

Jalnidh Kaur

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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> University of Oxford MPhil in Economics <i>Rhodes Scholarship (India and Balliol, 2013)</i> St. Stephen's College, Delhi University BA (Honors) Economics <i>High distinction</i>	Expected May 2024 2015 2013	
Fields	Primary: Development Economics, Economics of Education Secondary: Behavioral/Experimental Economics, Applied Microeconomics		
References	Alex Eble Associate Professor of Economics and Education, Teachers College, Columbia University eble@tc.columbia.edu	Supreet Kaur Associate Professor, Department of Economics, UC Berkeley supreet@berkeley.edu	Cristian Pop-Eleches Professor, School of International and Public Affairs, Columbia University cp2124@columbia.edu
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	

How Much Do I Matter? Teacher Self-Beliefs, Effort, and Student Learning [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 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 0.09 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.

Research-In-Progress

Parental Information and Investments in Children's Human Capital

How do parental perceptions about children's performance shape human capital investment decisions? I combine long-run panel data with a natural experiment (based on rainfall shocks) to examine the relationship between parental beliefs about children's performance and their investment in child human capital. Using rich longitudinal data on investments, test scores, and parental assessments, I document the link for real-stakes investment decisions over a longer time horizon (than explored in prior literature). I show that parental beliefs about children's performance predict parental investments with evidence of complementarity between perceived performance and schooling. This link intensifies with age, as children progress from primary to secondary school. I test the strength of this relationship in the presence of exogenous shocks to the opportunity costs of schooling. This work aims to advance our understanding of parental investment response and intra-household allocation of human capital investment decisions.

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 a growth mindset training that discusses the malleability of student outcomes. A second treatment arm presents a narrative about teacher value-added. A third treatment arm presents empirical evidence on teacher value-added. Preliminary results show that growth mindset training reduces teachers' stereotypes against first-generation learners and students from disadvantaged backgrounds. In contrast, exposure to narrative or empirical evidence about teacher value-added did not shift teachers' beliefs. *Status: Fieldwork completed. Draft in progress.*

Building the Capacity to Aspire: An Experimental Evaluation of Youth First Kenya (in collaboration with *WorldBeing* and Government of Kenya) [AEA RCT Registry](#)

Adolescents in low-resource settings develop low aspirations when faced with life pressures leading to an aspirations trap. We expose eighth-graders in Kenya to a psychosocial intervention that aims to bridge the gap between the perception of one's abilities and what is achievable. We examine the impact on aspirations, enrolment, and achievement of students. We develop a novel tool to measure aspirations and seek to shed light on a fundamental question about how adolescents in low-resource settings develop non-conformist aspirations, that are different from those of adults in their lives. *Status: In the Field. Endline in Progress.*

Evaluating a Digital Empowerment Curriculum for College Students in India (with Lena Song, Mridul Joshi)

Given the widespread penetration of digital technology in developing countries, young adults are particularly vulnerable to negative effects of social media through misinformation, digital addiction, and reduced productivity in different aspects of life. We partner with colleges and universities in urban India to expose students to a digital empowerment curriculum targeted at building skills for navigating the digital world. We evaluate the impact of the curriculum on social media usage, mental health, academic, and behavioral outcomes. *Status: In the Field. Piloting in Progress*

Presentations	NEUDC Conference at Harvard University	2023
	APPAM Annual Conference at Atlanta, Georgia	2023
	SREE Annual Conference at Arlington, Virginia	2023
	SEEDEC Conference at GRIPS, Tokyo – <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	World Bank	
	Short-term Consultant, DIME Governance Program	2021-22
	Teachers College, Columbia University	
	Graduate Research Assistant for Alex Eble	2018-20
	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	
Teaching Positions	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
	Akal Academy, India	
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	

Last updated: Nov 28, 2023