It also found that the role model effect had a small impact, with proxies for the classroom environment demonstrating a similar result. Even after controlling the above factors, the gap was around 5.5 percentage points which signalled that other factors such as knowledge about the nature of economics upon entering college might also sway women's choices. (Dyner & Rouse, 2010) In contrast to the above discussion, a study of data from the Erasmus School of Economics showed that there was no significant difference in grade sensitivity between men and women. (Arnold, 2020)

Unlike the findings at Harvard, a field experiment of role models' visit at Southern Methodist University was found to positively influence women's choice of major with the probability of them majoring in economics increasing by 8 percentage points due to the intervention as compared to the initial level of 9 per cent. It involved two female alumni of the University visiting four Principles of Economics classes to tell about their experiences as economics majors, how this course helped them succeed in their careers and the jobs that they were currently working. These role models were selected by the present two female

undergraduate students at the same university who found them the most inspiring out of the list of alumni who graduated between 1985 and 2010 based on their interest in their current jobs and work sector. Interviews, of seven alumni who replied to the invitation mail that did not mention the purpose of the study (to avoid changes in their behaviour), were conducted, out of the 18 short-listed alumni. (Porter & Serra, 2010) More women instructors need to be hired to encourage female students to choose economics as their major as the faculty role model effect has a high effect on females. Instead of making the size of the economics department larger, the stereotypes need to be done away with by catering for the gaps in information and influencing more women to choose economics while at the same time drawing more men towards majors such as literature, psychology and education. The hiring managers need to ward off the prevailing explicit and implicit bias and implement a recruiting process that is not influenced by stereotypes. (Bayer & Wilcox, 2019) The data reported to the American Economic Association from 159 departments of economics annually from 2001 to 2010 about the number of men and women being awarded with undergraduate degrees was used to find no significant impact of the number of female faculty on the proportion of women opting for economics as their majors. The requirement of one semester of calculus increased the number of females opting for economics majors within liberal arts colleges and universities granting degrees in business. An additional semester with similar requirements had the same effect in liberal arts colleges but a contrasting effect at PhD granting institutions. Institutions offering business degrees granted fewer economics degrees to women than those which do not offer business degrees. (Emerson, McGoldrick, & Siegfried, *The Gender Gap in Economics Degrees: An Investigation of the Role Model and Quantitative Requirements Hypotheses*, 2017)

Women were found to be less productive than men due to their higher engagement in domestic responsibilities, a higher propensity to engage in service activities instead of research, disparities in collaborative networks and access to mentors, and experiences of gender harassment. They face more stringent evaluation standards than men and are required to produce greater volume of higher-quality work to attain similar outcomes in the field of economics. (Lundberg & Stearns, 2017) Due to institutional gender bias women begin their academic careers in lower-ranked departments as compared to men which limits their access to equally productive coauthors, subsequently reducing the number of publications in leading journals. This hampers their publication success and career prospects even after being equally productive. (Ghosh & Liu, 2019) A sample from the 1989 edition of the American Economic Association Membership Directory revealed that top-fifty schools reward the average female economist less than her male counterpart for certain positive traits but penalise her less for negative traits like age at PhD. Even after controlling for the lesser productivity due to a mismatch of skills, women do not face equal opportunities as men which requires research on opportunities within a profession as well as between related professions. (McMillen & Singell, 2016) A study that used data from 238 universities and business schools with a focus on the top 300 institutions globally depicted that higher-ranked institutions had fewer women, especially in senior positions,

with even the junior positions exhibiting the same trend in the US. The various forms of discrimination like bias in evaluations and lesser opportunities are considered to be the contributing factors in this gap. Even after controlling for factors such as productivity, women were found to be receiving lesser pay and promotion, and reported lower job satisfaction. (Auriol, Friebe, Weinberger, & Wilhelm, 2022)

It has been found that male and female faculty members exhibit equal bias offering higher starting salaries to male-sounding resumes and considering them more fit for the job than similar resumes with female-sounding names. Women were found to face bias for co-authoring papers, especially when their coauthors were men. Papers written by women were found to receive fewer citations. Even the students were found to demonstrate an implicit bias towards women faculty, rating them annoying in contrast with the word “brilliant” used for male faculty. (Bayer & Rouse, 2016) Women are a minority in general economics and the cited authors in this field are more likely to be male authors only irrespective of whether the citation has been made by a males-only authorship, a female-only or a group of males and females as authors. These citations are important as they not only play an important part in salaries and promotions but also in deciding tenure. (Ferber & Brün, 2011) Using the data of submissions to three of the largest general-interest academic conferences (EEAC, SAEe and SMYE), it was found that women receive fewer citations as compared to men and face challenges to get their research funded, published, and recognised. There is a bias in evaluation due to stereotypes, because of which men's research is often rated higher than that of women, even when the quality of their works is similar. This makes it difficult for women to attain senior academic positions. (Hospido & Sanz, 2020) Interestingly, a study of publications in Economics and Management between 2008 and 2018 in the WoS Database found that single male authors are at the greatest disadvantage in receiving citations with single female authors being the next in line. Mixed-gender publications were found to receive more citations than both of the above, even more than multiple authors of the same sex, indicating a positive influence of gender diversity on citations. (Maddi & Gingras, 2021)

Even with similar GPAs, women were found to perform poorer than men by 50 points on the economics assessment of Graduate Record Exam (GRE). A possible explanation for this was estimated to be the format of the test. Discrimination against female colleagues was found to be the most probable reason for women with identical backgrounds as their male counterparts having scantier chances of promotion. However, some evidence suggests that the choice of women to maintain more restricted professional networks might be responsible for the above. (Kahn, 1995) The discouragement of women from studying economics during their K-12 level is believed to be the source of the “leaky pipeline.” A change in the curriculum is required to remove the misperception of economics only being associated with finance and business-related careers whereas intellectual and policy roles are ignored. Further, another stage of the leak was found to be in the shift from doctoral training to entry-level faculty positions due to a lack of networks and mentors. Due to an increase in family commitments and the absence of formal mentoring, women find it difficult to make their way from assistant to associate professor. (Buckles, 2019) A study conducted by analysing data from MIDFIELD showed that students with higher SAT

scores tend to choose engineering or other quantitative disciplines instead of economics which was equally true for women. It was found that if women were given early exposure to economics at the school level, they might commit and stick to the major as they are generally less likely to have an early interest in economics, and tend to start their study of the subject later than men. The gender composition of the classroom was found to affect the likelihood of female students majoring in economics which decreased if the percentage of male students was higher. The database of the study mainly consisted of large, public institutions in contrast with most of the previous studies being conducted at liberal arts colleges. (Emerson, McGoldrick, & Mumford, 2012) A study that included a sample of 1,277 students from a German-speaking part of Switzerland revealed that females with high economic knowledge were more likely to choose economics. The effect of interest was more on females than males in their choice of major. (Jüttler & Schumann, 2019) A meta-analysis of 68 studies published since 1980 revealed that the type of study design significantly impacts the gender gap. Studies that used standardised exams such as the Test of Understanding in College Economics showed a gender gap more often as compared to the ones that used course grades or other assessment types. (Johnson, Robson, & Taengnoi, 2014) A study that examined the university application process using data from Universities and College Admissions Services found no evidence of discrimination against female applicants. Females are less likely to apply for Economics degrees than men even though their chances of enrolment are equal. Women might be deterred from applying as they are less likely to study Math in high school but even those who do study, are less likely to apply which suggests the existence of other factors. (Tonin & Wahba, 2014)

A survey of economists in UK universities with CHUDE membership showed that males in full-time in academia were nearly two times more probable to hold senior ranks than women. (Mumford, 1997) Fewer nominations of women and higher bars set for them have resulted in them being underrepresented Econometric Society fellows. This is similar to the pattern being followed at other prestigious societies such as the American Academy of Arts and Sciences (AAAS), the National Academy of Sciences (NAS), and the American Economic Association (AEA). (Card, DellaVigna, Funk, & Iriberry, 2022) Using data from RePEc to analyse the rankings of top economists it was found that women are less visible in these rankings. Even after controlling for various measures of excellence, women were significantly disadvantaged. Women need to achieve more to earn the same recognition as men even with high performance in RePEc rankings. (Zacchia, 2020)

An experiment at Colorado State University revealed that targeted messages (nudges) and provision of information could encourage high-performing female students, primarily freshmen and sophomores to major in economics increasing the probability by 5.41-12.6 percentage points. (Li, 2018) The results of an experiment at the University of California, Santa Barbara showed that positive feedback (nudge) increased the attendance of both men and women at an informational meeting about the majors of economics and accounting. For women, it increased enrolment in both majors whereas for men, it increased enrolment in economics. However, it had no significant impact on actual enrolment but only caused an increase in interest, thus indicating the need for personal interventions. (Bedard, Dodd, & Lundberg, 2021)

Statistics and Data

According to INOMICS, 2023 Annual Salary Report (Nash, 2023), we were able to gather the following statistics on the status of the gap in pay by gender in economics over the world:

An average female economist is paid 24.2% less than average male economists. Except for Central or International Banks, it was found that there was a pay gap in favour of men across most employer types with the situation the worst in the government domain.

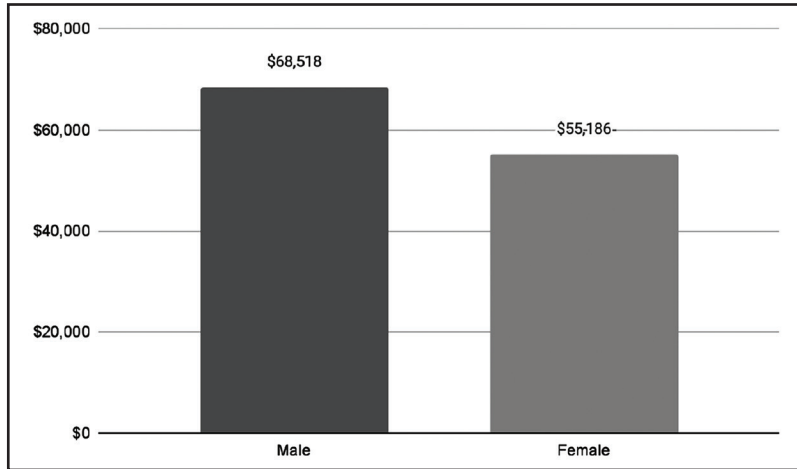


Fig. 1: Average Economist Pay by Gender (USD)

Source: Salary Report, INOMICS, 2023

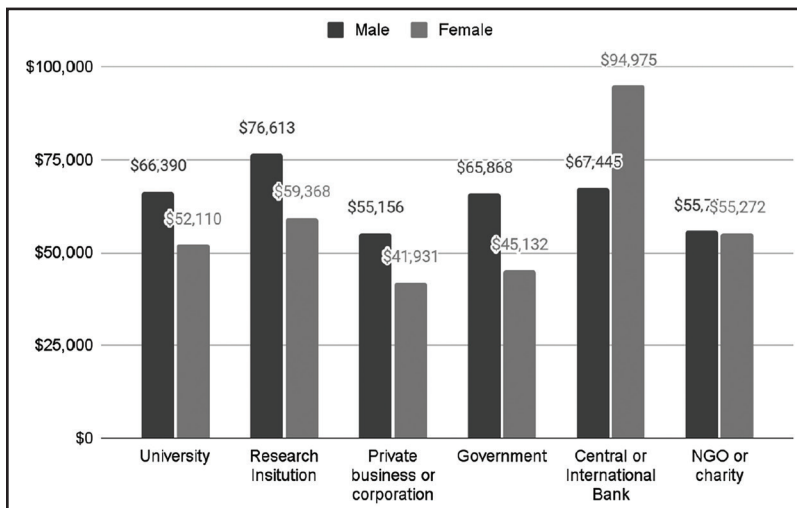


Fig. 2: Average Gender Pay Gap by Employer Type (USD, Regional Cross-Segment Average)

Source: Salary Report, INOMICS, 2023

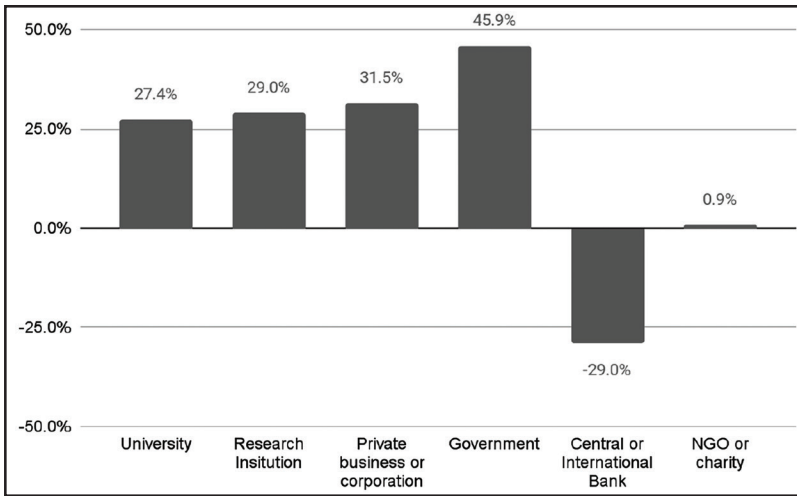


Fig. 3: Average Gender Pay Gap by Employer Type (%)

Source: Salary Report, INOMICS, 2023

An average male economist who has completed bachelors earns nearly 27.2% higher than his woman counterpart; who has completed masters by 19.9% more; and 25.8% more with a PhD.

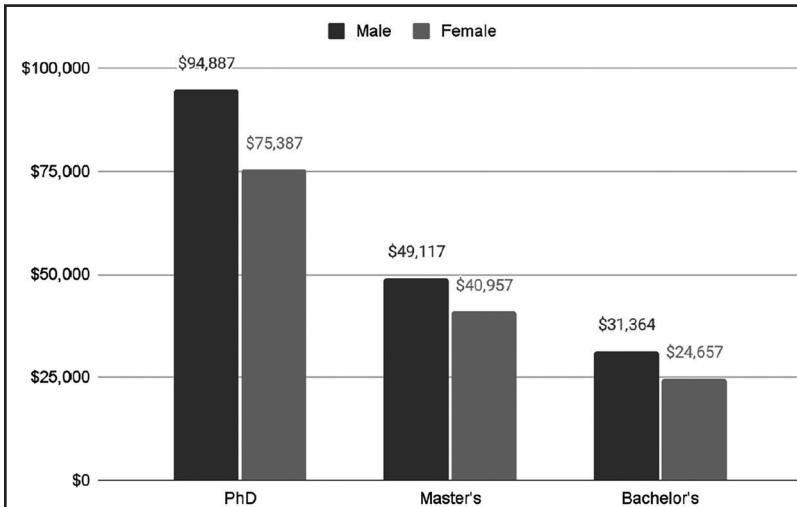


Fig. 4: Average Earnings by Gender and Highest Degree Attained (USD)

Source: Salary Report, INOMICS, 2023

By years of experience, male and female economists are paid almost the same early in their careers but the gap increases significantly with 10-19 years of experience.

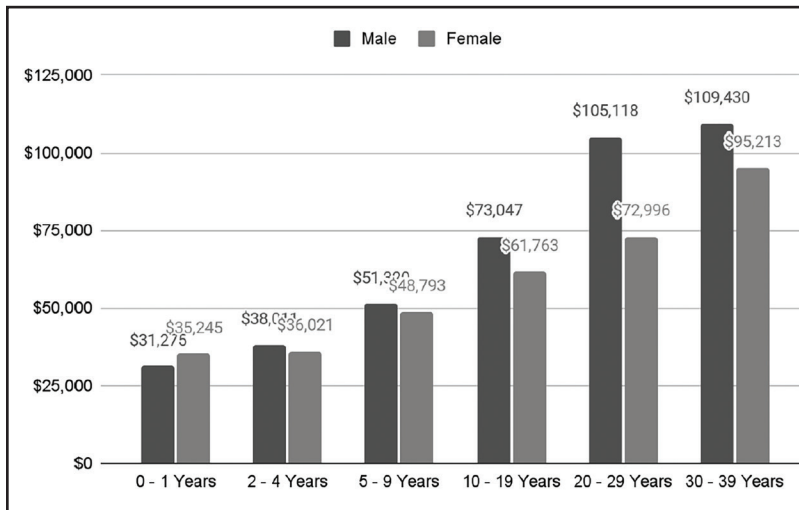


Fig. 5: Average Earnings by Gender and Years of Experience (USD)

Source: Salary Report, INOMICS, 2023

The existence of a glass ceiling can be understood by the observation that females have a higher probability of working in junior positions than men who work in advanced academic roles.

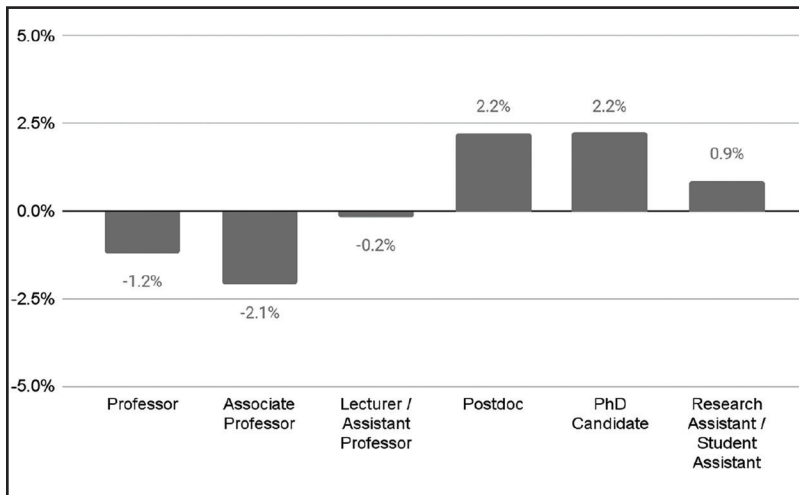


Fig. 6: Percentage Employment Gap in Academic Roles Favouring Women

Source: Salary Report, INOMICS, 2023

Even after being more active than men in internships or traineeships, women are lesser found in executive and leadership positions.

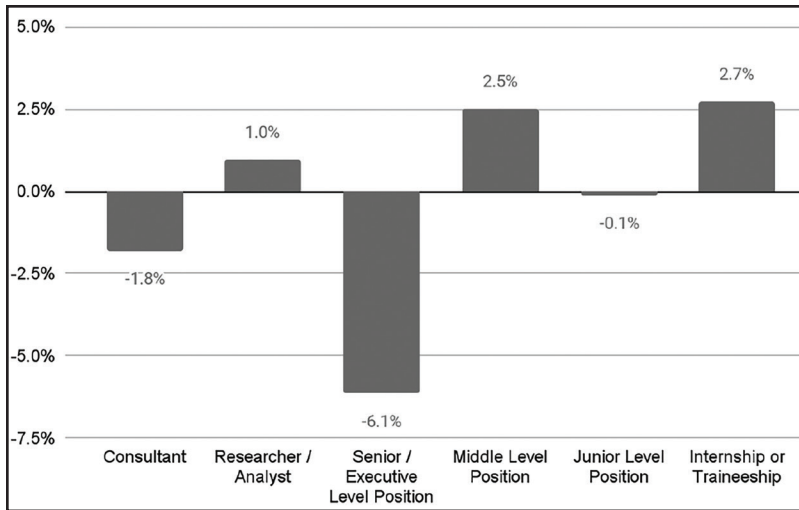


Fig. 7: % "Employment Gap" in Favour of Women, Industry Roles

Source: Salary Report, INOMICS, 2023

Except in North America where they are almost paid the same as men and in Africa where they appear to be paid more, female economists are paid considerably less than men.

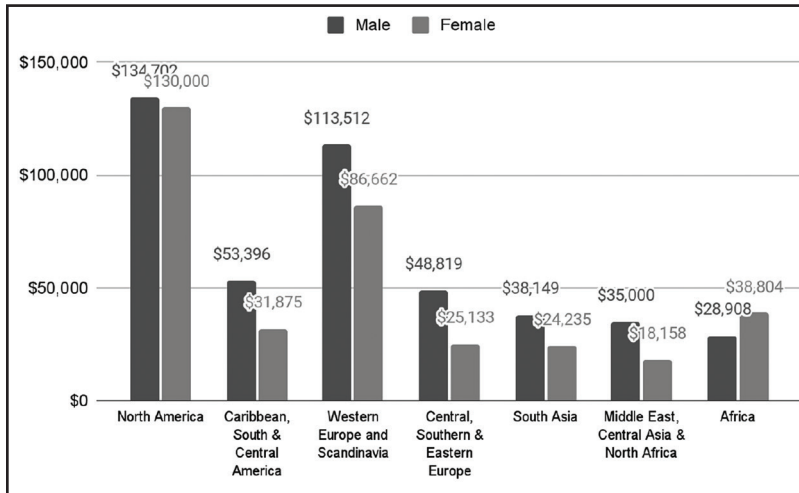


Fig. 8: Average Economist Pay by Gender Regionally (USD)

Source: Salary Report, INOMICS, 2023

A 2023 survey by CSWEP of U.S. economics departments (Chari, 2023) of 128 doctoral and 127 non-doctoral departments had the following results:

The leaky pipeline phenomenon can be understood with the following figure showing that with the increasing level of seniority, the share of women decreases with 37.1% females as first-years, 33.7% as assistant professors, 27.6% as tenured associate professors, and 17.5% as complete professors.

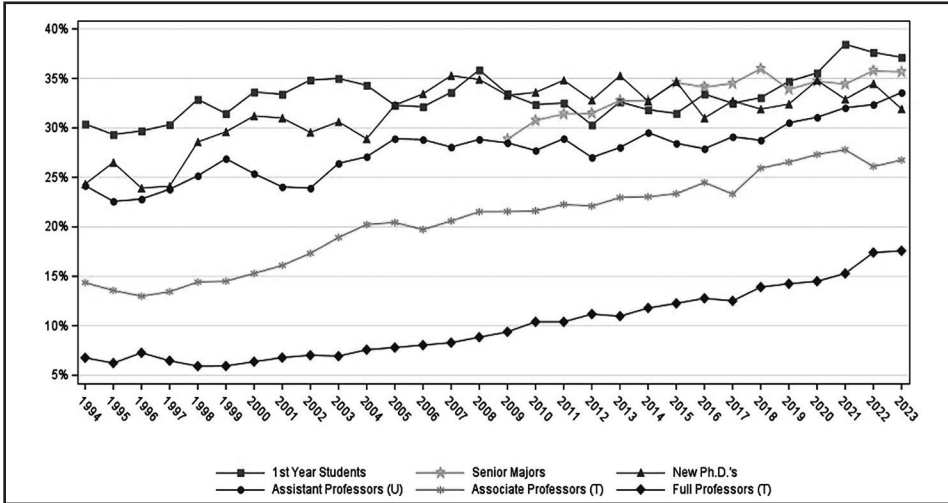


Fig. 9: Pipeline in Departments with PhD Programs

Source: The 2023 Report of the Committee on the Status of Women in the Economics Profession, American Economic Association, 2023

The non-doctoral departments showed a similar pattern.

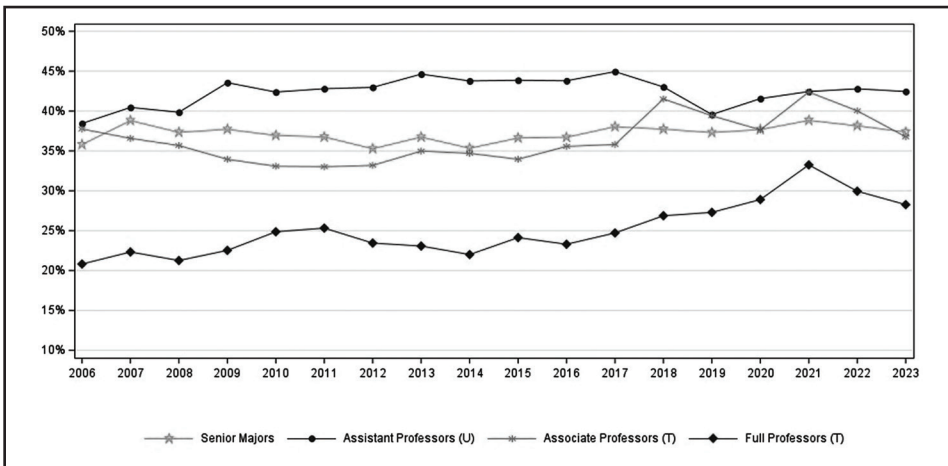


Fig. 10: Pipeline for Non-Doctoral Departments

Source: The 2023 Report of the Committee on the Status of Women in the Economics Profession, American Economic Association, 2023

Figures 11 and 12 show that women earn PhDs and start as assistant professors at rates similar to men, but many leave before completing their tenure. Recently, more women have successfully become tenure-track professors, and the number of associate professors leaving has also decreased.

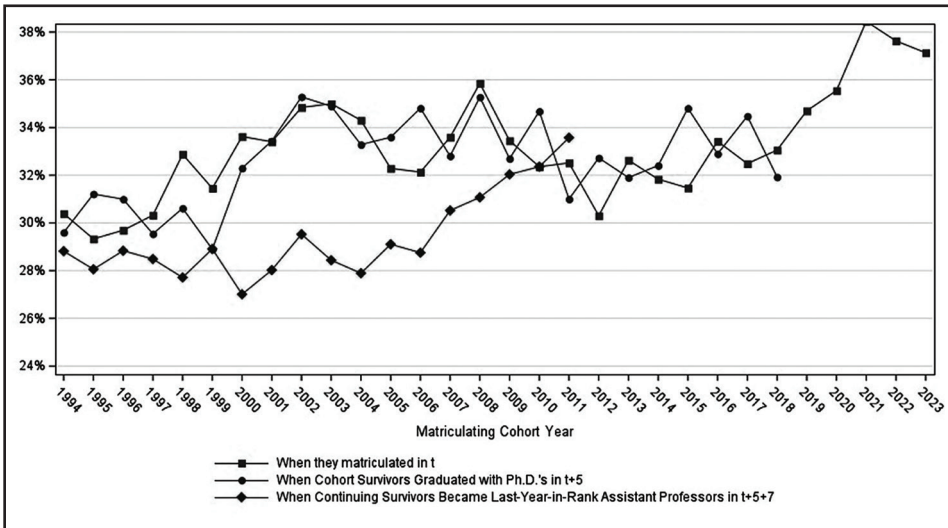


Fig. 11: Lock-Step Model: Share of Women Across Entering PhD Cohorts

Source: The 2023 Report of the Committee on the Status of Women in the Economics Profession, American Economic Association, 2023

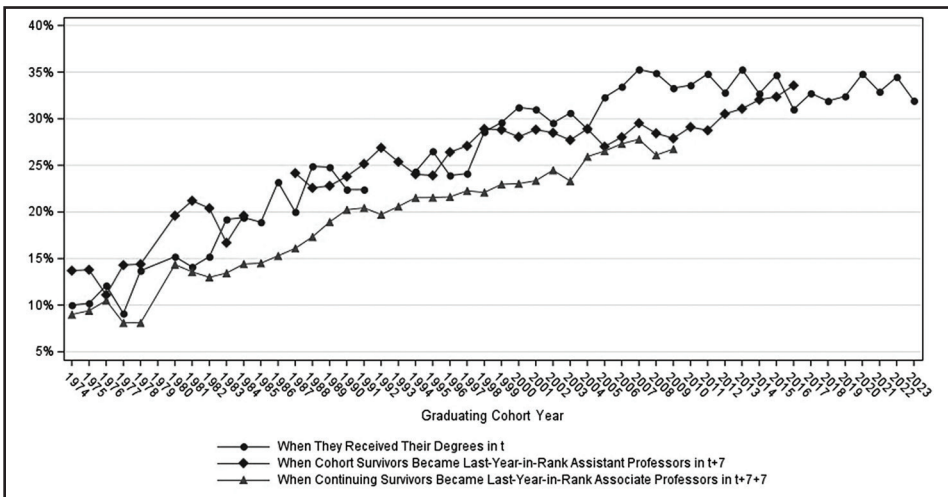


Fig. 12: Lock-Step Model: Share of Women Across PhD-Receiving Cohorts

Source: The 2023 Report of the Committee on the Status of Women in the Economics Profession, American Economic Association, 2023

Figure 13 shows that since 2015, about 35% of senior undergraduate majors are women, with slightly more in non-PhD departments. This might be representative of the greater proportion of women as faculty in non-PhD departments.

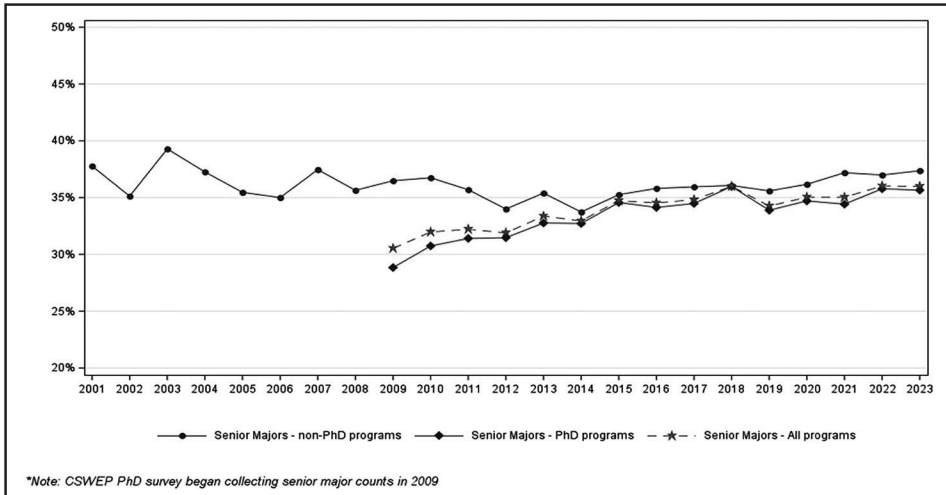


Fig. 13: Senior Undergraduate Economics Majors

Source: The 2023 Report of the Committee on the Status of Women in the Economics Profession, American Economic Association, 2023

Limitations

However, my findings are faced with the limitations of not having collected the data through surveys or analysed records of colleges and universities to ascertain the existence of the gap and the main triggers behind it. Additionally, the papers reviewed are geographically scattered and the attitudes of people might vary across countries which makes it difficult for us to detect the exact causes for the bias due to the conflicting outcomes of the various investigations. As a furtherance of this study, I will visit the various institutions in India that offer economics as a field of study to interact with the students as well as the faculty and try to identify the major factors influencing women's choice of economics as a discipline that might be inducing the gender gap, if any.

Conclusion

Through the above discussion, we can conclude that women do face bias when entering male-dominated fields and this has led to their discouragement from choosing economics as a major or as a profession. While several authors have tried to find exact reasons for this underrepresentation through different experiments and surveys, their analyses have often produced contrasting results.

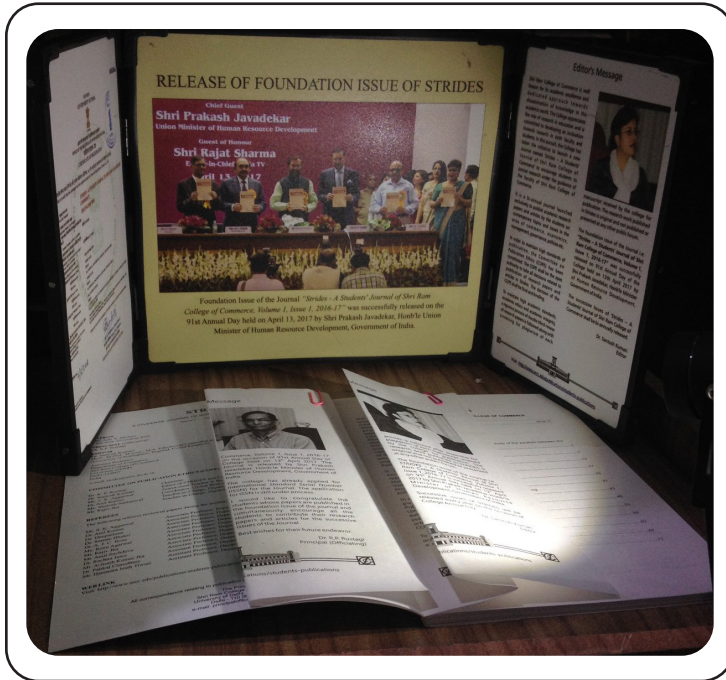
From my analysis of this literature, I have been able to identify the various factors that might be responsible for this gap such as women being more grade sensitive than men, role model effect either due to faculty or due to women who previously majored in economics doing well at jobs that excite the undergrad females, the format of tests as well as the structure of and the methods employed to teach the curriculum at schools, the degree of exposure to economics at early stages, the proportion of females as compared to males found in classrooms and work spaces, lesser productivity exhibited by women on account of different underlying causes, implicit bias towards women considering them unfit for male-dominated jobs such as those in economics and setting higher standards for them to hold them equal to their male counterpart.

The most common solution recommended by the majority of the authors was taking steps to provide more exposure to women at early stages about the subject and the career prospects after it so that they develop an interest and commit to the subject. As regards grade sensitivity, while some authors found the choice of major of women to depend upon their previous performance in related subjects, others found either very little impact or no such relation. Even the role model effect was found to be strong in some studies but not in others. However, since this is a low-cost intervention and might even improve the gap in economics as a profession if the faculty are used as role models for women, I believe that this can be a good step to address the issue of the gender gap. With regards to the implicit bias towards women, it will be very difficult to cause a shift in the pre-established notions of persons hiring but a recruitment process should be tried to implement such that it is not influenced by stereotypes. The existing managers can even be educated on the importance of having gender-diverse teams for higher efficiency. The problem of higher standards being set for publications can be tackled by using methods such as "double-blind peer review" to rate the papers. Even after controlling for the pressures of household chores, women were found to be less productive, the driver of which is a mismatch of women's skills with their jobs due to a smaller professional network and discrimination faced by them. The quality of their research work was found to be lower due to the lower quality of authors that they had to work with as a result of starting their jobs at a lower level than men with the same competencies. Thus, significant efforts on the part of the people and the government are required to bridge this gender gap. From the government's side, community networks need to be established specifically for women to ensure access to information and mentorship, and facilitate progress tracking. As far as the people are concerned, a mental shift is necessary to eliminate the implicit and explicit biases that women face in institutions and workplaces. Unless this is done, we are far from achieving the dream of "equal" in economics.

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HISTORY OF THE JOURNAL

The idea to launch this Journal was discussed in December 2016 by the former Officiating Principal, **Dr. R. P. Rustagi** with **Dr. Santosh Kumari**, the Editor of the Journal. Since the idea appealed to **Dr. Santosh Kumari**, she took the initiative to contribute to SRCC by creating this new academic research Journal and took the responsibility for its Creation, Registration, License and ISSN (International Standard Serial Number) etc. along with *Editorship*. Therefore, **Dr. Santosh Kumari, Assistant Professor in the Department of Commerce, Shri Ram College of Commerce** was appointed as the Editor of the Journal vide. Office Order – SRCC/AD-158/2017 dated March 14, 2017. She meticulously worked hard in creating the concept and developing the structure of the Journal. She introduced the concept of COPE (Committee On Publication Ethics) to maintain the high academic standards of publication.

On behalf of SRCC, **Dr. Santosh Kumari** made every effort in seeking License from Deputy Commissioner of Police (Licensing), Delhi to register the Journal at “The Registrar of Newspapers for India, Ministry of Information and Broadcasting, Government of India”. The paper work for seeking license started under the former Officiating Principal, **Dr. R.P. Rustagi** on March 27, 2017. The foundation Issue of the Journal “**Strides – A Students’ Journal of Shri Ram College of Commerce, Volume 1, Issue 1, 2016-17**” was successfully released on the 91st Annual Day of SRCC held on April 13, 2017 by **Shri Prakash Javadekar, Honb’le Union Minister of Human Resource Development, Government of India**. The title of the Journal got verified and approved by the Registrar of Newspapers for India, Ministry of Information and Broadcasting, Government of India on April 21, 2017. On September 1, 2017, **Prof. Simrit Kaur** joined SRCC as Principal and signed each and every legal document required for further processing and supported **Dr. Santosh Kumari**.

On December 18, 2017, the College got the license “**License No. - DCP / LIC No. F. 2 (S / 37) Press / 2017**” to publish ‘Strides – A Students’ Journal of Shri Ram College of Commerce’. Due to change of Printing Press, the License got updated on March 09, 2018. On April 26, 2018, the SRCC Staff Council unanimously appointed **Dr. Santosh Kumari as the ‘Editor of Strides’** for the next two academic years.

On April 27, 2018 (The Foundation Day of the College), **Dr. Santosh Kumari** submitted the application for the registration of the Journal. On May 04, 2018, the SRCC received the ‘**Certificate of Registration**’ for “*Strides – A Students’ Journal of Shri Ram College of Commerce*” and got the **Registration No. DELENG/2018/75093** dated May 04, 2018. *On behalf of Shri Ram College of Commerce, it was a moment of pride for Dr. Santosh Kumari to receive the ‘Certificate of Registration’ on May 04, 2018 at the Office of Registrar of Newspapers for India, Ministry of Information and Broadcasting, Government of India (website - www.rni.nic.in).*

On May 07, 2018, **Dr. Santosh Kumari** submitted the application for seeking ISSN (International Standard Serial Number) at “ISSN National Centre – India, National Science Library, NISCAIR (National Institute of Science Communication and Information Resources). Weblink - <http://nsl.niscair.res.in/ISSNPROCESS/issn.jsp>”. Finally, the College received the International Standard Serial Number “**ISSN 2581-4931 (Print)**” on **June 01, 2018**.

We are proud that this journal is an add-on to the enriched catalogue of SRCC’s publications and academic literature.



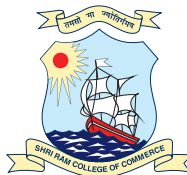
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RELEASE OF FOUNDATION ISSUE OF STRIDES



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SHRI RAM COLLEGE OF COMMERCE

UNIVERSITY OF DELHI
Maurice Nagar, Delhi, 110 007, INDIA
www.srcc.edu