Teaching Statement

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Teaching Philosophy

I believe that learning is an engaging journey that requires dedicated time to master any subject. My goal in teaching is to spark curiosity in students and help them see why any topic is relevant, interesting, and important. I believe this approach will encourage them to learn and spend time not because they have to, but because they want to. My teaching philosophy centers on guiding students and fostering their innate curiosity, encouraging them to explore independently and actively participate in their educational experience.

From my experience as a teaching assistant during my doctoral studies and mentoring interns at the Indian School of Business and mentoring first-year undergrads with tech projects at IIT Bombay , I want to implement the following teaching principles.

Connecting theory to Practical Problems

I aim to inspire interest in understanding abstract analytical concepts by presenting practical examples of how they are used, whether through case studies or by bringing in industry professionals to share their experiences. I plan to leverage my alumni network from IIT Bombay, where many peers have moved into various industries and also launched their own ventures, which helps make these connections between theory and practice.

Active Learning

I prioritize active engagement over passive listening, believing that students learn best when they participate in the learning process. From my MBA classes at Kellogg, I valued the lively discussions during class activities, such as the House Game for teaching lean operations or the Cupcake Game for the Newsvendor model. In the Retail Pricing Analytics class I took, and the Data Analytics class where I served as a TA, students actively worked on datasets in class, discussing insights from regression models and data visualizations. This dynamic environment motivated me to stay engaged, and I aim to implement this approach in my teaching. During review sessions, I often gave students time to think and solve problems alongside me, encouraging them to reflect on the next steps.

Simplicity and Clarity

I focus on explaining concepts through simple, relatable examples. I believe in the value of working through ideas live with students rather than relying solely on pre-prepared materials. As a TA, I held review sessions for the Newsvendor module, which introduces complex concepts like reading a CDF from a table, marginal analysis, and terms like underage and overage costs, which can initially overwhelm students. I started with simple

examples, gradually adding layers of complexity to reveal the bigger picture. It was incredibly rewarding to hear students express how this approach, even from recorded sessions, made the material clearer and more understandable.

Mindfulness of Diverse Learning Backgrounds

I will be mindful of the diverse backgrounds in my classes, especially in MBA courses, where students often have different learning speeds and experiences. I plan to use surveys or initial low-stakes assessments to understand my students and tailor my course content to the specific needs of the cohort.

Below are selected comments from students for the OPNS 455 Supply Chain Management course (Evaluations: Mean - 5.18/6, Median - 5.4/6):

"Very thorough and had amazing communication."
"The TA sessions were helpful for understanding the course material."
"I did not interact much with the TA because it was a virtual class, but her recorded sessions were fantastic and very clear."
"Great examples that were walked through in detail."
"Wasn't able to attend TA office hours but watch the recordings typically and always found them helpful."

Teaching Interests

I have served as a teaching assistant for the MBA-level Core Operations course at Kellogg for multiple years, gaining comprehensive knowledge of the syllabus, cases, and assignments by delivering review sessions, one-on-one tutoring and holding office hours. This extensive experience has equipped me to confidently teach MBA core and electives like Operations Management, Supply chain management, Strategic decisions in operations and service operations etc. Additionally, I am eager to design and teach data analytics courses, as I have been working with data throughout my professional and academic career. Like my research, I aim to integrate data analysis with analytical models, such as data-driven decision-making, where students can learn to build simple optimization models.

I am also enthusiastic about exploring and designing new courses, and I am confident in my ability to do so. Finally, I believe teachers, like students, must always evolve, adapting their methods and content to stay relevant in a rapidly changing world—a commitment I hold deeply.