

JALNIDH KAUR

Ph.D. Candidate, Economics and Education ▪ Rhodes Scholar
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Contact Information	Department of Education Policy and Social Analysis Teachers College, Columbia University 525 W 120 Street, New York, NY 10027 Phone: (+1) 212-678-3677		
Placement Director	Alex Eble (eble@tc.columbia.edu)		
Education	Columbia University Ph.D., Economics and Education Thesis title: <i>Essays on the Economics of Beliefs and Information in Education</i>		Expected May 2024
	University of Oxford M.Phil in Economics <i>Distinction in Development Economics</i>		2015
	St. Stephen's College, Delhi University BA (Honors) Economics <i>High distinction</i>		2013
Fields	Primary: Development Economics, Economics of Education, Applied Microeconomics Secondary: Behavioral Economics, Labor Economics, Experimental Economics		
References	Professor Alex Eble Associate Professor of Economics and Education, Teachers College, Columbia University eble@tc.columbia.edu	Professor Cristian Pop-Eleches Professor, School of International and Public Affairs, Columbia University cp2124@columbia.edu	Professor Supreet Kaur Associate Professor, Department of Economics, UC Berkeley supreet@berkeley.edu
Fellowships & Awards	APPAM Equity and Inclusion Student Fellowship		2023
	Education Policy Dissertation Research Fellowship, Columbia University		2023
	Provost's Student Excellence - Exemplary Impact Award, Columbia University		2022
	Morton T. Embree Award for Outstanding Contribution to Student Learning, Teachers College, Columbia University		2019
	Doctoral Research Fellowship, Teachers College, Columbia University		2018-21
	Rhodes Scholarship		2013
	George K. George Kollamkulam Scholarship Award for being the ' <i>best student of Economics Honors</i> ', St. Stephen's College, Delhi		2013
	National Merit Scholar (top 0.1% of India in Economics, Political Science, Geography)		2010
	Asia Pacific Leadership Program – Junior Fellow, East West Center		2007
	Certificate of Excellence, University of Hawai'i		2007
Research Grants	Agency Fund (USD 385,000) with <i>CorStone</i>		2023
	Weiss Fund for Research in Development Economics (USD 27,853)		2022
	Agency Fund (USD 13,000)		2022
	USAID DIV Grant (USD 92,294) with Andreas de Barros and S. Ramachandran		2021
	J-PAL Proposal Development Grant (USD 10,000) with Sabareesh Ramachandran		2020
	J-PAL Post Primary Education Grant (USD 50,000) with Andreas de Barros		2021
	Economics of Education Program Research Grant, Teachers College		2019

Research Positions	<p>World Bank Short-term Consultant, DIME Governance Program 2021-22</p> <p>Teachers College, Columbia University Graduate Research Assistant for Alex Eble 2018-20</p> <p>J-PAL South Asia Senior Research Associate for Karthik Muralidharan and Abhijeet Singh 2017-18 Research Associate for Supreet Kaur and Heather Schofield 2015-16</p>
Teaching Positions	<p>Teachers College, Columbia University Instructor, Educational Privatization and School Choice (Masters level) Fall 2022 Teaching Assistant, Education and Economic Development (Masters level) Spring 2020 Teaching Assistant, Microeconomic Theory with Applications to Education (Masters level) Fall 2019</p> <p>Akal Academy, India Instructor, Economics (High-school level) 2016-17</p>
Job Market Paper	<p>How much do I matter? Teacher Beliefs about Education Production AEA RCT Registry Teacher effort is critical for student learning. In many developing countries, however, teachers often perceive only a weak mapping between their effort and what students learn. I conduct an experimental evaluation of a psycho-social intervention that targets teachers' beliefs about their role in producing student learning. I study the extent to which this intervention affects teachers' beliefs, their effort in class, and their students' academic and cognitive performance. I devise a novel experimental task to elicit teachers' beliefs, through revealed preference, about the relationship between their teaching effort and the performance of students in their classroom. I find that the intervention induced a 17% increase in teachers' beliefs about their ability to increase learning, as measured by my revealed preference task. Treated teachers exert greater effort at the intensive margin, scoring 0.13 SD higher on an index of classroom effort. They also spend more time grading student work and provide more detailed feedback to students. Finally, I find that the intervention raised student learning by 0.09 SD in classrooms taught by treated teachers. These findings suggest that teacher beliefs can serve as a powerful lever for changing teaching practice and raising learning levels in developing countries.</p>
Working Papers	<p>Reshaping beliefs about ourselves and others – Evidence from Civil Servants in Pakistan (with Daniel Chen, Sultan Mehmood, Shaheen Naseer) AEA RCT Registry Information frictions on the knowledge of one's impact can stymie civil servant motivation for the well-being of individuals they serve. We conduct a field experiment among public school teachers in Pakistan. We randomize teachers to receive one of three information treatments. One treatment arm is growth mindset training that student outcomes are elastic and malleable. A second treatment arm presents a narrative about teacher value-added. A third treatment arm presents empirical evidence on teacher value-added. We find that the growth mindset training impacted teachers' growth mindset and reduced prejudiced beliefs against first-generation learners.</p> <p>Parental Information and Investments in Children's Human Capital This paper studies the relationship between parental perceptions about children's performance and parental investment in children's human capital, and how this relationship evolves over the course of schooling. Using rich longitudinal data on investments, test scores, and parental assessments from India, I show that parents who perceive their children to be of higher ability invest more in their children's education, both in terms of school quality and expenditure. Compared to children with poor perceived performance, children with better perceived performance are up to 16 p.p. more likely to be enrolled in private as opposed to public schools, and receive up to 40% higher monetary investment in schooling. The relationship is the strongest when children are in middle and high school. Results are robust to the inclusion of family fixed effects, with evidence of complementarity between perceived ability and schooling. These findings inform our understanding of parental investment response and intra-household allocation of human capital investment decisions.</p>

Work-In-Progress	Building the capacity to aspire: An experimental evaluation of Youth First Kenya (with Kate Leventhal, Peter Cooper, Rosemary Gathara) AEA RCT Registry	
	Evaluating Digital Empowerment Curriculum for College Students in India (with Lena Song, Mridul Joshi)	
Presentations	RISE Annual Conference at University of Oxford (scheduled)	2023
	SREE Annual Conference (scheduled)	2023
	APPAM Annual Conference (scheduled)	2023
	Symposium on Economic Experiments in Developing Countries (SEEDEC)	2023
	Advances in Field Experiments (AFE) (scheduled)	2023
	Field Days – Experiments outside the Laboratory at University of Stavanger, Norway	2023
	IIMA-RISE Research Conference on Education Economics at IIM-Ahmedabad, India	2023
	Applied Microeconomics Methods Colloquium, Columbia University	2023
	AEFP Annual Conference, AEFP Ed-Dev Workshop	2022
	Interdisciplinary Center for Innovative Theory and Empirics, Columbia University	2022
	CSWEP workshop, Southern Economic Association (Houston, Texas)	2021
	Teachers College Economics and Education Colloquium	2020, 21, 22, 23
Academic Service	Referee: Journal of Public Economics, Economic Inquiry, Journal of Policy Analysis and Management, International Journal of Education Research	
	Reviewer: Agency Fund, RISE program to select promising young people (Schmidt Futures and Rhodes Trust)	
	Advising: Senior Student Advisor for Masters Students in Economics of Education, Teachers College	
Languages	Punjabi (mother tongue), English (excellent), Hindi (excellent)	
Software skills	STATA, R, Python, MATLAB, Qualtrics, LaTeX	
Personal details	Citizenship: India	