

## Teaching Statement

I am passionate about teaching and view it as an opportunity to share with students some of the most elegant and insightful ideas in economics. Beyond being an integral part of academic life, I find teaching deeply rewarding as it offers a chance to think about concepts in more fundamental ways, engage with students and learn from their perspectives, and continuously refine my own understanding. For these reasons, even though postdocs at NYU Abu Dhabi are not required to teach, I eagerly took the opportunity to teach Intermediate Microeconomics in my first and second years and am scheduled to teach it once more next semester. The experience has been invaluable in shaping and evolving my teaching philosophy.

A key element of my teaching philosophy is to establish an overarching theme for the course and to reinforce how each topic contributes to that theme. In Intermediate Microeconomics, I introduce the subject as a study of how fundamental economic agents make decisions and how the institutions under which they interact shape the allocation and use of scarce resources. Following a somewhat non-standard structure, I begin with the impossibility results of Arrow and Gibbard–Satterthwaite to highlight the challenge of designing institutions that work universally well. I then introduce the market mechanism and demonstrate its desirable properties under private values through the welfare theorems, first in the simpler context of the Shapley–Scarf housing economy and later in the classical exchange economy. This approach felt validated when a student expressed appreciation for how the content felt like a story rather than a collection of topics. I believe helping students situate individual concepts within a broader framework enables them to retain ideas more effectively and develop a deeper understanding of the subject.

I strive to make my classes interactive and to arrive at ideas collectively. For instance, before defining Pareto efficiency, I present different allocations to students and ask for their opinions on whether each represents a good redistribution of resources. Such discussions naturally lead to the formal definition. I believe that encouraging students to think actively helps them appreciate the underlying trade-offs and cultivates curiosity. These interactions also keep me intellectually engaged and excited to teach.

I try to use relatable examples when introducing key concepts. While guest lecturing on game theory for a behavioral economics course at NYUAD, I introduced extensive-form games using the ultimatum game. To clarify that the second player's strategy must specify a response for all possible offers, not just the one observed, I asked students to imagine writing an algorithm that would play the game on their behalf. Analogies like this, I believe, serve as simple yet effective heuristics for checking one's understanding.

I welcome feedback and adapt my course content to the diverse needs and backgrounds of my students. When I first taught Intermediate Microeconomics, I placed strong emphasis on precision and generality. Upon receiving feedback about the challenges students were facing, I realized that my goal was not to train future researchers but to introduce fundamental ideas in a way that was accessible and engaging. Revising my approach by placing less emphasis on generality while maintaining precision led to a much more positive experience for both the students and myself. I believe that responsiveness, flexibility, and sensitivity to students' varied backgrounds are essential to effective teaching.

Beyond my experience teaching at NYUAD, my time as a teaching assistant at Caltech was formative. I worked closely with several outstanding faculty members and assisted across nine quarters in six courses: Econometrics (twice), Introduction to Economics, Introduction to Finance (twice), Game Theory, Theory of Value, and Algorithmic Economics (twice). This exposure allowed me to observe a wide range of teaching styles and philosophies and to gain familiarity with effective instructional tools such as Gradescope, which I continue to use in my own courses. In addition, I assist my brother with his initiative, Econschool, which mentors undergraduate students in India preparing for graduate studies in economics. As part of this effort, I taught a course on Mathematics for Economists and developed the website econschool.in, which hosts various learning resources and attracts around fifty visitors daily.

My teaching experience, together with broad research interests and an interdisciplinary background in economics and computer science, equips me to teach a wide range of courses. At the undergraduate level, I am well prepared to teach core economics courses and would particularly enjoy offering electives in microeconomics or at the intersection of economics and computer science. At the graduate level, I am especially interested in teaching the first-year theory sequence and advanced courses in Market Design, Mechanism Design, and Algorithmic Economics. I also look forward to mentoring students at both the undergraduate and graduate levels and advising their research in economic theory.