

Nusrat Abedin Jimi

Curriculum Vitae

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EDUCATION

2020 (Expected)	Ph.D., Economics	Binghamton University-State University of New York
2012	M.S.S., Economics	University of Dhaka, Bangladesh
2010	B.S.S., Economics	University of Dhaka, Bangladesh

RESEARCH FIELDS

Development Economics, Education Economics, Policy Evaluation, Applied Microeconomics

PUBLICATIONS

Jimi, Nusrat (with Nikolov, Plamen.) “What Factors Drive Individual Misperceptions of the Returns to Schooling in Tanzania? Some Lessons for Education Policy” *Applied Economics* 50, no. 44 (2018): 1-19.

REVISE AND RESUBMIT STATUS

Jimi, Nusrat (with Nikolov, P. Kumbhakar, S. and Malek, A.) “Productivity Effect of Credit Access for Microenterprises: Separating Technical Change from Technical Efficiency Change” *Journal of Productivity Analysis*.

RESEARCH PAPERS IN PROGRESS

“School Attendance Under Lottery Systems: Effects on Classroom Diversity and Academic Achievements”

“Can Skills Training Benefit Individual Microenterprises and Their Business Practices?” (joint with Nikolov, P.)

TEACHING EXPERIENCE

Instructor of Record

Economics of Developing Countries – Fall 2018
Principles of Microeconomics – Summer 2017

Graduate Teaching Assistant

Microeconomic Theory II (PhD course) - Spring 2018, Spring 2017
Game Theory - Spring 2016
Microeconomics of Development - Spring 2016
Macroeconomic Theory - Fall 2015
Economics of Fixed Income Markets – Summer 2018
Principle of Microeconomics – Spring 2015, Fall 2014
Principle of Macroeconomics - Fall 2016

HONORS AND GRANTS

GSEU Professional Development Award, May 2018
Lois B. DeFleur International Innovation Fund, Spring 2017
NBER Entrepreneurship Research Boot Camp, July 2017
Graduate Assistantship, SUNY Binghamton Department of Economics, 2014-present

CONFERENCE PRESENTATIONS

2017 Pacific Conference for Development Economics (PacDev)
Asian Society of Agricultural Economists International Conference
Dyson Graduate Student Association Seminar, Department of Economics, Cornell University
NBER Entrepreneurship Research Boot Camp, July 2017
2016 AAEA Annual Meeting, Boston Massachusetts

PROFESSIONAL APPOINTMENTS

2013-2014	Research Consultant, Leveraging Agriculture for Nutrition in South Asia (LANSA),	Dhaka, Bangladesh
2012-2014	Research Associate, Development Economics Group, Research and Evaluation Division, BRAC	Dhaka, Bangladesh

OTHER WRITINGS

“Does agriculture promote diet diversity? A Bangladesh study” (with Hossain, M. and Aminul, M.) LANSA working paper 2016

“Impact assessment of credit programme for the tenant farmer-Baseline Report-2012”, BRAC Research and Evaluation Division.

“Food consumption, dietary pattern and food security. In: Chaudhury, I.A. Life and Livelihood of the Ultra Poor in Rural Bangladesh: Baseline Findings of CFPR-TUP Programme Phase III” (with Ahmed, S.) BRAC Research and Evaluation Division, 2014

“Profile of the people living in the coastal and haor areas under ACCD package. In: Chaudhury, I. A. Life and Livelihood of the Ultra Poor in Rural Bangladesh: Baseline Findings of CFPR-TUP Programme Phase III”. (with Bhattacharjee, A. Shams, R. Ahmed, M.S. and Ara, J) BRAC Research and Evaluation Division, 2014

PROFESSIONAL MEMBERSHIP

Agriculture and Applied Economics Association (AAEA) - member
Bangladesh Economic Association (BEA) – lifetime member

PERSONAL

Citizenship: Bangladeshi
Language Proficiency: English, Bengali

REFERENCES

Dr. Christopher L. Hanes (Dissertation Chair)
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Dr. Susan Wolcott (Committee Member)
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Dr. Subal C. Kumbhakar (Committee Member)
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ABSTRACTS

“School Attendance Under Lottery Systems: Effects on Classroom Diversity and Academic Achievements”

In this paper, I examine the impact of a lottery-based school admission system on socioeconomic diversity in classroom and academic performance of students by studying a novel education policy reform in Bangladesh. In 2010, aiming to reduce student anxiety that competitive exam-based school admission systems bring into both preschoolers’ and their parents’ lives, and to promote more equal access to competitive schools, the government of Bangladesh introduced lotteries for allocating Grade 1 spots in secondary schools in case of oversubscription. The reform was only applicable for new admissions in Grade 1 -- schools can still administer competitive exams for admission into Grades 2- 9 contingent upon empty seats. There was a variation in timing when the schools faced the policy change. Exploiting the variations within schools and cohorts and using the difference-in-differences regression model, I find that after the policy reform, treated cohorts on average experienced a reduction in incoming students (at Grade 1) with higher socioeconomic family background. In terms of academic achievements, I find that grade repetition rate among students admitted at Grade 1 is significantly higher in treated cohorts, and there is no significant effect on their grade point average (GPA) in the “Primary School Certificate” exam. However, my findings change when I consider all students of a cohort–admitted in the school at different grades. There are no more significant mean differences between the socioeconomic statuses of students’ parents, and the policy reform has a positive effect on students’ average GPA in the “Primary School Certificate” exam. Overall, my findings suggest that selection by schools might overturn the potential effects of an education policy reform.

JEL Classification: C21, I24, I 28

Keywords: school, admission policy, socioeconomic status, academic achievement, Bangladesh

Productivity Effect of Credit Access for Microenterprises: Separating Technical Change from Technical Efficiency Change (joint with Nikolov, P. Kumbhakar, S. and Malek, A.)

Productivity improvements among microenterprises are important, especially for low-income countries where market imperfections are pervasive, and resources are scarce. Relaxing credit constraints can influence input choice of microenterprises and the efficiency of transforming inputs into output. Using a field experiment among agricultural microenterprises in Bangladesh, we estimate the impact of expanding credit access on productivity of rice farmers and disentangle the total effect into technological change (frontier shift) and efficiency change. We find that, relative to the baseline rice output per decimal, credit access resulted, on average, in approximately 13 percent increase in yield. The effect is doubled on modern hybrid rice and almost zero on traditional rice types. Approximately 9 percent of the output effect comes from change in technology and 3 percent increase in output is attributed to improvement in technical efficiency, on average. Within the treatment group, the effect is larger among pure tenant and mixed tenant microenterprise households than microenterprises who cultivate only their own lands.

JEL Classification: E22, H81, Q12, D2, O12, O16

Keywords: field experiment, microfinance, credit, efficiency, productivity, Bangladesh

What factors drive individual misperceptions of the returns to schooling in Tanzania? Some lessons for education policy (joint with Nikolov, P.)

Evidence on educational returns and the factors that determine the demand for schooling in developing countries is extremely scarce. Building on previous studies that show individuals underestimating the returns to schooling, we use two surveys from Tanzania to estimate both the actual and perceived schooling returns and subsequently examine what factors drive individual misperceptions regarding actual returns. Using OLS and instrumental variable methods, we find that each additional year of schooling in Tanzania increases earnings, on average, by 9 to 11%. We find that on average individuals underestimate returns to schooling by 74 to 79% and three factors are associated with these misperceptions: income, asset, poverty and educational attainment. Shedding light on what factors relate to individual beliefs about educational returns can inform policy on how to structure effective interventions in order to correct individual misperceptions.

JEL Classification: I21, I25, I26, I28, J24, J31, D84, N37, O12

Keywords: returns to schooling, subjective returns, perceptions, developing countries, labor markets, Africa

Can Skills Training Benefit Individual Microenterprises and Their Business Practices? (joint with Nikolov, P.)

Using a “fuzzy” regression discontinuity design, we examine the short-run impacts of a large skills training program in Nepal on business ownership, business practices, and business performance among individual microenterprises. We find, approximately after twelve months of the start of the program, that the youth skill training generated a significant positive increase in business ownership of at least 8 percentage points (based on ITT estimates) and up to 30 percentage points for compliers (based on LATE estimates) from a baseline mean of 11 percent. There is an increase in sales record keeping practice among program participants compared to the control group. We also detect an average improvement of 7 to 31 percentage points (ITT and LATE estimates, respectively) in association with formal trade and business organizations. However, among the microenterprises, we find no significant positive impacts on business performance in terms of monthly business earnings and having hired employee. The overall positive impacts on business ownership and business practices seem to be driven by service and production-based businesses which are primarily operated by women – i.e., beautician, food producer, weaving and garments etc. We find that women, on average, benefit far more compared to men in terms of gaining skills, applying standard business accounting practices, and getting involved into home-based businesses.

JEL Classification: C21, C31, O12, J16, L26, M53

Keywords: regression discontinuity design, business practice, entrepreneurship, Nepal