**Teaching Philosophy:**

I believe that education is a powerful tool to empower individuals, foster positive change in society, and create a more just and equitable world. As an educator, I am committed to creating a learning environment where all students feel valued, respected, and supported. I believe that every student has the potential to learn and grow, and I strive to create opportunities for all students to succeed. I am passionate about teaching in a way that is engaging, relevant, and challenging. I believe that it is important for students to apply their learning to create better real-world policies, and I encourage them to think critically and creatively.

I am also committed to creating a diverse and inclusive classroom. Coming from the 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 that education is the key to a better future, and I am committed to helping students reach their full potential.

**Teaching Experience:**

In my role as a guest lecturer, I taught a diverse range of topics, each with its unique focus and challenges. In one of the lectures, I engaged students in exploring the intricate relationship between agriculture, economics, 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 a comprehensive understanding of the complex challenges facing by African nations. In another lecture, I had the opportunity to delve into the critical issue of gender inequality in developing countries. My lecture encouraged students to critically analyze the root causes and consequences of gender disparities while exploring potential solutions. For instance, I was stunned with 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. In one of the DEI-focused lectures at Bentley University, allowed me to approach the intersection of race, gender, and economics with a specific focus 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 had mentored both undergraduate students and those from underrepresented backgrounds including the First Generation students. I provided guidance to 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 Center for Demography and Aging (CHDA) NextGen Population and 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 in providing platform for fostering personal and academic growth for these diverse groups of students.

In conclusion, my teaching philosophy is characterized by a dedication to inclusive, active learning, mentorship, and active participation in academic and community initiatives. I am committed to nurturing the intellectual and personal development of my students, empowering them to become informed, empathetic, and proactive contributors to a global society characterized by diversity and equity.