

Madhuri Agarwal

CONTACT INFORMATION	<i>Address:</i> London School of Economics Department of International Development 64 Aldwych, London WC2B 4DS		<i>Email:</i> m.agarwal22@lse.ac.uk <i>Homepage:</i> https://madhuriagarwal.org/ <i>Nationality:</i> Indian
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RESEARCH INTERESTS	Development Economics, Applied Economics (primary); Economics of Education, Labor Economics (secondary)
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PRESENT EMPLOYMENT	LSE fellow, Department of International Development
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EDUCATION	PhD Economics , Nova SBE and Bielefeld University, 2021 M.Sc., Economics , TERI University, New Delhi, 2010-2012 B.A. (Hons), Economics , Delhi University, 2007-2010
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GRANTS/ FELLOWSHIPS	<ul style="list-style-type: none">• RIIF Supplemental Research Grant, LSE, Oct. 2021• UNESCO Global Education Monitoring Report Fellowship, 2019• European Doctorate in Economics Erasmus Mundus (EDEEM): Dual-degree PhD fellowship, 2015-18
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WORKING PAPERS	<ul style="list-style-type: none">• <i>Marrying Young: The Surprising Effect of Education</i> Co-author: Vikram Bahure, Sayli Javadekar.
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In a traditional marriage market, family's preferences and beliefs over bride types play a significant role in matching. In this paper, we study how an exogenous increase in female education, a preferred attribute in the marriage market, affects her age at marriage. The District Primary Education Program (DPEP) launched in 1994, provides a regression discontinuity set-up to estimate the causal impact of education. In contrast to the literature, we find a decrease in the age at marriage by 1.3 years due to increase in education. As educated and young brides are more desirable in the marriage market, educated women are cleared from the marriage market before less educated women. Finally, we check if the effect of education on age at marriage varies by the availability of an outside option in the labor market. Our results indicate that educated women in high wage districts on an average marry later than the low wage districts.

- *Retain or not to retain: Automatic promotion and student outcomes*

This paper estimates the impact of automatic promotion on education outcomes. I use plausibly exogenous variation in exposure to the policy due to initial differences in repetition rates across districts. I find that automatic promotion reduces dropout rates by 0.1 percentage points for children in the upper-primary age. However, the policy had a negative effect on learning outcomes. The probability that a primary age student could solve a basic reading and arithmetic task falls by 0.3 and 0.8 percentage points respectively. The negative effect was larger for children with a poor socio-economic background.

- *Look no farther: The impact of local contract teachers on student outcomes*

Co-author: Ana Balcão Reis.

The objective of this study is to identify the difference in the quality of contract and regular civil service teachers where quality is measured in terms of student learning outcomes. Using a value added estimation method, it was found that

contract teachers are slightly better for 4th grade. For 6th grade although there seems to be a negative impact of contract teachers, this is compensated by the positive effect of the teacher being “local”.

WORK IN PROGRESS	<ul style="list-style-type: none">• The effect of capital liberalisation on female wages and labor force participation. <i>with Sayli Javadekar</i>• Who bears the cost of increased maternity leave: evidence from a policy reform in India. <i>with Vikram Bahure</i>				
CONFERENCES/ SUMMER SCHOOLS	<ul style="list-style-type: none">• 46th Annual Conference, AEF2021 (virtual), March 17-19, 2021.• 5th Lisbon Research Workshop on Economics, Statistics and Econometrics of Education at ISEG, Lisbon, January 24-25, 2019.• 14th Annual Conference on Economic Growth and Development at Indian Statistical Institute, Delhi, December 19-21, 2018.• Development Economics and Policy Conference at University of Zurich and ETH Zurich, June 28-29, 2018.• Summer School in Development Economics, Prato - Italy, June 18-20, 2019.• Sixteenth Summer School at University of Milan, Italy: “Family, Human Capital and Development”, Aug 30 to Sep 2, 2017.• Phd Summer School at Nova SBE, Lisbon: “The economics of human capital formation”, Prof. Flávio Cunha (RICE University), June 20-24, 2016.				
RESEARCH EXPERIENCE	<p>ASER Centre, India, Research Associate, 2013 to 2015</p> <ul style="list-style-type: none">• <i>Bihar Elementary School Study</i> <i>Partners: Pratham, UNICEF and Government of Bihar</i> <i>Project Guide: Dr. Rukmini Banerji</i>• <i>Teacher Performance in Bihar, India: Implications for Education</i> <i>Partners: The World Bank, Government of Bihar</i> <i>Project Guide: Dr. Wilima Wadhwa</i>				
TEACHING	<p>Economic Development Policy I (DV490): LT, LSE , 2021 Economic Development Policy II (DV492): MT, LSE , 2022 Macroeconomics: Winter semester, Bielefeld University, 2019,2020 Growth and Distribution: Summer semester, Bielefeld University, 2021</p>				
STATISTICAL SOFTWARE, DATABASE	<p>R, STATA</p> <ul style="list-style-type: none">• MOSPI, National Sample Surveys (NSS)• Annual Status of Education Report (ASER) 2005-2014• India Human Development Survey (IHDS) 2004-05, 2011-12• Census of India 1991,2001,2011• Demographic and Health Surveys (India) 1992,2015				
REFERENCES	<table><tr><td><p><u>Professor Ana Balcão Reis</u> ana.balcao.reis@novasbe.pt NOVA SBE</p></td><td><p><u>Professor Diana Weinhold</u> d.weinhold@lse.ac.uk LSE, London School of Economics</p></td></tr><tr><td><p><u>Professor Anna Zaharieva</u> anna.zaharieva@uni-bielefeld.de Bielefeld University</p></td><td><p><u>Professor Christiane Clemens</u> christiane.clemens@uni-bielefeld.de Bielefeld University</p></td></tr></table>	<p><u>Professor Ana Balcão Reis</u> ana.balcao.reis@novasbe.pt NOVA SBE</p>	<p><u>Professor Diana Weinhold</u> d.weinhold@lse.ac.uk LSE, London School of Economics</p>	<p><u>Professor Anna Zaharieva</u> anna.zaharieva@uni-bielefeld.de Bielefeld University</p>	<p><u>Professor Christiane Clemens</u> christiane.clemens@uni-bielefeld.de Bielefeld University</p>
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