

Ashutosh Bhuradia

CONTACT	ashutosh_bhuradia@g.harvard.edu (+1) (650) 272-9084 www.ashutoshbhuradia.com		
EDUCATION	Harvard Graduate School of Education, Harvard University Ph.D. Candidate, Education Policy and Program Evaluation <i>Expected: 2026</i> Stanford University M.A., International & Comparative Education 2015 - 2016 San Francisco State University M.A., Creative Writing 2009 - 2012 University of Technology of Madhya Pradesh, India B.E., Electrical & Electronics Engineering 2005 - 2009		
RESEARCH INTERESTS	Fields: Development Economics, Labor Economics Topics: Education Policy, Program Evaluation, Field Experiments		
REFERENCES	Professor Peter Blair Harvard Education School peter_blair@gse.harvard.edu	Professor Susan Dynarski Harvard Education School susan_dynarski@harvard.edu	Professor Nishith Prakash Northeastern University n.prakash@northeastern.edu
JOB MARKET PAPER	<i>How Leaders Emerge: Gender Composition, Leadership Selection, and Team Performance</i> College students entering the workforce are increasingly expected to collaborate and lead mixed-gender teams. Yet we know little about the interplay of gender, teamwork, and leadership especially in settings that are traditionally gender segregated. This paper examines this interplay through a 2x2 randomized field experiment involving 203 mixed gender teams in an incentivized competition at an engineering college in rural India. Students are first randomly assigned to male-majority or female-majority teams and further into one of two leadership conditions: leaders assigned based on a baseline measure of emotional intelligence or chosen by their own teammates. I find that female-majority teams that choose their own leaders outperform other groups by $0.38\text{--}0.51\sigma$, driven by greater teamwork and more effective leadership. In contrast, male-majority teams that choose their own leaders have the lowest performance—driven by free-riding, coordination failures, and ineffective leadership—while teams with leaders assigned based on emotional intelligence, regardless of gender composition, fall somewhere in between. These results imply that leadership development and performance in teams must account for the differing dynamics across gender groups in contexts where gender norms remain strong.		
PAPER IN PROGRESS	<i>Misperceptions about Caste and Attitudes toward Affirmative Action: Evidence from India</i> Caste remains a salient dimension of inequality in India and a key target of redistributive policies. I study how misperceptions about caste disparities influence attitudes toward caste and support for redistribution through affirmative action in higher education. I first survey 774 college-aged respondents, both beneficiaries (upper caste youth) and non-beneficiaries (lower caste youth) of affirmative action. I find that while upper- and lower-caste youth both underestimate caste disparities, upper-caste youth underestimate disparities to a larger extent. I then randomly assign these respondents to an online intervention that provides them with factual information about caste disparities. I find that correcting misperceptions through this information improves attitudes toward lower-caste groups by 0.13σ but does not alter support for affirmative action. The results suggest that correcting misperceptions can shift social attitudes but may be insufficient to alter preferences for redistribution.		

WORK IN
PROGRESS

Going All In: Simultaneously Breaking Down Barriers for Women in the STEM Workforce (with Saloni Gupta)

This research evaluates an 18-month STEM training initiative for first-generation women engineering students in India. Deployed nationwide by an education start-up, the program combines a women-only environment, fully online access, self-directed learning, and mentoring to address cultural, institutional, and psychological barriers to success in STEM. We assess impacts on technical and higher-order skills and longer-run labor-market outcomes. Given persistent underrepresentation of women in STEM, the study informs how targeted initiatives can break down barriers and foster inclusion in STEM education and careers.

Can Climate Change Interventions Promote Climate-Friendly Attitudes and Behaviors in School Children? Evidence From India (with Raisa Sherif)

Climate education may shape pro-environmental preferences and behaviors where children face high exposure to climate risks but few means to adapt. We test an arts-based curriculum that integrates social-emotional learning with climate education through poetry, theatre, and storytelling in a randomized trial across 110 classrooms in low-income Indian schools. The curriculum centers on air pollution as a locally salient issue and aims to make climate change personally relevant while fostering collective engagement. We estimate effects on knowledge, attitudes, individual protective actions, classroom-level public-good contributions, prosocial donations, and information-seeking about air quality, providing experimental evidence on how school-based interventions can influence environmental behavior in developing-country settings.

PUBLICATIONS

Loyalka, P., Shi, Z., Li, G., Kardanova, E., Chirikov, I., Yu, N., Hu, S., Wang, H., Ma, L., Guo, F., Liu, O. L., **Bhuradia, A.**, Khanna, S., Li, Y., & Murray, A. (2022). *Educational Researcher*, 51(4), 265-273.

Mistree, D., Loyalka, P., Fairlie, R., **Bhuradia, A.**, Angrish, M., Lin, J., Karoshi, A., Yen, S.J., Mistri, J., & Bayat, V. (2021). Instructional interventions for improving COVID-19 knowledge, attitudes, behaviors: Evidence from a large-scale RCT in India. *Social Science & Medicine* 276, 113846.

Loyalka, P., Liu, O.L., Li, G., Kardanova, E., Chirikov, I., Hu, S., Yu, N., Ma, L., Guo, F., Beteille, T., Tognatta, N., Gu, L., Ling, G., Federiakin, D., Wang, H., Khanna, S., **Bhuradia, A.**, Shi, Z., & Li, Y. (2021). Skill levels and gains in university STEM education in China, India, Russia, and the United States. *Nature Human Behaviour* 5(7), 892-904.

Béteille, T., **Bhuradia, A.**, & Loyalka, P. (2021). Political Economy of Producing Skilled College Graduates in South Asia. In *Handbook of Education Systems in South Asia* (pp. 1107-1126). Singapore: Springer Singapore.

Li, G., Shcheglova, I., **Bhuradia, A.**, Li, Y., Loyalka, P., Zhou, O., Hu, S., Yu, N., Ma, L., Guo, F., & Chirikov, I. (2020). Large-scale international assessments of learning outcomes: balancing the interests of multiple stakeholders. *Journal of Higher Education Policy and Management* 43(2), 198-213.

Loyalka, P., Liu, O.L., Li, G., Chirikov, I., Kardanova, E., Gu, L., Ling, G., Yu, N., Guo, F., Ma, L., Hu, S., Johnson, A.S., **Bhuradia, A.**, Khanna, S., Froumin, I., Shi, J., Choudhury, P.K., Béteille, T., Marmolejo, F., & Tognatta, N.. (2019). Computer science skills across China, India, Russia, and the United States. *Proceedings of the National Academy of Sciences* 116(14), 6732-6736.

FELLOWSHIPS AND AWARDS	Ph.D. Affiliate of Centre for International Development, Harvard Kennedy School	2023
	Stone PhD Scholar in Inequality and Wealth Concentration, Harvard University	2022
	Graduate Student Associate, The Mittal South Asia Institute, Harvard University	2021
	Presidential Scholar, Harvard University	2020
	Graduate School of Education Tuition Fellowship, Stanford University	2015
GRANTS	HGSE Doctoral Research Grant (\$2,000)	2024
	The Weiss Fund at University of Chicago (\$15,000)	2024
	Fast Grant, Digital Harbor Foundation (\$75,000)	2023-2024
	Stone Research Grant, Harvard University (\$5,000)	2023
	Mittal Institute Summer Grant, Harvard University (\$3,000)	2023
TEACHING EXPERIENCE	Harvard University (Undergraduate & Masters' level)	
	TF to Gregory Bruich, Using Big Data to Solve Econ & Social Problems	2025
	TF to Susan Dynarski, Research Partnerships for Improving Ed	2023, 2024
	TF to Andrew Ho, Intermediate & Advanced Statistics	2023
	TF to Joseph McIntyre, Introductory & Intermediate Statistics	2022, 2023
	TF to Fernando Reimers, Education Policy Analysis	2022
	Harvard University (PhD level)	
	TF to Susan Dynarski, Design & Analysis of Field Experiments	2023, 2024
	TF to Eric Taylor, Applied Causal Inference in Education Research	2024
	Teach For India, New Delhi, India	
EMPLOYMENT	Primary School Teacher	2013-2015
	The World Bank, New Delhi, India	
	Consultant, Tertiary Education	2021
	Stanford University, Stanford, California	
	Consultant, Digital Literacy Program	2019 - 2020
	Freeman Spogli Institute, Stanford University, California	
	Project Manager, Rural Education Action Program (REAP)	2016 - 2019
	Teach For India, New Delhi, India	
	Primary School Teacher	2013 - 2015
	Rupa Publication & Aleph Book Company, New Delhi, India	
CONFERENCES	Marketing Executive	2012 - 2013
	Advances in Field Experiments	2024
	Comparative & International Education Society (CIES)	2015, 2024
	Research on Improving Systems of Education (RISE)	2023
	American Education Finance & Policy (AEFP)	2023
REFeree SERVICES	Economics of Education Review	
SOFTWARE	R, Stata, Git, LaTeX, Qualtrics	
LANGUAGE	English, Hindi (native), Spanish (beginner)	