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# Yale University questions

## General

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| <b>Preferred start term</b>                               | Fall 2026           |
| <b>Admission plan</b>                                     | Regular Decision    |
| <b>Financial aid</b>                                      | Yes                 |
| <b>Arts Supplement</b>                                    | Yes                 |
| <b>If so, please indicate.</b>                            | Science/Engineering |
| <b>Have you lived for a year or more in another city?</b> | No                  |
| <b>School Specific Fee Waivers</b>                        | n/a                 |

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## Academics

**What academic areas fit your interests or goals most comfortably?** Computer Science

**Other Academic Interests?** Applied Mathematics

### **A topic or idea that excites you related to your academic interests?**

Through programming, I learnt how to perform large-scale computations on large datasets. This led me to explore a field that I was interested in: quantitative forecasting. I love the ability to actually quantify the future. The fantastic part about forecasting is that you can ask the question, "What is likely to happen if I do this?"

When I was preparing for the International Olympiad in Informatics (IOI), I used this technique extensively. I used past data to predict high-probability topics, focusing my preparation in areas where I lagged. I also learnt to predict which problems to focus my time on during contests to maximise my score. I even tried to automate this by using scripts to analyse ranklists and a given person's performance.

I am now interested in how this can be applied to human behaviour. I want to develop models which can predict student learning curves and improve educational interventions.

**Test Score Options** Advanced Placement (AP), SAT

**Score Display CA** Yes

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## Contacts

**Previously Applied** No  
**Learn about Yale** Yale Websites

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## Family

**Relative Applying** No  
**Close Relationship** No

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## Additional Questions

### Why Yale

Growing up, I watched brilliant peers hit dead ends simply because the 'roadmap' to success was broken or hidden. Seeing that success correlated more with exposure than raw potential, I am particularly interested in approaching this inequality as an engineering problem, along with a social one.

At Yale, I plan to take social science courses along with computer science. In CPSC 4580, I would learn to architect algorithms that account for bias. Meanwhile, in ENV 632, I would apply this to help build prototypes that my peers and I theorise.

Then, I would use Tsai CITY's programs to scale these projects into initiatives with real-world impact.

- 1. What inspires you?** Knowing that what I do can have an impact and change lives.
- 2. Teach college course, write a book, create art** A rock song, in the style of Nirvana, with funny lyrics describing the pain of taking a shower in cold weather.
- 3. Who has had a significant influence & what impact?** [REDACTED]. Though we have never met, he mentored me personally completely for free, teaching me the value of open knowledge.
- 4. Something about you** I love to play board games, with my favorite being Ticket to Ride, with my friends and family. I enjoy studying a game in depth, but never at the expense of fun.

### Essay

1. Reflect on a time you discussed an issue important to you with someone holding an opposing view. Why did you find the experience meaningful?

SPOI is an initiative I created with two of my friends to teach informatics to schoolchildren in India. However, we had a dispute over how to actually do this. The program had around 300 members,

and we were taking lectures to prepare them for the first stage of the Informatics Olympiad. I wanted to start a focus group for just the top performers and give them special attention. From my perspective, this mirrored how Olympiads operated by rewarding demonstrated ability.

However, some other people disagreed. They pointed out that creating a focus group would undermine others' confidence in the regular SPOI lecture series. They argued that this separation could discourage students who were just starting. Moreover, high performers already knew enough to self-study.

This dilemma forced me to confront a clash between meritocracy and equity, and to question whether my instinct actually optimised outcomes for everyone. Both sides strongly believed they were the ones protecting the program's core mission.

I asked clarifying questions and paraphrased their idea before presenting mine, which made me re-evaluate my position in real time. One of us even asked, "Who needs us more?" I also realised the importance of presenting my view in a simple, clear, and understandable way; people gave good feedback when I did so. They asked how exactly this focused mentorship would even work, and why it needed to be restricted to only a few people.

In the end, we created something completely new, a way to provide focused mentorship to a lot more people, but not let others lose faith in the general SPOI series. We converted the mentorship into blog posts and open lectures, so students could effectively mentor themselves by engaging with it, while being able to ask mentors questions.

This philosophy has shaped not only how I develop SPOI but how I approach disagreement itself. I no longer see opposing views as obstacles. Instead, I see them as opportunities to improve on my own idea.

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## Additional Information

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| <b>Are you in the process of applying for an ROTC Scholarship?</b> | No   |
| <b>B.A./M.M. Program</b>   | No   |
| <b>School Discipline</b>   | No   |
| <b>Criminal History</b>  | No   |
| <b>Interview Waiver</b>  | I waive my right to review an interview summary. |
| <b>I understand waiver</b>   | I understand                                     |

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## Affirmations

By submitting this application, I affirm my understanding of and agreement to the statements found here: <http://www.commonapp.org/affirmations>.