

Smt. Sulochanadevi Singhanian IB World School (DP)

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

Application for IB Diploma Program 2024-26

For office use :

Form No : 1122 Application ID : 1711829449

Received an amount of Rs.2,500/- via Online Date : 31-03-2024 Receipt no. : 283802611

School Remarks, if any :

Please attach
Applicant's
passport-size photo
here

Applicant's Details :

Name of the Applicant: MS. ARUNIMA PANDEY

Date of Birth : 21-12-2008

Place of Birth : PUNE

Blood Group : A+

Gender : F

Current School Name : HIRANANDANI FOUNDATION SCHOOL, THANE

Board Affiliated to : ICSE

School Address : WOOD STREET, HIRANANDANI ESTATE, THANE

Residence Address : 504, WILLOWCREST, ONE HIRANANDANI PARK, MANPADA, GHODBUNDER SERVICE ROAD, THANE WEST(400607).

Applicant's Mobile no. : 7400066871 Telephone no. :-

Aadhar Card No. 638045200643

Passport No. T6824073

* 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) : DHRUVONLINESPEAKS@YAHOO.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	DHRUBA PROKASH PANDEY
2) Qualification	M-TECH
3) Working	SERVICE
4) Name of the organization	TECH MAHINDRA LIMITED
5) Designation	AVP
6) Contact no	9619028965
7) PAN no	AMWPP3689A
8) Email id	DHRUVONLINESPEAKS@YAHOO.COM

Mother :

1) Name of the Mother	SWATI PANDEY
2) Qualification	MCA
3) Working	SERVICE
4) Name of the organization	DELOITTE CONSULTING LIMITED
5) Designation	MANAGER
6) Contact no	9920233278
7) PAN no	BCEPS9228M
8) Email id	SWATI.DPANDEY@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: -

Student Profile and Academic Records

* Please enter the percentage marks obtained in the following subjects in the Final exam of Std. 9th and in the last exam given for Std.10th (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 HIRANANDANI FOUNDATION SCHOOL, THANE

Subject	Std 9 (Final Exam)	Std 10 Last exam given (Term / Prelim / Board)
English	78/100	68/80
Hindi	77/100	70/80
Physics	88/100	69/80
Chemistry	88/100	70/80
Biology	91/100	68/80
Mathematics	100/100	70/80
Option (Specify)	PHYSICAL EDUCATION (THEORY)- 90/100	PHYSICAL EDUCATION (THEORY)- 97/100
Science (If CBSE or SSC)	-	-

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

Highest marks in a class of 41 students in the subjects- Mathematics, English Language, English Literature, Physics, Biology, Geography and Hindi.

General Proficiency and distinction in all grades since 5th, excluding 6th and 7th due to the Covid pandemic.

First position in Hindi Essay writing competition in 9th and 10th grade, Second position in English essay writing competition in 9th grade.

Passed Primary National Mathematics Olympiad Contest with 86%, National Science Olympiad Contest with 90% marks with a gold medal.

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. This will be done in consultation with the teachers, students and parents.
- 12)

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Subject Choice Form

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

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)

Experience is less relevant than knowledge and the ability to learn and to innovate.

- Vikram Sarabhai

I am Arunima Pandey, a 15-year-old scholar entering the 11th grade this year. My passion lies in the captivating realms of astrophysics engineering and astronomical engineering, where I aspire to unravel the mysteries of our universe and contribute significantly to upcoming space projects. As an Indian, I am driven to bring honor to my nation by representing it on the international stage or by working within esteemed national agencies like ISRO and NARL (National Atmospheric Research Laboratory). Despite having challenges on my side due to ongoing academic commitments, my past projects – ranging from models of acid rain to vending machines, reflect my endeavor toward a hands-on approach to learning.

Since childhood, I've harbored a fiery curiosity about the origins of our world. Even though my family's insistence on a creationist narrative, I found myself drawn to the concept of the Big Bang as the catalyst for our universe's existence. This fascination propelled me into the intricate realms of physics and space exploration, fuelled further by cinematic masterpieces like *Interstellar*, *Gravity*, and *Mission Mangal*. The exhilaration I felt delving into the mysteries of the cosmos solidified my resolve to pursue this path relentlessly.

While I may not possess the innate brilliance of luminaries like APJ Abdul Kalam or Kalpana Chawla, the thought of veering away from this pursuit seemed inconceivable. A pivotal moment came when I delved into Stephen Hawking's "Brief Answers to Brief Questions," particularly absorbing sections on phenomena like black holes, which I revisited numerous times. I also stay updated by following channels such as AstroKobi, Elise Phon, Astroverse, StarTalk by renowned physicist Neil deGrasse Tyson and getsetflyscience.

Recently, engaging in spirited debates with a fellow enthusiast reignited my passion for astrophysics, exploring topics ranging from superconductors, fusion reactors in rockets, various paradoxes, white holes, wormholes, dark matter and energy, pulsars, neutron star collisions to the enigmatic nature of black holes and dark matter. These discussions, coupled with my aspirations to dig deeper into these subjects during my IBDP studies, have illuminated potential avenues for future research.

Of particular interest to me are fusion reactions, a realm where India's penchant for innovation and resourcefulness could yield significant breakthroughs. The prospect of integrating fusion reactors into rocket propulsion systems, spearheaded by organizations like ISRO, presents tantalizing possibilities for revolutionizing space travel.

Presenting my ideas to a former DRDO employee – my school teacher, elicited acknowledgment of the speculative nature of such endeavours at present, yet underscored their potential importance in the future. While acknowledging the challenges ahead, the prospect of contributing to such pioneering projects resonates deeply with me, eclipsing the allure of fame or wealth in favour of the pursuit of knowledge.

The staggering realization that we comprehend only a fraction of the universe's composition with dark matter and energy comprising a staggering 95%, serves as a humbling reminder of the vast expanse of uncharted territory awaiting exploration. The expanding frontiers of scientific inquiry, from theories of

cosmic expansion to the nature of black holes, continually captivate my imagination and reaffirm my unwavering dedication to this field.

Reflecting deeply on whether I can envision myself immersed in this pursuit for a lifetime, the answer crystallizes effortlessly: I cannot envision a life devoid of science. It is the cornerstone of our understanding, offering profound insights into the essence of our existence and the mysteries that permeate our universe.

Outside of academics, I indulge in a variety of activities. From watercolor painting to drumming and band practices with friends, I find joy in creative expression. Sports, particularly basketball and throwball, offer me both physical activity and camaraderie. Additionally, movie nights with family – featuring Tollywood and Bollywood films, as well as solo ventures into sci-fi, superhero, and horror genres – add colour to my leisure time, complemented by my adorned room filled with Iron Man posters.

While my culinary adventures span recreating traditional recipes with a personal twist, my passion for food extends to aspirations of starting an Asian recipe blog. Collecting oceanic merchandise, including feather pens and statues, further adds to my eclectic interests.

I hold firm to the belief that every problem harbours a solution, even if it eludes us in the present moment. It's the inevitable march of scientific progress that offers hope for resolving even the most daunting challenges. With advancements continually unfolding, what seems insurmountable today may become conquerable tomorrow.

Despite having numerous hobbies, I recognize that there is still an immense amount for me to learn.

2) Why did you choose to do an IBDP?

Since my introduction to the world of science, the JEE has stood as the pinnacle of success in this field. It seemed to dominate every aspect of my academic journey, from newspaper headlines to school banners. After enduring two years of rigorous coaching and testing, I found myself at a crossroads, uncertain of my true aspirations. The pursuit felt like a race to solve problems swiftly, whether by genuine understanding or reliance on shortcuts and tricks.

I began questioning whether this path truly aligned with my ambitions. Did I genuinely desire to spend the coming years competing with millions of peers, many of whom hadn't even chosen this path voluntarily, only to potentially end up in a field devoid of my passion? These reflections prompted me to explore reputable astrophysics programs in India post-12th grade, even though many didn't rank among the world's top 100 universities.

Realizing that focusing solely on securing admission to prestigious institutions like IITs and IISc, which not only posed formidable entry barriers but might also lack the specialized knowledge I sought, led me to consider the broader spectrum of universities abroad with superior research opportunities.

Additionally, I yearn to redefine my high school experience. Rather than being perceived as introverted and dull, I aspire to emerge as a dynamic individual, engaging with peers from all walks of life to glean insights and broaden my horizons. Striving to cultivate a bold yet bright persona has been a longstanding aspiration of mine.

I envision immersing myself in a multitude of activities, embracing new experiences, and fostering a spirit of curiosity and creativity, rather than confining myself to the confines of a single examination hall for two years. Pursuing the IBDP curriculum presents an enticing opportunity to hone my writing, communication, and analytical skills, equipping me with invaluable tools for the future success of my aspirations.

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

Winning entry(1st Prize) out of 700+ entries (age group: 11-15 years) organized by CSMVS Children's Museum Competition, Mumbai.

Best Speaker in Impromptu competition in 8th grade, Second position in the Hindi Elocution Competition.

First position in Melange Total 5 Handball competition in years 2022 and 2023.

TRINITY College drums rock and pop Grade Initial and Grade 2 passed with merit.

4) Mention a person or an incident that has impacted your thoughts, actions and personality.

Explain how you have been influenced.

Throughout my childhood, I prided myself on being a model student, with no history of mischievous behavior. Teachers consistently commended me for my academic achievements and all-round excellence. However, everything changed when the student council for the year was announced at the beginning of 10th grade. While some of my classmates celebrated their selection, my name was conspicuously absent from the list.

Initially, I hadn't harboured any ambitions of joining the council. I viewed it as a situation with pros and cons: on one hand, it would afford me more time to focus on my studies, but on the other, it would introduce new responsibilities as a prefect. In 9th grade, I had thrown myself into auditions for various activities, balancing extracurricular pursuits with academic excellence. The rejection from the council selection process hit me hard, and I felt betrayed by the teachers whom I had previously revered as bastions of integrity and fairness.

Despite my efforts to remain composed, the disappointment lingered, affecting my concentration in class and causing my grades to suffer. The incessant inquiries from classmates about my absence from the council exacerbated my distress. Even more disheartening was the lack of support from my teachers, who chose to humiliate me publicly rather than offer guidance or understanding.

Feeling isolated and disillusioned, I experienced a profound breakdown, resulting in a notable decline in my academic performance. My parents, unaware of my struggles, were shocked when they received my report card. Meanwhile, my teacher's disparaging remarks to other parents further compounded my anguish.

Amidst the turmoil, my parents remained a source of steadfast support, reminding me that setbacks were an inevitable part of life. Their encouragement reinforced my resolve to persevere and not allow others' perceptions to define me. I learned valuable lessons from this experience, discovering the importance of resilience in the face of adversity and the necessity of maintaining self-belief in challenging times.

Moving forward, I am determined to remain resolute in my pursuit of academic excellence, regardless of external opinions or setbacks. I am confident that I will emerge stronger from this experience, equipped with the resilience and determination to overcome any obstacles that come my way.

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

My deepest fear is the possibility of never finding someone I can trust completely. Despite learning to forgive others for their mistakes, I still struggle with trust issues, often second-guessing people's intentions and fearing that they may only be pretending to be my friend. Encountering deceptive individuals, especially within my school circle, has made it challenging to form genuine connections with those willing to offer selfless support. However, as I interact with individuals beyond the confines of my school environment – those hailing from families facing hardships – I am confident that I will discover genuine friendships. It's merely a matter of time before this concern is alleviated, particularly as it is a common worry among those raised in urban settings.

Additionally, I actively seek to cultivate skills that will serve me well in the future, such as developing

self-reliance and the ability to work independently or in solitude. As a reserved yet dynamic individual, I've always valued close friendships, although the composition of my friend group tends to evolve due to the changes adolescence brings. I aspire to cultivate a more open and inclusive attitude, understanding and respecting others' decisions and boundaries.

I also fear being judged solely based on my abilities, leading me to sometimes reassess my worth and refrain from participating in activities altogether. However, I aim to confront this fear by actively participating in various endeavours and acquiring new skills to boost my self-assurance. Another thing that worries me is not being at my best in public or being judged for my imperfections. While I don't harbour insecurities about my abilities, I often feel mediocre when surrounded by academically accomplished individuals. Despite these fears, I am committed to overcoming them, striving to embrace my vulnerabilities and cultivate a sense of self-worth independent of external validation.
