Teaching Statement
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My teaching journey spans six prestigious institutions across three continents—from the Indian School of Business to Universidad Carlos III de Madrid, including the University of Wisconsin-Madison, ICPSR Summer Program, University of Mumbai, and Nalanda University. As a teaching assistant, I supported multiple courses: Understanding Political Numbers, an introduction to data analysis and R computing (3 semesters); Research Methods for advanced undergraduates (1 semester); Managerial Economics for MBA students (2 semesters); and Game Theory for graduate students (1 semester). My responsibilities included grading assignments, leading weekly recitations, and conducting office hours. During the COVID-19 pandemic, I have experience adapting content and teaching to synchronous and synchronous online delivery. Although graduate students do not typically serve as mentors, I was able to do so through my participation in the Undergraduate Research Program Mentor program at UW–Madison. Recognizing the diverse interests and career goals of these students, I guided them to pursue their preferred career tracks, be they in industry or advanced research.

Since completing my PhD, I have taught courses such as Introduction to Data Analysis and R, Mathematics for Social Scientists, and Microeconomics. These positions have provided invaluable experience in curriculum design, lecture delivery, and comprehensive student assessment. This progression from teaching assistant to lead instructor, combined with my work across diverse institutional contexts, has equipped me to effectively teach diverse audiences—from MBA students, undergraduates, and graduates to policymakers and undergraduate and graduate researchers.

Teaching Philosophy

My teaching philosophy is built on three key pedagogical pillars: active learning, formative assessment, and inclusive teaching—principles I have refined through years of diverse classroom experiences.

I believe students learn more effectively when they are actively engaged in the learning process. To promote active learning, I prefer using interactive teaching methods, such as using the blackboard to develop graphs, perform calculations, and construct logical arguments with the students. This approach allows students to actively participate by writing, calculating, and engaging with the material, rather than passively listening. In larger classes or online settings, I replace the blackboard with a document camera or interactive slides. My lecture slides and handouts, shared before class, include blank spaces for students to take notes and follow along with the material on their own "canvas." I provide fully completed slides and handouts after class to ensure no student falls behind. This method not only encourages engagement but also maintains a steady pace, giving students opportunities to ask clarifying questions throughout the lecture.

I use a variety of active learning techniques tailored to different classroom environments. In smaller classrooms, I oversee and directly participate in activities, while in larger classrooms or online courses, I employ small group discussions, online discussion boards, and brief reflection papers. Across all settings, I alternate between lecturing and active learning periods, incorporating clicker questions, think-pair-share exercises, minute papers, and discussions to create moments of reflection. These pauses allow students to step back from absorbing information and engage with class material more deeply.

Students learn in different ways and at different speeds. They benefit from having a variety of assignments and receiving feedback on their performance on each one. Likewise, I benefit from teaching in different ways and from receiving feedback on my performance at various points. I favor the use of formative assessment, distributing assignments of various formats throughout my course and evaluating learning at each stage. Summative assessment, which concentrates feedback in grades toward the course end, can be minimized.

Having been an international student myself and now teaching across institutions in India, Europe, and the United States, I deeply understand the importance of creating welcoming classroom environments. My own journey—navigating different educational systems and cultural contexts—has taught me to recognize and value the diverse backgrounds, identities, and experiences students bring to our shared learning space. While diversity certainly enhances classroom discussions and problem-solving, I view inclusion and equity as fundamental educational values in their own right.In practice, I create multiple pathways for participation: office hours for those who thrive in one-on-one settings, online forums for students who need time to formulate

thoughts, and small group work for peer learning. When teaching statistics in Mumbai, I noticed students from rural backgrounds hesitated to speak up despite having insightful perspectives. By incorporating written reflections and anonymous question submissions alongside traditional discussions, these students found their voice and enriched our classroom with their unique experiences analyzing local data. I make it explicit from day one that every student—regardless of background—belongs in my classroom and has something valuable to contribute.

Teaching Versatility and Course Portfolio

My research expertise, extensive coursework, and diverse teaching experience have prepared me to teach across multiple subfields of political science with enthusiasm and competence. I am eager to contribute to both undergraduate and graduate curricula through a wide range of foundational and specialized courses.

Core Undergraduate Offerings: I am well-prepared to teach essential undergraduate courses, including Introduction to Comparative Politics, where I can help students understand fundamental concepts of political systems, institutions, and processes across different countries and regions. My background in quantitative methods positions me to teach Research Methods courses, which include hands-on learning with statistical software and real-world applications. I am particularly excited to develop and teach a specialized course on "Political Inequality," examining democratic deficits, their root causes, consequences, and potential solutions through comparative analysis.

Specialized and Regional Expertise: My deep knowledge of South Asian politics enables me to offer focused courses on the region, providing students with insights into one of the world's most politically dynamic areas. Additionally, I am prepared to teach courses on the Political Economy of Development, exploring how political institutions shape economic outcomes in developing nations, and Media and Politics, examining the evolving relationship between information systems and democratic governance in the digital age.

Graduate-Level Instruction: For graduate students, I can teach comprehensive field seminars in comparative politics, offering systematic coverage of major theoretical approaches and empirical findings. I am eager to offer advanced courses in Empirical Political Economy, focusing on cutting-edge research methods and substantive findings in areas such as electoral accountability, institutional design, and economic development. My expertise in causal inference and econometric methods positions me to teach rigorous methods courses at the graduate level.

Methodological Training: Across undergraduate and graduate levels, I am committed to teaching quantitative methods courses, from introductory statistics and data analysis using R and Python to advanced econometrics and causal inference techniques. I believe strongly in making methodological training accessible and relevant, connecting statistical concepts to substantive political questions.

Adaptability and Innovation: I am not only willing but excited to teach beyond my current specializations. I welcome opportunities to develop new courses that meet departmental needs and student interests, drawing on my broad training in political science and my commitment to interdisciplinary approaches. Whether adapting existing courses or creating entirely new offerings, I approach each teaching opportunity with enthusiasm and a commitment to pedagogical excellence.

In all courses, my primary goal is to deliver key concepts with clarity and relevance. For undergraduates, I aim to simplify complex ideas while emphasizing their broad applications and contemporary significance. For graduate students, I focus on theoretical foundations, methodological rigor, and the skills necessary for conducting cutting-edge research.

Teaching Evaluations and Student Feedback

My teaching effectiveness is documented through both quantitative evaluations and qualitative student feedback. Evaluations are available for three courses where I served as a teaching assistant: Research Methods in Political Science (UW-Madison, Fall 2019), Understanding Political Numbers (UW-Madison, Fall 2020), and Introduction to Python (ICPSR, Summer 2023). On a five-point scale, my overall ratings range from 3.75 to 4.625, showing consistent improvement over time. Students appreciated how I made complex material understandable, with one Understanding Political Numbers student observing that *"in some ways, he did the best of teaching the content."*

Students consistently highlight my accessibility and support, particularly valuing my office hours where I help clarify concepts and work through assignments—an aspect rated between 4.0 and 4.625 across all courses. This commitment to student support is echoed in their written feedback: *"Whenever I asked a question in discussion, he would ask me at the end of class if I was still confused. This prompted me to seek greater clarity,"* noted one Research Methods student. Another from Understanding Political Numbers simply stated I was *"very accessible to ask questions"* and *"great at answering questions."*

My strongest quantitative performance came in the recent ICPSR Python course, where I earned 4.625 for overall teaching and a perfect 5.0 for clarity. This progression from my earlier courses to more recent ones demonstrates my growth in pedagogical effectiveness.

Additional teaching evaluations are unavailable for other courses either due to small class sizes or response rates below institutional reporting thresholds. However, the consistent themes across available evaluations—accessibility, clarity, and genuine concern for student understanding—reflect my core teaching values.