

Teaching Philosophy:

I am committed to creating a diverse and inclusive classroom. Coming from an underrepresented minority group, I understand the value of being included. I will share my story of the struggle, and I believe that students will benefit from people with diverse experiences around them. I always work to make my classroom a welcoming and supportive environment for all students. I am excited to continue my journey as a teacher and mentor.

My teaching philosophy is dedicated to inclusive, active learning, mentorship, and active participation in academic and community initiatives. My teaching approach will incentivize proactivity from the student side without disregarding the leading role of the primary instructor. I will actively support students to find their interests and offer them the tools they need to achieve their heterogeneous professional goals. To do this, I will work restlessly to make content relevant and engaging. I will also be available and approachable to the student body.

Teaching Experience:

I have been a Research Assistant for my entire Ph.D. program. I love teaching, and despite not having formal teaching experience, I took every opportunity to mentor and guest lecture at UW-Madison and at Bentley University.

I designed lectures and taught diverse topics. In one course, I developed a lecture and engaged students in exploring the relationship between economic development and public health in the African context. My teaching approach in this course emphasized the significance of interdisciplinary perspectives, drawing from economics, health economics, and development to provide students with an understanding of the challenges faced by African nations. One of the DEI-focused lectures at Bentley University allowed me to approach the intersection of gender and economics, specifically focusing on developing countries. I developed and taught the critical issue of gender inequality in India and connected it with my research on the effect of the free bicycle policy effect on girls' enrollment. My talk encouraged students to critically analyze the root causes and consequences of gender disparities while exploring potential solutions. I was stunned by one of the questions by a student on why the policy was more effective for girls from high socioeconomic status (high castes) and not for the low castes, even though the baseline enrollment among high caste girls was already higher. In a recent lecture, I designed and taught a lecture on technology's role in economic development, presenting my research on the Green Revolution in India.

Mentorship:

Beyond traditional teaching, mentorship has been a cornerstone of my educational philosophy. I mentored undergraduate students and those from underrepresented backgrounds, including First-Generation students. I guided students through class projects (under Prof. Jeremy Foltz). I also mentored three first-generation students in navigating their academic journeys under the training provided by the Center for Demography and Aging (CHDA) NextGen Population. I delivered a lecture on research development for all the 18 students. This experience of mentoring a diverse

group of students was remarkable. I am dedicated to providing a platform for fostering personal and academic growth for these various groups of students.

Teaching Interest:

My greatest expertise in teaching is applied microeconomics courses in public policy, health, development, or behavioral economics. I can also teach applied econometric methods to undergrad and graduate students. Besides lecturing, I will enthusiastically participate in organizing workshops to introduce students to methodological tools and implementation using different software (STATA/R/Python), organizing reading groups and seminars, and other activities that improve the quality of teaching in and outside the classroom.