

# Jalnidh Kaur

---

Contact Information	525 W 120 Street, New York, NY 10027 Department of Education Policy & Social Analysis, Teachers College, Columbia University	Phone: (+1) 929-462-4839 Email: <a href="mailto:jk4203@tc.columbia.edu">jk4203@tc.columbia.edu</a> Web: <a href="http://www.jalnidhkaur.com">www.jalnidhkaur.com</a>	
Placement Director	Alex Eble ( <a href="mailto:eble@tc.columbia.edu">eble@tc.columbia.edu</a> )		
Education	<b>Columbia University</b> Ph.D., Economics and Education Thesis title: <i>Essays on the Economics of Beliefs and Information in Education</i> <b>University of Oxford</b> MPhil in Economics <i>Rhodes Scholarship (India and Balliol, 2013)</i> <b>St. Stephen's College, Delhi University</b> BA (Honors) Economics <i>High distinction</i>	Expected May 2024  2015  2013	
Fields	Primary: Economics of Education, Development Economics Secondary: Behavioral/Experimental Economics		
References	<a href="#">Alex Eble</a> Associate Professor of Economics and Education, Teachers College, Columbia University <a href="mailto:eble@tc.columbia.edu">eble@tc.columbia.edu</a>	<a href="#">Supreet Kaur</a> Associate Professor, Department of Economics, UC Berkeley <a href="mailto:supreet@berkeley.edu">supreet@berkeley.edu</a>	<a href="#">Cristian Pop-Eleches</a> Professor, School of International and Public Affairs, Columbia University <a href="mailto:cp2124@columbia.edu">cp2124@columbia.edu</a>
Fellowships & Awards	Burke Scholarship Award, Teachers College APPAM Equity and Inclusion Student Fellowship Education Policy Dissertation Research Fellowship, Teachers College Provost's Student Excellence - Exemplary Impact Award, Teachers College Morton T. Embree Award for Outstanding Contribution to Student Learning Doctoral Research Fellowship, Teachers College Rhodes Scholarship George K. George Kollamkulam Award for being the ' <i>best student of Economics Honors</i> ', St. Stephen's College, Delhi Asha Chatterjee Prize for ' <i>distinction in academic work, strength of character and leadership qualities</i> ', St. Stephen's College, Delhi National Merit Scholar (top 0.1% of India in Economics, Political Science, Geography) Asia Pacific Leadership Program – Junior Fellow, East West Center Certificate of Excellence, University of Hawai'i	2023 2023 2023 2022 2019 2018-21 2013-15 2013 2013 2010 2007 2007	
Research Grants	Agency Fund (USD 385,000) with <i>WorldBeing</i> Weiss Fund for Research in Development Economics (USD 27,853) Agency Fund (USD 13,000) USAID DIV Grant (USD 92,294) with Andreas de Barros and S. Ramachandran J-PAL Proposal Development Grant (USD 10,000) with Sabareesh Ramachandran J-PAL Post Primary Education Grant (USD 50,000) with Andreas de Barros Economics of Education Program Research Grant, Teachers College	2023 2022 2022 2021 2021 2020 2019	

Job Market Paper	<p><b>How Much Do I Matter? Teacher Self-Beliefs, Effort, and Student Learning</b> <a href="#">AEA RCT Registry</a></p> <p>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 self-efficacy and locus of control. 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 14% 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 0.1 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 Paper	<p><b>Parental Information and Investments in Children’s Human Capital</b></p> <p>I study 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 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 worse parental perceptions, 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>																										
Research-In-Progress	<p><b>Reshaping Beliefs About Ourselves and Others – Evidence from Civil Servants in Pakistan</b> (with Daniel Chen, Sultan Mehmood, Shaheen Naseer) <a href="#">AEA RCT Registry</a></p> <p>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 and randomize teachers to receive one of three information treatments: a growth mindset training, a narrative about the role of teachers, and empirical evidence on teacher value-added. We find that the growth mindset training reduced teachers’ prejudiced beliefs against first-generation learners. <i>Status: Fieldwork completed. Draft in progress.</i></p> <p><b>Building the Capacity to Aspire: An Experimental Evaluation of Youth First Kenya</b> (in collaboration with <i>WorldBeing</i> and Government of Kenya) <a href="#">AEA RCT Registry</a> <i>Status: In the Field.</i></p> <p><b>Evaluating a Digital Empowerment Curriculum for College Students in India</b> (with Lena Song, Mridul Joshi) <i>Status: In the Field.</i></p>																										
Presentations	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">NEUDC Conference at Harvard University</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>APPAM Annual Conference (<i>scheduled</i>)</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>SREE Annual Conference</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>SEEDEC Conference – <i>cancelled</i></td> <td style="text-align: right;">2023</td> </tr> <tr> <td>RISE Annual Conference at University of Oxford</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>Advances with Field Experiments (AFE) at University of Chicago</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>Field Days – Experiments outside the Laboratory at University of Stavanger, Norway</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>IIMA-RISE Research Conference on Education Economics at IIM-Ahmedabad, India</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>Applied Microeconomics Methods Colloquium, Columbia University</td> <td style="text-align: right;">2023</td> </tr> <tr> <td>AEFP Annual Conference, AEFP Ed-Dev Workshop</td> <td style="text-align: right;">2022</td> </tr> <tr> <td>Interdisciplinary Center for Innovative Theory and Empirics, Columbia University</td> <td style="text-align: right;">2022</td> </tr> <tr> <td>CSWEP workshop, Southern Economic Association (Houston, Texas)</td> <td style="text-align: right;">2021</td> </tr> <tr> <td>Teachers College Economics and Education Colloquium</td> <td style="text-align: right;">2020, 21, 22, 23</td> </tr> </table>	NEUDC Conference at Harvard University	2023	APPAM Annual Conference ( <i>scheduled</i> )	2023	SREE Annual Conference	2023	SEEDEC Conference – <i>cancelled</i>	2023	RISE Annual Conference at University of Oxford	2023	Advances with Field Experiments (AFE) at University of Chicago	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
NEUDC Conference at Harvard University	2023																										
APPAM Annual Conference ( <i>scheduled</i> )	2023																										
SREE Annual Conference	2023																										
SEEDEC Conference – <i>cancelled</i>	2023																										
RISE Annual Conference at University of Oxford	2023																										
Advances with Field Experiments (AFE) at University of Chicago	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																										

Research Positions	<b>World Bank</b> Short-term Consultant, DIME Governance Program	2021-22
	<b>Teachers College, Columbia University</b> Graduate Research Assistant for Alex Eble	2018-20
	<b>J-PAL South Asia</b> Senior Research Associate for Karthik Muralidharan and Abhijeet Singh	2017-18
	Research Associate for Supreet Kaur and Heather Schofield	2015-16
Teaching Positions	<b>Teachers College, Columbia University</b> 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
	<b>Akal Academy, India</b> Instructor, Economics (High-school level)	2016-17
Professional Service	<i>Referee:</i> Journal of Public Economics, Economic Inquiry, Journal of Policy Analysis and Management, International Journal of Education Research  <i>Reviewer:</i> Agency Fund, RISE program (Schmidt Futures and Rhodes Trust)  <i>Advising:</i> Senior Student Advisor for MA Students in Economics and Education, Teachers College	
Skills	<i>Languages:</i> Punjabi (mother tongue), English, Hindi  <i>Software:</i> STATA, R, Python, MATLAB, Qualtrics, LaTeX	
Personal Details	Citizenship: India	