
Princeton University questions

General

Preferred start term	Fall 2026
Admission plan	Regular Decision
Communication Preference	First name
Princeton-specific Fee Waiver	Not Applicable
Financial aid	Yes
Disciplinary Violation	No
Princeton Alumni Interview Consent	I would like to share my contact information and high school name with Princeton alumni interviewers, for the purpose of contacting me to arrange an alumni interview.
Portfolio No URL	No

Academics

Degree Type	A.B.
Choice 1 Major	Computer Science (A.B.)
Choice 1 Minor	Technology and Society
Choice 2 Major	Mathematics
Choice 2 Minor	Entrepreneurship

As a research institution that also prides itself on its liberal arts curriculum, Princeton allows students to explore areas across the humanities and the arts, the natural sciences, and the social sciences. What academic areas most pique your curiosity, and how do the programs offered at Princeton suit your particular interests? (Please respond in 250 words or fewer)

I am particularly interested in approaching social inequalities as an engineering problem. Witnessing peers fall behind simply because they lacked support made me realise a gap I hope to address. For instance, I want to explore how AI can help make educational interventions, and I aim to build something that could help educators identify and support at-risk students. By doing so, I hope to help democratise access to education.

At Princeton, I plan to pursue the Technology and Society certificate along with computer science. I want to research and architect algorithms that account for bias, and would try to enrol in SOC 306 and COS 534 to learn about this further. Meanwhile, in EGR 491 and EGR 498, I would learn to create initiatives with social impact.

Then, I would apply this in practice by participating in the Keller Center's Tiger Challenge to create

sustainable and low-cost projects and tools that can help schools anywhere.

SAT/ACT Submission I have submitted or will submit ACT or SAT scores, and would like them to be considered as part of my application

Previous Applicants

Previously applied No

Writing

Your Voice Princeton values community and encourages students, faculty, staff and leadership to engage in respectful conversations that can expand their perspectives and challenge their ideas and beliefs. As a prospective member of this community, reflect on how your lived experiences will impact the conversations you will have in the classroom, the dining hall or other campus spaces. What lessons have you learned in life thus far? What will your classmates learn from you? In short, how has your lived experience shaped you? (500 words or fewer)

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.

Initially, I was defensive about my argument. But then one of us asked, "Who needs us more?" This made me realise that my approach would leave many people behind. I started listening more carefully, which made me re-evaluate my position in real time. I also realised the importance of presenting my view in a simple, clear, and understandable way. Then, they asked how exactly this focused mentorship would even work, and importantly, why it needed to be restricted to only a few people. This made me question my stance and go to the core of what I was arguing for.

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.

I will bring this to Princeton. When I encounter a view that clashes with my own, I will ask the questions necessary to dismantle my own argument. By digging for the intent behind the disagreement, I hope to help my community build bridges between seemingly incompatible worldviews.

Princeton has a longstanding commitment to understanding our responsibility to society through service and civic engagement. How does your own story intersect with these ideals? (250 words or fewer)

One of the significant challenges I faced was a lack of awareness of opportunities, since neither my school nor my seniors knew much beyond the entrance examinations. This led me to embark on a journey to explore opportunities and build my own pathways.

While attending the Olympiad training camp, I saw that most of the students were from big cities, especially well-resourced private schools with established guidance systems. It made me realise that access was often less about ability and more about early exposure and guidance.

I have worked on this issue myself with my startup SPOI. In SPOI, I have experimented with ways to teach informatics online that do not require a teacher or mentor. I worked on creating online resources that a student could engage with independently.

However, I realised that students in rural schools near me faced even more basic material barriers. In India, the government provides public schools with uniforms, books, and even computers. However, basic items such as notebooks, pens, pencils, and food utensils are not provided. They are usually sourced through NGOs and donations. But most NGOs and people help schools in urban areas, while rural schools often go neglected. Through my NGO, Sadhya, I have tried to bridge this gap by assisting such schools with stationery, spoons, and other items.

These experiences have taught me that civic service is not just about volunteering; rather, it is the responsibility of responding to gaps that I see or face.

More About You Please respond to each question in 50 words or fewer. There are no right or wrong answers. Be yourself! What is a new skill you would like to learn in college?

I want to learn to compose music and be a part of a rock band. I would also love to learn to sing. To me, music is a way to connect with others and induce strong emotions.

What brings you joy?

I love trying exotic food.

Playing board games is my favourite way to spend time with friends. I enjoy studying a game, but never at the expense of fun.

I love to watch comedies like The Simpsons. It affects the way I think, making me not take

everything to heart.

What song represents the soundtrack of your life at this moment?

The song that best represents the soundtrack of my life right now is "Thriller" by Michael Jackson. It makes me want to sing my heart out and dance. The rhythm represents the adrenaline in my life right now.

Do you wish to submit a graded written paper at this time? Yes

Upload the graded written paper here.

Uploaded document attached.

Family Information

Number of Parents Listed 2

Parent, Step-parent or Guardian 1 Relationship Mother

Parent, Step-parent or Guardian First Name [REDACTED]

Parent, Step-parent or Guardian Last Name [REDACTED]

Parent, Step-parent or Guardian Occupation (Former occupation, if retired or deceased) [REDACTED]

Parent, Step-parent or Guardian Position/Title [REDACTED]

Parent, Step-parent or Guardian Employment Status Employed

Did this Parent, Step-parent or Guardian attend Princeton University? No

Has this Parent, Step-parent or Guardian ever worked for Princeton University? No

Parent, Step-parent or Guardian 2 Relationship Father

Parent, Step-parent or [REDACTED]

The Sanctity of Exams in India

In India, admissions to government jobs and universities are conducted through competitive examinations such as the JEE, NEET-UG, and UPSC. Recently, the sanctity of these exams has been called into question due to organised exam-cheating groups. These are sometimes called exam mafia. They undermine public confidence in the system.

A prime example of this crisis is the NEET-UG 2024. NEET-UG is the exam for medical education in India. The results revealed a statistical anomaly where an unprecedented 67 candidates secured a perfect score of 720/720. Furthermore, police investigations in states like Bihar and Gujarat confirmed that ques. papers had been leaked and sold for lakhs of rupees. The Supreme Court of India subsequently held hearings to determine whether the exam should be cancelled. The central debate revolved around the "sanctity" of the process; the court acknowledged that the sanctity had indeed been breached but had to weigh this against the "systemic" nature of the failure. Ultimately,

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the Chief Justice of India ruled against a total re-examination, asserting that no systemic breach occurred that would vitiate the entire result.

In this regard, the Public Examinations (Prevention of 'Unfair Means') Act 2024 was introduced. This act made the "supplying" part of cheating a cognisable and non-bailable offence with a minimum punishment of three years. It applied to people who aided the candidate in cheating, not the candidate themselves.

Large-scale exam cheating not only violates the spirit of the society but also causes economic losses to the country. For example, the UP Police Constable Exam (2024) was cancelled. It had over 4.8 million candidates appearing, leading to a direct loss of over INR 200 Crores.

While the act establishes a legal deterrent, its implementation remains to be seen. Additionally, we must introduce technological and administrative safeguards. Ensuring the integrity of these assessments is critical to upholding the meritocratic framework in India.