**State in less than 2000 characters why you should be offered the NUS Scholarships. You may cite your most outstanding achievements, and/or elaborate on your aspirations and envisioned contributions to the University.**

I am a learner at heart, with a thirst for learning extending across a variety of fields. From being a person who was fascinated with all things in the sciences, I grew into one who wants to and can learn anything under the sun.

This intrinsic desire to learn drives me to pursue scholastic excellence in many areas. In 2016, I was awarded the Youth Defence Science Programme (YDSP) Academic Award for Mathematics and Physics. I am eager and able to make the most of the opportunities given to me, such as when I was selected to participate in the National Geography Talent Development Programme. This was a platform for me to engage with geography enthusiasts and professors at NUS, to share our thoughts and insights in different fields of geography.

Yet, what I love more than active pursuing opportunities to learn is sharing what I have learnt with others. Through that, I will also learn. I believe strongly in the growing of insights through discussion, and tactfully share my opinions with others.

Besides that, I sought share knowledge by being personally engaged in activities, such as community outreach programmes. Together with a few friends, I volunteered at Innovation Lab@Science Centre to share our knowledge in the field of robotics. We contribute in a range of tasks, from facilitating classroom learning to creating instructional videos for future use. This 8-month collaboration with Duck Learning earned us the Judges’ Award for Best Service Learning in the 2015 National Junior Robotics Competition.

In all, this continuing journey in learning has left me with a valuable understanding of the nature of knowledge – that we should consume it voraciously but not let knowledge consume us. My experience in different fields gives me the breadth to tap on to craft creative ideas. As a perceptive individual who can analyse problems from various angles, I believe that I can proactively add another dimension to learning in NUS, both within and beyond the classroom.