

# CHITRA JOGANI

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## ACADEMIC POSITIONS

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Assistant Professor of Economics and International Studies, Trinity College	Jul 2020-Present
Visiting Assistant Professor of Economics, Hamilton College	Aug 2019-June 2020

## EDUCATION

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Ph.D. Economics, University of Illinois at Urbana-Champaign	Aug 2013-Aug 2019
M.S. Quantitative Economics, Indian Statistical Institute	Jun 2009-Jun 2011
B.Sc. Economics, Presidency College	Jun 2006-Jun 2009

## RESEARCH INTERESTS

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Applied Microeconomics, Development Economics, Political Economy, Labor Economics

## TEACHING EXPERIENCE

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<b>Instructor, Hamilton College</b>	Aug 2019-Present
· Economic Development (Econ 340)	Fall 2019
· Introduction to Data Analytics and Machine Learning (Econ 431)	Fall 2019, Spring 2020
· Economic Statistics (ECON 265)	Spring 2020
<b>Graduate Student Instructor, University of Illinois</b>	Fall 2018, Summer 2017, and Fall 2017
· Principles of Microeconomics (ECON 102)	

## RESEARCH AND PROFESSIONAL EXPERIENCE

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<b>Research Assistant, Dr. Tatyana Deryugina</b>	May 2015-May 2017, May 2018-Aug 2018
<b>Data Science Intern, Anheuser-Busch Inbev</b>	Jun 2017-Aug 2017
<b>Business Analyst, ICICI Bank</b>	Jun 2011-Jun 2013

## AWARDS AND CERTIFICATES

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- Departmental Conference Grant (2018 and 2016)
- Department Summer Research Grant (2015)
- Graduate Teacher Certificate, University of Illinois (2015)
- Fellowship for Graduate Study, University of Illinois (2013-14)
- Performance Award, ICICI Bank (2012)
- Performance Award during the Fall Semesters, Indian Statistical Institute (2009-2011)
- Scholarship for the Master's Program, Indian Statistical Institute (2009-2011)

## CONFERENCE PRESENTATIONS

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- 2018 Development Day (University of Chicago, USA)
- 2018 North East Universities Development Consortium (NEUDC), (Cornell University, USA)
- 2018 Development Economics and Policy Conference (ETH Zurich, Switzerland)
- 2018 Midwest Economic Association (MEA) Conference (Chicago, USA)
- 2018 NYU-Center for Experimental Social Sciences Conference (New York, USA)
- 2017 West Bengal Growth Conference, ISI (Kolkata, India)
- 2016 Applied Economics, Regional and Urban Studies Conference (AERUS), University of Illinois
- 2016 North American Regional Science Conference (NARSC), (Minneapolis, USA)
- 2015 Annual Conference on Economic Growth and Development, ISI (Delhi, India)
- 2015 Winter School, Delhi School of Economics (Delhi, India)

## PROFESSIONAL SERVICE

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- Discussant: NEUDC 2018, Development Economics and Policy Conference 2018, MEA 2018, NARSC 2016
- Graduate Student Coordinator for applied micro research group, University of Illinois, 2016
- Speaker for challenges in developing countries, Aahana Speaker Series, University of Illinois, 2016

## WORKING PAPERS

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### *1. Affirmative Action and Quality of Candidates: Evidence from Politics*

This paper provides a comprehensive analysis of the effect of an affirmative action policy on the quality of candidates using political quotas. I exploit the assignment of caste quotas during the last redistricting in India to causally estimate the effect using a regression discontinuity design. Using latest data, I find the caste quotas lead to political candidates with different attributes: lower wealth, lower criminal records, but similar education levels. Caste quotas also increased the representation of the other underrepresented identity - women. I find no significant difference in the level of public goods in rural India between quota-bound and non-quota-bound areas. The results suggest an increase in political diversity with no negative effects on the provision of basic facilities.

### *2. Does More Schooling Infrastructure affect Literacy?*

This paper studies how the expansion in schooling infrastructure affects the female literacy rate using the Education for All program in India. I exploit the variation in the targeting of the program to educationally and not educationally backward subdistricts. Using regression discontinuity and panel data of all schools in India, I find that there was a significant expansion in the total number of schools, number of girls' schools, and residential schools for girls in the educationally backward areas. But being classified as educationally backward did not lead to a significant effect on either the female literacy rate or the gender gap in literacy rate. Alternative cost-effective methods compared to large-scale infrastructure programs can be explored to achieve a quicker solution to low levels of literacy.

### *3. Spatial Analysis of an Education Program and Literacy in India*

Targeting public programs to underdeveloped geographic areas is a common approach for administering public programs. However, ignoring the possibility of spatial dependence while evaluating the efficacy of such programs may lead to inaccurate estimates. This paper explores the presence of spatial dependency while studying the association between expansion of schooling infrastructure and literacy rate using an education program in India. The paper finds spatial correlation in the educational backwardness and literacy rates of districts, and the residuals from the estimation of a non-spatial model exhibit spatial dependency. The data suggests the spatial error model or the spatial durbin error model (SDEM) as appropriate specifications. According to the SDEM estimates, with a one percentage point increase in the educational backwardness of a district, there was a 0.08 percentage point increase in the rural female literacy rate and a 0.02 percentage point decrease in the gender gap in literacy rate. The results imply a small but insignificant influence of the program received by the neighboring districts on the change in rural female literacy rate of a district. Under the program and in the context of public schooling in India, the districts appear to have less scope and incentive to engage in competition, a possible explanation for the limited strategic interaction between neighbors.