

# Smt. Sulochanadevi Singhania IB World School (DP)

Jekegram, Pokharan Road no.1, Thane (W) - 400 606  
022 – 4036 84 14 / 30 : [ibadmissions@singhania.schools.org](mailto:ibadmissions@singhania.schools.org)

## Application for IB Diploma Program 2024-26

For office use :

Form No : 1031      Application ID : 1705869571

Received an amount of Rs.2,500/- via Online Date : 22-01-2024 Receipt no. : 213934606

School Remarks, if any :

Please attach  
Applicant's  
passport-size photo  
here

### Applicant's Details :

Name of the Applicant: MS. TRISHA CHAKRAVARTY

Date of Birth : 13-09-2008

Place of Birth : THANE

Blood Group : A+

Gender : F

Current School Name : INTERNATIONAL SCHOOL OF THE STOCKHOLM REGION

Board Affiliated to : INTERNATIONAL BACCALAUREATE

School Address : BOHUSGATAN 25, SODERMALM, STOCKHOLM 11667

Residence Address : 1602, SKYLLBERGSGATAN 11, BANDHAGEN STOCKHOLM 12471

Applicant's Mobile no. : 0709579304 Telephone no. : 0709579304

Aadhar Card No. NA

Passport No. V3733026

\* If Admission is granted, copy of PAN Card to be submitted as and when student attains age of 18 years.

Primary email-id(Parent's) : DEV DUTTAC@REDIFFMAIL.COM  
(All school related communication will be sent to the above email id)

I hereby certify that all the information given in this application is true and correct. I understand that falsification of any information in this form will disqualify me from the admission process.

Student's Signature : \_\_\_\_\_ Date : \_\_\_\_\_

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## Parents Details :

### Father :

1) Name of the Father	DEV DUTTA CHAKRAVARTY
2) Qualification	MBA
3) Working	SERVICE
4) Name of the organization	DHL SUPPLY CHAIN SWEDEN
5) Designation	HEAD OF OPERATIONS EXCELLENCE NORDICS
6) Contact no	0709579304
7) PAN no	ACTPC1760A
8) Email id	DEV DUTTAC@REDIFFMAIL.COM

### Mother :

1) Name of the Mother	JAYALAXMI CHAKRAVARTY
2) Qualification	BCOM
3) Working	SERVICE
4) Name of the organization	LILLHAGENS FORSKOLA
5) Designation	RESOURCE PEDAGOGUE
6) Contact no	0727891279
7) PAN no	ADSPJ7605D
8) Email id	JAYDTRISHA08@GMAIL.COM

*Does the applicant have any previous medical ailments? NO*

*If yes, please specify NA*

*Does the applicant have any physical or learning disabilities?*

*(If yes, please specify and submit relevant documents) :*

**Signature: (Father)** \_\_\_\_\_ **(Mother)** \_\_\_\_\_

If Student of Smt. Sulochanadevi Singhania School , please fill up the details below :

Class and Division in Std. 10: NA

Name of the Class Teacher: NA

### Student Profile and Academic Records

\* Please enter the percentage marks obtained in the following subjects in the Final exam of Std. 9<sup>th</sup> and in the last exam given for Std.10<sup>th</sup> (Term / Prelim / Board) and also SUBMIT / ATTACH the scan copy of the same while submitting the filled Application Form.

\* For IGCSE and other boards where the given subject choice does not apply, please submit the scan copy of the Progress Report.

Board Student has completed Grade 9 /10 from INTERNATIONAL SCHOOL OF THE STOCKHOLM REGION

Subject	Std 9 (Final Exam)	Std 10 Last exam given (Term / Prelim / Board)
English		
Hindi		
Physics		
Chemistry		
Biology		
Mathematics		
Option (Specify)		
Science (If CBSE or SSC)		

\* Any other related information / academic achievements you would like to share :

I hold upto a National Spelling Bee Topper title, for which I have won gold medals, as well as a gold medal for the International English Olympiad.

Student's Signature: \_\_\_\_\_

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## Guidelines for filling the Subject Choice Form:

- 1) A student has to select 6 subjects.
- 2) Apart from the above, the core requirements: TOK, CAS and EE are compulsory.
- 3) 3 HL (High Level) and 3 SL (Standard Level) subjects, generally, one from each group.
- 4) HL entails 240 hours and SL entails 150 hours of teaching.
- 5) Each subject can be selected only at one level: HL or SL .
- 6) In case a student does not want to select Group VI at all, he or she has the option of selecting an additional subject from Group III or IV.
- 7) Math Analysis and Approaches (MAA) is for students who are interested in Mathematics, Engineering, Physical Sciences and some Economics. It has emphasis on Algebraic methods.  
  
Math Applications and Interpretation (MAI) is for students who are interested in Social Sciences, Natural Sciences, Medicine, Statistics, Business, Engineering, Some Economics, Psychology and Design. It has emphasis on Modelling and Statistics.
- 8) Spanish B and French B is offered to students who have already studied Spanish and French and can read, write and respond in the Language.
- 9) An Interdisciplinary subject ESS (Environmental Systems & Societies) can be taken from either Group III or Group IV.
- 10) Universities specify the subject combinations and grades as prerequisites for admissions into different courses. Hence, do your homework well.
- 11) Final selection of levels in subjects can be made till the school has finished 4 weeks of teaching.  
12) This will be done in consultation with the teachers, students and parents.

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## Subject Choice Form

Tick for subject/s being taken by you		HL	SL
<b>Group I</b>	* <b>English A: Language and Literature (HL/SL)</b>		✓
<b>Group II</b>	* <b>Hindi B: Language acquisition (HL/SL)</b>		
	* <b>Spanish Ab initio (SL)</b>		
	* <b>Spanish B (SL)</b>		✓
	* <b>French AB initio (SL)</b>		
	* <b>French B (SL)</b>		
<b>Group III</b>	* <b>Economics (HL/SL)</b>	✓	
	* <b>Business Management (HL/SL)</b>	✓	
	* <b>Psychology (HL/SL)</b>		
	* <b>Global Politics (HL/SL)</b>		
<b>Group IV</b>	* <b>Physics (HL/SL)</b>	✓	
	* <b>Chemistry (HL/SL)</b>		
	* <b>Biology (HL/SL)</b>		
	* <b>Computer Science (HL/SL)</b>		
<b>Group III / IV</b>	* <b>Environmental Systems &amp; Societies (SL)</b>		
<b>Group V</b>	* <b>Mathematics Analysis and Approaches (MAA) HL/SL</b>		✓
	* <b>Mathematics Applications and Interpretation (MAI) HL/SL</b>		
<b>Group VI</b>	* <b>Visual Arts (HL/SL)</b>		

Signature of the Applicant: \_\_\_\_\_

Signature : Father \_\_\_\_\_ Mother \_\_\_\_\_

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## Questionnaire for the Applicant

**1) How would you introduce yourself?** (State your aims, expectations from life, hobbies, likes and dislikes, any philosophy you believe in)

I would like to express my likes, dislikes, hobbies and personal philosophies as quintessential 'building blocks' that make up my sense of self. For instance, one of my preferred avocations is writing. Although I certainly enjoy engaging myself in other arts, as a form of self-expression, such as the culinary arts, dance, and photorealism, I consider writing to be the hobby that allows me to decipher my headspace most effectively. Reading is another leisure activity I am immensely fond of. I enjoy reading philosophical classic literature, poetry, and astrophysics. I am still in the process of exploring as many ranging and dichotomous existing philosophies as I can in order to cultivate a thorough understanding of my personal philosophies as I express them through my hobbies. My dislikes include the following; football, rugby, and skiing.

In the realm of future goals and ambitions, I aspire to become an entrepreneur. Until I am at the stage of building my career, I aim to expose myself to as many challenges, ambitious short-term aims, and constructive experiences as possible. My intention with doing so is to ensure that I will be equipped with a versatile skill set, while simultaneously developing the qualities of an entrepreneur through exposure to failure.

**2) Why did you choose to do an IBDP?**

I have experienced the educational systems and principles of the ICSE, IGCSE, and the IB MYP curriculum. I am currently studying in the IB MYP curriculum and thus I feel well-acquainted with the IB system's foundation and core, as well as its demands, as a result of my conversations with DP students in my school. The IB curriculum is one that is academically rigorous and yet places great emphasis on the core life skills of a student. I find this quality to align with the path I would like to take to achieve my long-term goals, as mentioned previously.

**3) Have you any special achievements in the field of sports/ cultural activities/ community service etc?**

One of the achievements I am most proud of, in the field of sports, is having competed in the Nordic Network basketball championships held in Stockholm, Sweden. I also competed in and won a bronze medal in the county-level swimming tournament held in Kenya, Africa. An achievement that had a great impact on me was educating roughly 200 students, between ages 11-15 on the topic of body dysmorphia, eating disorders, and body image through a presentation and lecturing session, where me and my team held these presentations over the course of multiple weeks in order to ensure that each audience was not overpopulated. Additionally, I was part of another group of individuals that researched the impact of fast-fashion on the environment and carried out a project that spread awareness amongst over 100 students about the issue and opportunities for sustainable shopping within locations in Stockholm. Finally, I am currently working on a book that discusses philosophy through my individual perspective and personal sociocultural background, which I plan to publish this year.

**4) Mention a person or an incident that has impacted your thoughts, actions and personality. Explain how you have been influenced.**

An incident that has had a significant impact on me is my experience with racism. At the age of 8, my parents and I moved to Germany and I was the only person of colour in my class. Naturally, adapting to the unfamiliar culture and lifestyle was a challenge in itself, however, the aspect of 'adaptation' I found to be the most arduous was racism. At the time, I viewed the subtle criticism about the colour of my skin, the exclusion from social settings due to my ethnicity, and the discrimination obscured in backhanded compliments, simply as another adversity I would soon adapt to and accept. I perceived it as any ordinary obstacle. This was until its obscurity morphed into blatant insults. It was until I asked a classmate why she refrained from holding my hand during a dance recital and she said it was because of the colour of my skin, immediately running away from me. My encounter with racism is one that I believe was immensely hurtful, although over the years, my resentment towards these experiences has grown into gratitude. I am grateful, not for the pain it has caused me, but for the lessons I have been able to learn from it. The empathy it has taught me, which helps me understand the diverse individuals I have met, rather than categorise them. The endurance and open-mindedness it has gifted me, which I face present adversities with. Despite this, as I grow older, I would also like to develop the ability to expand my gratitude and acceptance, specifically towards the pain it caused me. This is because without it, I feel as though many integral parts of myself would be lacking today and the greatest ability I have gained is loving and appreciating the same melanin that I once desperately wished to wash off.

##### **5) The fears and challenges that you need to overcome.**

I would consider one of my greatest fears to be the fear of falling behind. I fear that the practices and routines I have dedicated myself to will someday slip away unannounced. Perhaps academics, dance, writing, art or one of my other pursuits. Having carried this fear for quite a while, the burden has also made me realise that in the end, it is simply a fabrication of my mind that is holding me back. I have realised that every individual must walk his/her own path and with this, the fear of falling behind is one that is inexistent. Yet despite this, I do still struggle with overcoming this challenge because I am sometimes faced with trivial obstacles or momentary failures that incite doubt and agitation within me. Regardless of this, I am and will continue to work on this fear, with the intention of gradually eradicating it entirely.

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