**First line, something “Despite not having formal teaching experience. I have been lucky that I was RA for entire phd. I took every opportunity to mentor, guedst lecute, in UW-Madison and Bently College.” You did not have opportunity. But I love teaching and took every opportunity to teach, like guest lecture. Don’t shrink the**

**Think what you learn about.**

**Teaching Philosophy:**

My teaching philosophy is based on learning as a bi-directional teacher-student relation, which benefits and improves both parties' understanding of a subject. 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.

I am also committed to creating a diverse and inclusive classroom. Coming from an underrepresented minority group, I understand the value of being included. I believe that all students benefit from learning from people from different backgrounds and perspectives. I always work to make my classroom a welcoming and supportive environment for all students. I am excited to continue my journey as an educator and to make a difference in the lives of my students. I believe education is the key to a better future, and I am committed to helping students reach their full potential.

My teaching philosophy is dedicated to inclusive, active learning, mentorship, and active participation in academic and community initiatives.

**Teaching Experience:**

This para is long. Make short. Make clear that you developed the material for each of the lectures.

As a guest lecturer, I taught diverse topics, each with its unique focus and challenges. In one of the lectures, I 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. In another lecture, I delved into the critical issue of gender inequality in developing countries. My talk encouraged students to critically analyze the root causes and consequences of gender disparities while exploring potential solutions. For instance, I was stunned by one of the questions by a student on why the education policy (that I was studying) only increased enrollment for girls from high socioeconomic status (high castes) and not the low castes, even though the baseline enrollment among high caste girls was already higher. Through lively discussions and interactive activities, I aimed to ignite a passion for gender equality advocacy among my students. One of the DEI-focused lectures at Bentley University allowed me to approach the intersection of race, gender, and economics, specifically focusing on developing countries. My teaching approach in this course underscored the importance of fostering empathy, cultural sensitivity, and a commitment to social justice as integral components of economic analysis.

**Mentorship:**

Beyond traditional teaching, mentorship has been a cornerstone of my educational philosophy. I mentored undergraduate students and those from underrepresented backgrounds, including the 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 am also teaching applied econometric methods for undergrand and grad students. Besides lecturing, I will enthusiastically participate in organizing workshops to introduce students to methodological tools and implementation using different software, organizing reading groups and seminars, and other activities that improve the quality of teaching in and outside the classroom.