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### Education

Ph.D. – Economics, University of California, Riverside, *expected completion* June 2011  
M.A. – Economics, Mumbai University, Mumbai, India, 2004  
B.A. – Economics, St. Xavier’s College, Mumbai, India, 2002

### Research Fields

Primary: Development Economics, Applied Microeconomics  
Secondary: Labor Economics, Economics of the Family

### Dissertation

Thesis Title: Essays on Human Development and Public Policy  
Committee: Anil Deolalikar (chair), Jorge Agüero, Mindy Marks, Aman Ullah

### Completed Research Papers

“Measuring the Achievement of the Millennium Development Goals” (with Jorge Agüero)

“Measuring the Impact of the Education Guarantee Scheme on Schooling Outcomes for Women in India” (**Job Market Paper**)

### Work in Progress

“Impact of Schooling on Measures of Women’s Welfare: Spillover Effects of the Education Guarantee Scheme”

“Do Children Reduce Women's Wages?: Evidence from Developing Countries” (with Jorge Agüero and Mindy Marks)

### Research Experience

Research Assistant to Jorge Agüero and Mindy Marks, 2009 – Organizing and cleaning large Demographic Health Survey (DHS) datasets for 26 countries

Research Assistant to Jorge Agüero, 2009 – Organizing and cleaning datasets, and conducting preliminary data analysis for DHS datasets of Peru

**Teaching Interests**

Introductory and Intermediate Microeconomics  
Introductory and Intermediate Macroeconomics  
Development Economics  
Labor Economics

**Teaching Experience**

*Associate-In*, Department of Economics, University of California, Riverside, Winter 2010

- Intermediate Macroeconomic Theory

*Instructor*, Department of Economics, University of California, Riverside, Summer 2009 and 2010, Winter 2010

- Intermediate Macroeconomic Theory

*Teaching Assistant*, University of California, Riverside, 2007- present

- Microeconomic Theory
- Intermediate Macroeconomic Theory
- Introductory Microeconomics
- Introductory Macroeconomics

**Awards**

*Teaching Assistant of the Year*, University of California, Riverside, 2009-2010

*Dean's Fellowship*, University of California, Riverside, 2006-2011

**Software Skills**

STATA, EViews, LaTeX, MS Office

**Languages**

English (Fluent), German (Advanced), French (Introductory)

Indian Languages: Hindi, Marathi

**References**

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## **Essays on Human Development and Public Policy Dissertation Summary**

Poverty alleviation and welfare improvement of the poor have been the primary goals of policy makers in the developing world. Governments and international development agencies have regularly allocated a wide range of resources in attempts to improve socio-economic indicators of well-being amongst the poor. Careful analysis backed by rigorous evaluation of these efforts is of utmost importance in order to ascertain whether these goals are being met. My work focuses on some of the development goals and the role of policy efforts in addressing these.

### **1. Measuring the Achievement of the Millennium Development Goals (with Jorge Agüero)**

With less than five years to achieve the Millennium Development Goals (MDG) in 2015, there is a need to evaluate the progress towards the goals. In this paper, we first use a welfare-based approach to evaluate such progress by building a social welfare function that satisfies the main assumptions in the social choice literature. Our general approach includes, as a special case, the current evaluation methods of the MDG by international organizations. Secondly, we consider alternative designs for some of the goals to examine whether our evaluation is robust to alternative targets. Our findings show that there are significant gains in worldwide welfare. The gains are even higher when considering the improvements of the poorest countries. While the gains are higher for Asia, a welfare evaluation for Sub-Saharan Africa shows significant improvements in well-being contradicting the common view of the region as a “failure”. Our results are robust to changes in the design of the MDG.

### **2. Measuring the Impact of the Education Guarantee Scheme on Schooling Outcomes for Women in India – Job Market Paper**

In 1997, the state government of Madhya Pradesh, India, launched an initiative known as the Education Guarantee Scheme (EGS) with a view to universalize primary education by expanding the supply of primary schools to the rural areas of the state through community participation. Exposure of an individual to the scheme was jointly determined by her state of residence as well as her age at the time of the intervention. Using the 2005-2006 round of the National Family Health Survey, this paper combines these dual eligibility conditions to estimate the impact of this “natural experiment” on educational outcomes of women using a difference-in-differences estimation strategy. Previous literature on the EGS is limited to field studies, and to the best of my knowledge, there has been no rigorous evaluation of the program that would permit causal inferences about its impact on educational attainment. My findings reveal substantial effects of the program on women’s completed years of schooling as well as the probability of attending secondary school that are robust to a battery of falsification tests on the identification strategy. Further, the effects are larger for the socio-economically disadvantaged scheduled caste and tribes in the rural areas of Madhya Pradesh who had historically low levels of education. Moreover, this increase in educational attainment is largely driven by younger women who were non-enrolled prior to the scheme, implying that the scheme was most effective for women on the extensive margin.

### **3. Impact of Schooling on Measures of Women's Welfare: Spillover Effects of the Education Guarantee Scheme**

As an extension of the previous essay, this chapter examines the spillover effects of increased educational attainment on various measures of female autonomy. Low levels of female education have strong implications on a wide range of outcomes related to women's health, fertility, intergenerational transmission of education and health, and intra-household allocation of resources. In this paper I explore the causal relationship between educational attainment and various measures of women's well-being such as use of contraceptives, age at first marriage, and age at first intercourse that are relevant to young women who were benefitted by the "natural experiment" in the form of an educational intervention called the Education Guarantee Scheme (EGS) launched in the Indian state of Madhya Pradesh. This paper employs an Instrumental Variable (IV) approach by using exposure to the EGS as an instrument for educational attainment to investigate the differential impact of schooling on these measures. Based on previous results indicating that the EGS was most effective for women on the extensive margin of primary education, this analysis implies a Local Average Treatment Effect (LATE) for women who transitioned from being non-enrolled to being enrolled.