

# Eshwen Bhal

PHD STUDENT

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## Education

### University of Bristol

[Bristol, United Kingdom](#)

DOCTOR OF PHILOSOPHY IN PHYSICS

Sep. 2016 – Present

- Thesis title: **Hadronic Dark Matter Searches at CMS at 13 TeV** — *Expected submission in April 2020*
- **Postgraduate student representative** for the particle physics group, 2019–20 — *Role in the Student-Staff Liaison Committee for the School of Physics*
- **CERN**, Geneva, Switzerland — *Long term attachment, Oct. 2017 – Mar. 2019*

### University of Exeter

[Exeter, United Kingdom](#)

MASTER OF PHYSICS WITH HONOURS IN PHYSICS WITH ASTROPHYSICS. AWARD: FIRST CLASS (77 %)

Sep. 2012 – Jul. 2016

- Dissertation title: **Simulations of Exoplanet Light Curves**
- Recipient of a **Physics Award**, 2013 — *Being one of the three students with the highest marks at the first stage of my degree*
- Recipient of a **Dean's Commendation**, 2013 — *In recognition of outstanding achievement at the first stage of my degree*
- Recipient of a **Dean's Commendation**, 2014 — *In recognition of outstanding achievement at the second stage of my degree*
- Recipient of a **Physics Award**, 2015 — *Being one of the three students with the highest marks at the third stage of my degree*
- Recipient of a **Dean's Commendation**, 2016 — *In recognition of outstanding achievement at the fourth stage of my degree*

### Monmouth Comprehensive School

[Monmouth, United Kingdom](#)

SECONDARY SCHOOL QUALIFICATIONS

Sep. 2005 – Aug. 2012

- **A Level**, 2011–12 — *Biology (A\*), Mathematics (A\*), Physics (B), Chemistry (B, AS Level)*
- **Open University**, 2012 — *Introducing Astronomy (10 credit course)*
- **GCSE**, 2010 — *10 including English Language and Mathematics at grades A\* to A*
- **WJEC Key Skill**, 2010 — *Communication (Level 2)*

## Skills

**Programming Languages** Python, C, C++, YAML, LaTeX

**Visualisation** Matplotlib, ROOT, Octave

## Experience

### University of Bristol

[Bristol, United Kingdom](#)

MATHEMATICS TUTOR

Jan. 2017 – May 2017

- Taught mathematics for physicists to first year undergraduate students. Involved formal marking of problem sheets, discussions with the students and teaching concepts for subsequent assignments.