



**INTERNATIONAL BACCALAUREATE DIPLOMA
PROGRAMME**

**SANSKAR SCHOOL
NEWSLETTER JUNE 2020
VOLUME 1**



MESSAGE FROM THE HEAD OF THE SCHOOL

The bright sky - golden sunshine- fluffy clouds and family time. This is not a fairytale but life as I see it affected by the pandemic Covid-19. Yes, there is a perspective that makes a difference, there is gloom and uncertainty which is omnipresent but I choose to highlight the optimism.

Ms. GIRDHAR KUMARI Taking this lockdown time as an opportunity to step up and brace technology for continuity in education, we at Sanskar School came out ever more shining. Words of Bill Ford stand so true "While the challenges are great, so are the opportunities ". Students and teachers are happily engaged in a new normal school setup. Life must go on.

As humans we like to connect, communicate, share and celebrate. Through this E newsletter we intend to do just that. An idea born out of isolation. We are all sailing through these tough times and will surely come out much more resilient, positive and determined.

I share with you my feelings through this self-composed poetry-

Come hear me, talk to me,

Fill the void with noise for me.

In desperation for a friend or even foe

I wait, I watch, someone who could knock on my door.

A smile is what I wait to see, when all is well

Chatter of the chirpy kids, in classes as they dwell.

Come hear me, talk to me,

Fill the void with noise for me.

Busy Corridors that are meeting ground

all silent, waiting for a stepping sound.

No bells that ring, no songs to sing,

No water breaks, no canteen rush.

Come hear me, talk to me,

Fill the void with noise for me.

A day will come, not far away,

We will all be back in the school someday.

Healthy, Happy, I am hopeful of that someday.

FROM IBDP COORDINATOR'S DESK....

A school can make a world of difference in the life of a student and a student who studies in a good academic atmosphere can make a difference in the world.

The world is changing rapidly and learners and their world views are changing rapidly as well. Due to the current world pandemic, we are being exposed to a situation that none of us would have even thought of. We have done our level best to keep the learning of our students ongoing and stable through virtual platforms.



Ms. MANISHA CHANDRA

The IB's learning systems must be congruent with this and include the new ways of learning. The challenge before us today is to become socially more inclusive without relaxing standards of teaching and learning. At the same time, we are developing our capacity to evaluate our own programme to guarantee new ways of learning each day.

Our school year 2020 -21 too has begun with a unique difference. The IB school reopened on March 30th for the students of Grade 12 and they got back to work smoothly. Students of Grade 11 attended the IBDP Demo classes in the month of April to fix their earlier understanding with realistic actions on virtual platform. The happenings of the last two months are an astute blend of curriculum planning that involved academic and core related actions of the IB model. From research to presentations, exploration to commentaries, Socratic seminars and discussions, global citizen skills remained the main goal.

The following newsletter will give you the main index of the action planning and a small gist of what it really means to be a part of the Sanskar International Baccalaureate Diploma Programme.

News from IB:

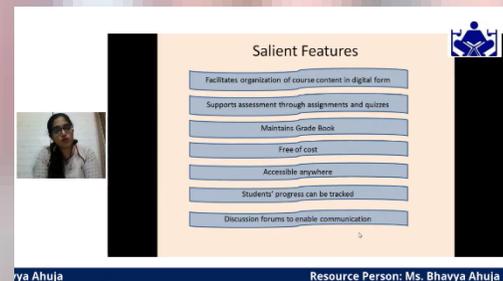
Each IB World School is regularly evaluated to ensure that the standards and practices of its IB programme(s) are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement. Sanskar School also heads towards its very first Evaluation by IB in 2021. With regard to this, we have begun our Self-Study Process. Parents, as the pivotal stakeholder of our school community, will be sent surveys to gauge our progress and implementations.

Professional Development in DP

SEMINAR/WEBINAR ATTENDED IN THE MONTH OF MARCH, APRIL AND MAY – 2020

All IBDP facilitators were a part of Online Professional Development seminars/webinars.

- Guiding the Extended Essay as a virtual process
Criterion C in the Extended Essay (29 April, 2020, 10.30 a.m. UTC)
- Making the Extended Essay a virtual process to build independent learners at 02:30 p.m. (India Standard Time) on Thursday, March 26, 2020.
- Approaches to teaching in Online Classroom (May 30, 2020, at 10 a.m.)
- Faculty Development Programme titled “Evolution from Offline to Online Teaching” (From 30th May to 3rd June 2020)



A SNEAK PEEK INTO OUR VIRTUAL CLASSROOMS



The new batch of IBDP Year 1 students were introduced to CAS through initial orientation sessions conducted online by the CAS Coordinator on Google Meet platform. The students were explained the requirements of CAS, planning and implementation of CAS experiences, achievement of the 7 learning outcomes, the 5 stages of implementing CAS project, collecting of evidences, documentation, etc. The students learnt more about the same from the CAS Handbook shared with all of them.

The students underwent the First CAS Interview with the CAS Coordinator which is a formal interview taken in the beginning of the programme to share ideas and expectations as well as to clarify the students' concerns, if any. They were asked to submit their choice of experiences and a Proposal Form initiating their first experience. The students selected Artwork (Poster-making) to cater to the Creative and Service strand. They undertook online sessions with their Supervisor, Ms. Charu Sharma, to create posters related to the current ongoing pandemic COVID-19. These posters would be shared with



hospitals to build awareness regarding the spread and prevention of this virus.



IBDP Year 2 students took avid interest in actively planning and participating in experiences catering to the 3 different strands in the recent past few months. They proposed the idea of carrying out Yoga, Art and Music experiences to achieve one or more of the 7 learning outcomes. Completion of CAS is eventually based on students' achievement of the seven CAS learning outcomes. These experiences were held over a period of at least a fortnight under the guidance of their Supervisors and CAS Coordinator. The students collected adequate evidences in the form of photographs and videos to

include in their CAS portfolio along with a carefully documented reflection for each experience.

The 18 months of the rigorous CAS programme allow the students to explore different interests, identify their strengths and weaknesses, build the IB learner attributes and reflect upon their actions for self-analysis and improvement. For these very reasons it is an essential and mandatory part of the IBDP programme.

Ms. Sonam Kataria (CAS Coordinator)

TIME TO PUT YOUR THINKING CAPS ON...

Theory of knowledge (TOK) plays a special role in the International Baccalaureate (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. It emphasises on fostering students' ability to think critically, but at the same time, promoting mutual respect for different perspectives.

We started off this year for the IBDP year 2 students by TOK presentation. Students selected a Real-Life situation and started working on Knowledge Question.



To prepare for the TOK classes in Year 1 of the IBDP, we provide IBDP Year 1 students with Pre-TOK classes every year. IBDP Year 1 students had an enjoyable and fruitful learning journey. During the classes, they were very attentive and many of them were excited for a chance to explore their thoughts on issues that they had never considered before. Classes were full of interaction and laughter. Meanwhile, students are requested to have extra reading materials and writing exercises in order to further stimulate their thoughts and writing skills. An assessment of article writing was also conducted on "The danger of a single story" to evaluate the progress of IB students. Their learning journey keeps going on, broadening their horizons.

Ms. Manisha Chandra (TOK Coordinator)

The Research Work

IB Diploma students have the opportunity to produce a major research essay that delves deeply into one of their areas of study. The process takes a year from first discussion to final product and is structured to allow students the time they need to consider their topics carefully and conduct university-level research.

The process begins each year after students decide on a subject area to write about. Each student is assigned an Extended Essay Supervisor, a teacher with an understanding of the subject area and the conventions to follow in writing about it.

The first stage is to conduct preliminary research and devise a research question. Then the specific research begins. Through meetings with the Supervisor, students receive support in outlining, producing a rough draft, and editing it. When the final copy is ready, it is something to be proud of.

All subjects in the DP are driven by Inquiry. DP students are encouraged to come up with their own topics for research as a part of their Extended Essay and investigations. Learning through Inquiry forms an internal motivation ensuring sustained and engaged learning.

Ms. Sonali Singh (EE Coordinator)

VISUAL Art through the Internet

Internet has significantly changed how we communicate with each other. With just a click of a button we can reach anyone in the world. The speed of digitalization increased exponentially in the COVID-19 situation. The significance of online teaching and student engagement has made it possible to fully utilize this time. Our School is offering IBDP Visual Art course beginning next fall, and due to COVID-19, we are looking at beginning the year via Distance Learning.



Now the question is, how do you teach traditional concepts through non-traditional methods? This month, we will be covering surface techniques through photo manipulation using phone and internet. Let's make the maximum use of technology.

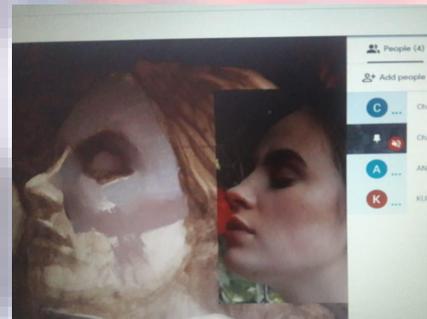
Year 1 – I have prepared students to understand the complex thinking behind an artist's work. The students understand the principle of art and can

analyze art work.

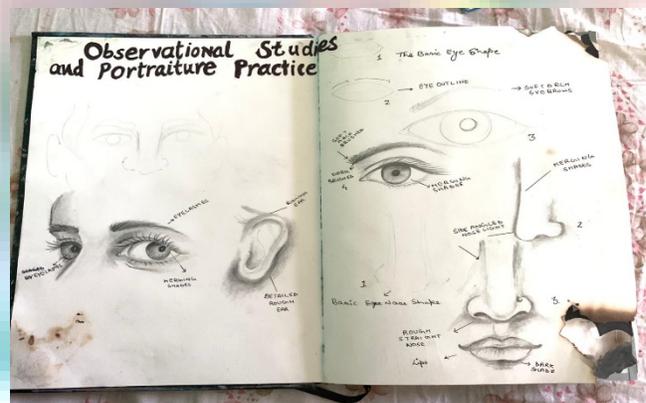
One of the Year 1 students tried to explore the way the artist communicates his intentions, thoughts and ideas. The student understands the significance of the cultural context.



Year 2 – In this path of Online learning, Year 2 students studied surrealism and realism movement. They studied and examined the work of artists placing them in their historical and cultural content. They tried experiments using the artist's techniques.



They worked on a dedicated theme which helped them to develop a commendable skill. Students tried different mediums and techniques.



Ms. Charu Sharma (Visual Arts Facilitator)

LEARNING BY DOING...

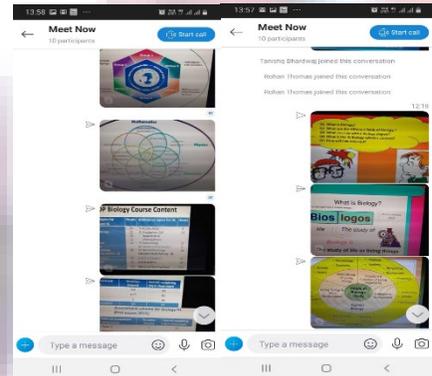
In the subject orientation session, students were introduced to the Biology guide including syllabus content and course outline, Group-4 aims, assessment objectives and assessment outline. They were also informed as to how Biology course is closely linked to the IB learner profile and caters to the development of ATL. For further reference, they were provided with a power point presentation on LP and ATL. Match the column activity on “Command Terms” followed by self-assessment helped learners to understand the answer pattern required for a question with a particular command term.



Prior knowledge on Biology topics was assessed before the very first lesson. “ECOLOGY” unit was introduced with the BBC documentary “The magical forest”. Keeping in mind the different learning styles or learning needs of students, a range of activities were included in the online classes. These included “Flash Card” activity on important “Ecological Terms”, “Feeding Relationship-Photo Quiz”, “Diagnostic questions” on “Energy in food chains”, “Research work” on “Galapagos tortoise” and “Practical” on building a “Mesocosm”. A combination of interesting activities provided the young biologists with the development of research skills, thinking skills and communication skills. Under “Gas Exchange” sub-unit, students visualised a short screencast showing a way to draw the pneumocytes of alveoli and followed all the rules of biological diagrams while drawing. They inquired about “Antagonistic muscle action in ventilation”.



Videos on “Emphysema” and “Lung Cancer” motivated them to carry out a CAS activity on spreading awareness through posters on respiratory disorders in the near future. This will provide them an opportunity to develop their communication skills and become communicators. They displayed open-mindedness by appreciating the Biologists who in laboratories throughout the world are researching into the causes, consequences and treatment of lung cancer and emphysema. They became knowledgeable through conceptual understanding, inquirer while carrying out research work, thinker while building mesocosm and communicator and reflective during formative (Activity/Work sheets and practical) and summative assessments (Unit Test - 1).



Ms. Sunita Choudhary (Biology Facilitator)

सम्पूर्ण व्यक्तित्व का विकास

आई.बी.डीपी. एक पाठ्यक्रम जो विद्यार्थी के सम्पूर्ण व्यक्तित्व का विकास करता है। हम जब एक शिक्षाविद के रूप में बात करते हैं तो हमें एक बात स्पष्ट रूप से समझ लेनी चाहिए कि हम अपने आने वाले समय को कितना मजबूत करना चाहते हैं ? क्या सोच हम अपने विद्यार्थियों को देना चाहते हैं ? ये बात तय है कि आज के विद्यार्थी की सोच ही आने वाले समय की मजबूती को दर्शाती है ।

आई.बी.डीपी.एक ऐसा पाठ्यक्रम है जो बच्चों को अपनी बुद्धि ,अपनी सोच के अनुसार जीवन और जीवन से जुड़े तथ्यों को उनकी अच्छाई - बुराई के साथ देखने की सोच विकसित करने के साथ किसी भी समस्या को समझकर उसके समाधान के प्रति एक समालोचनात्मक सोच के विकास का प्रयास करता है |गुरुदेव रवीन्द्रनाथ का मानना था कि “जब आप बच्चे को कुछ सीखाना चाहते हो तो उसे प्रकृति की गोद में खुला छोड़ दो वो स्वयं सर्वश्रेष्ठ सीखेगा ।” हम भी ऐसे प्रयोग अपनी कक्षा में करते रहते हैं जिससे प्रत्येक बच्चे में अपनी समालोचनात्मक सोच विकसित हो | जैसे हमने अपनी हिन्दी की कक्षा में एक गतिविधि करवाई जो कई उद्देश्यों से प्रेरित थी - हमने एक चित्र दिखाया जो अफ्रीका के भयंकर अकाल की विकटता को बता रहा था जिसमें कई दिनों से भूख से मरणासन्न पड़ी एक लड़की नजर आ रही थी साथ ही थोड़ी दूर पर एक गिद्ध बैठा था | एक फ़ोटो ग्राफर एक फ़ोटो खींच रहा है इस सारे नजारे की | बच्चों से इस तस्वीर को दिखाकर उनके विचार जाने तो इतना तो स्पष्ट हो गया कि हमारे विद्यार्थियों के पास किसी भी परिस्थिति को समझने की अपनी- अपनी सोच है , कोई किसी दूसरे की सोच का विरोधी नहीं कर रहा था लेकिन कोई किसी की सोच से प्रभावित होकर भी उत्तर नहीं दे रहा था | एक बच्चे ने तो सब को आश्चर्य में डाल दिया जब उसने कहा -“ मैं सोचता हूँ कि इस फोटोग्राफर को कोई पुरस्कार नहीं मिलना चाहिए जिसने इंसानियत का भाव छोड़कर अपनी ख्याति के लिए ये चित्र लिया वो व्यक्ति चाहता तो उस छोटी-सी बच्ची को पास के रसक्यू सेंटर में ले जा कर उसके प्राण भी बचा सकता था।”उस बच्चे की बात सुनकर लगा जहाँ एक ओर बच्चे अकाल , गिद्ध या उस रेगिस्तान के सुनेपन का वर्णन कर रहे हैं वही इस बच्चे के विचार अपनी आलोचनात्मक अभिव्यक्ति लिए हुए हैं | जो दूसरे बच्चों की तरह ही मानवता की पक्षधर हैं किन्तु नजरिया अलग है और ये ही आई.बी.कोर्स की सफलता है , इसतरह की सोच का विकास करना है | जब विचार मौलिक होता है तो हम उसे समाज , देश और दुनिया में अपनी रचनात्मकता के साथ क्रियान्वित करते हुए सेवा का रूप देते हैं | जिसे हम अपने आई.बी में (CAS)कहते हैं यानि (क्रिएटिविटी के साथ एक्टिविटी और सर्विस)

जब छात्र -छात्रा किसी भी समस्या को समझ जाते हैं तो वे उसके पक्ष -विपक्ष के प्रति एक समलोचनात्मक सोच रखते हुए उसके उचित निष्कर्ष पर पहुँचते हैं इसी क्रिटिकल विचारधारा को हम (TOK)कहते हैं | आई.बी.में भाषा -2 के माध्यम से बच्चा अपनी और दुनिया की संस्कृति को पहचान कर हमेशा खुश रहते हुए सब को समभाव से स्वीकार करने की सोच रखता है | विश्व में शांति स्थापन के लिए हमेशा जागरूक रहते हुए अपने आप को अभिव्यक्त करता है |ये ही उसमें (ATL) कौशल-विकास का क्रमबद्ध रूप भी है |

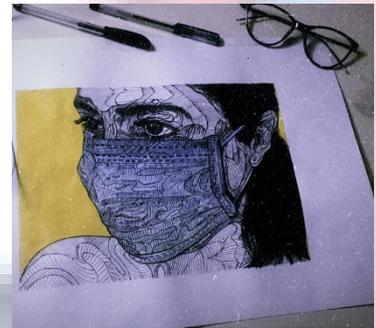
आई.बी.डीपी. पाठ्यक्रम में हमारी कक्षा खुले आसमान जैसी है जिसमें बच्चा अपनी रुचि और क्षमता को पहचानते हुए अपने आप को एक वैज्ञानिक, चिकित्सक ,इंजीनियर ,लेखक ,एक्टर ,फैशन डिजाइनर के रूप ढालता चला जाता है | इतना तय है कि हमारा ये होनहार विद्यार्थी जिस भी कार्यक्षेत्र को चुने उसका व्यक्तित्व वहाँ कॉपी-पेस्ट नजर नहीं आएगा | वह अपनी क्षमताओं की चमक के रंग बिखेरता नज़र आएगा | इसी सम्पूर्ण व्यक्तित्व का विकास करना ही हमारे आई.बी.डीपी.पाठ्यक्रम का उद्देश्य है |

शिक्षाविद- संगीता व्यास

Language A: Language and Literature learning in the times of COVID-19

The new session beginning in the month of March 2020 did not start with a bang but an apprehension. The Covid-19 era deepened its roots across the globe and uncertainty prevailed everywhere, especially in the minds of teachers and students.

As a teacher of IBDP Language A: Language and Literature, I knew that the year is not going to be smooth! My students need the warmth of my presence and it would be missing in online classes.



With a palpable heart, we started the Language and Literature course beginning with inquiry-based learning.

The mission of the International Baccalaureate is to create lifelong learners. My constant endeavour as a teacher is to create an environment where my students learn how to learn. The Language and Literature course, by design, fosters and deepens inquiry. The Language A subject starts by building fundamental knowledge in the specific group and extends students' understanding of what they know and what they can do.

The Language and Literature course allows students to express their ideas and opinions. Analysis of advertisements based on stereotypical presentation of a specific race and gender is one way of doing this. Students explored a variety of different advertisements that challenged their ideas. By analysing the elements that make up a typical representation of identity in a specific cultural context such as language, vocal expression and body language, Year I and Year II students were able to analyse and design their own advertisements. Research Skills is one of the five ATL categories where a great deal of time was invested helping students with information literacy skills and media literacy skills. The result was an engaging and thought-provoking performance which encouraged an audience of peers to consider their own ideas and opinions.



Ms. Sonali Singh (English Facilitator)

My experience with online teaching

I've been teaching physics lessons for over 18 years and I've never taught an online lesson until a couple of weeks ago. What a huge learning curve this has been!!! In the past two months I have learned to use several online video streaming platforms. I have upgraded my hardware with a new webcam, microphone, wireless earbuds, and new speakers. I have boosted my personal creativity to make these online lessons work best for my students. Most recently, I have gotten crafty with making signs to communicate more clearly with my students on the other end of the internet. There are several positive aspects to online lessons. First, students are in their own



home environment, so many seem more relaxed and comfortable. Second, my students are getting to be more independent.

I have had to practice quite a bit of patience with technology these past couple of weeks. I've learned that technological glitches are out of my hands. I've improved my equipment and internet connection to the point that there should not be any glitches on my end. However, I cannot control the equipment or internet connection that my

students have, nor can I control how well or badly the overloaded virtual learning platform and internet services are working. What I can control, beyond the quality of my equipment, is the quality of my teaching and my positive and caring relationship with my students and their families. The lessons are valuable to them, even if they aren't perfect. They realize I am stepping out of my comfort-zone and doing everything I can to continue their lessons and help them maintain some semblance of normalcy in this time when pretty much every other activity they do is cancelled indefinitely. We are all in this together. It will be ok. Eventually, school will restart, and we can go back to teaching in-person. But right now, we teachers must teach our students the best we can and not let the things that are out of our control bother us.

The school is using video and interactive learning to create the feel of a "real school", in a way that helps parents cope. They are thinking about "how to reduce the great secretarial burden on parents", while providing a learning experience that keeps children and parents engaged,

All in all, learning and teaching continue, evolve and change in the face of the COVID-19 outbreak. Sanskar has taken up the challenge of online teaching and learning and we all have discovered a simple truth: that online learning and teaching are unique and have their own strengths that are not necessarily comparable to face-to-face instruction. "I would agree that it's not equal but that doesn't necessarily mean worse. It's different." At the very least, online learning and teaching is making a huge difference to schools facing closure.

Mr. Manish Kedawat (Physics Facilitator)

COVID 19: - JOURNEY FROM FEAR TO HOPE

COVID 19, a virus which initially spread in China, became a pandemic in no time. In the 21st century, the accelerated Globalization has been a double-edged sword. While it's due to

Globalization that the virus spread rapidly, the technological advancement of the globalised world has made instant testing, diagnosis and treatment possible.



School, transportation, world trade, economies, industries, airlines, food supply industry, textile, restaurants, etc. have come to a halt world wide. Not only has the economy suffered, there has been a tremendous loss of human life too. The number of infected people has been rising all over the world at an

alarming rate. World focus has shifted to one common enemy, COVID-19, a mutating virus with no cure.

'Stay Home Stay Safe', 'Health is wealth' and 'Social distancing' have become the new mantras of life. World is putting up a united front in its fight against this virus and has swiftly adapted itself to make the required changes.

Mankind has strived to move forward, with the global community readjusting to regular lifestyle, working from home, online education, healthy lifestyle, personal hygiene and considering saving over splurging. We have overcome our fears with our hopes and social distancing with our family time.

In a short span of time, focus has shifted from regionalism to one World, from reckless exploitation of resources to perseverance of resources, from unwanted items to necessities and from pride to gratitude.

There is a silver lining, even in these trying times. After decades of being exploited and polluted, the planet is getting a rare chance to recover itself. Pollution levels have decreased across the globe and consequently the ecology is balancing itself.

One pandemic has shown us the power of nature, and has left us all with many important questions to ponder over- Do we need to reinvent our practices at work? Do we need to reset our limits of exploitation? Do we need to rethink our ways of lifestyle?

Ms. Mansi Shekhawat (Economics Facilitator)



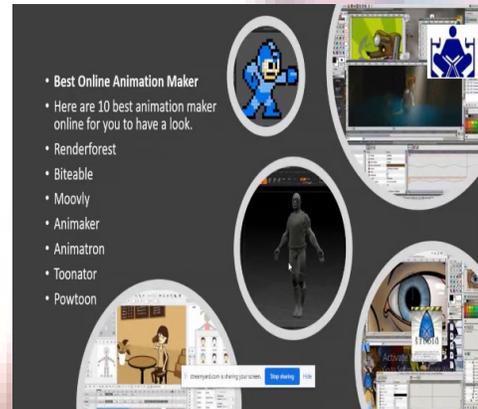
IT: a boon during COVID-19

Be it any industry, this pandemic has affected normal work flow of any organisation. During this tough time, information technology has answered many questions. As a service industry, it has provided solutions to keep the economy functional and maintain a regular pace.

Specifically in the Educational sector, where online teaching was not that popular, but due to few company's easy-go package services, new changes have occurred.

Some attractive features:

- Easy to use interface
- Attractive User Interface
- Flexible package for private educational domain
- Attendance tracking system
- Assessment policy
- Planned lecture delivery, etc. are some of the features which software industries have provided to every educationalist.



IT emulsified current issues with the cutting edge of technology to run the organization in a better way. Few points which need to be considered when working with these mediums:

1) Participate: Students must contribute to the conversations. Neither stalkers nor cyberspace lurks are allowed. A shared learning environment is only effective if everyone involved actually shares. As instructors, we should offer class points to those who participant in the conversation.

2) Help Others: The benefit of interactive education is that students can act as additional facilitators, and good teachers will allow themselves to learn from the students. No one is an expert in all-things technology. If you find that some of your students have more experience than others in using online discussion forums—and perhaps more experience than you—encourage them to be advocates and educators. This will not only give them a boost of confidence, but it will also help bring the other students up to speed.

3) Use Proper Writing Style: This is a requirement! A virtual classroom is a professional environment. Write as if you were drafting a term paper, and tell your students to do the same. Correct spelling, grammar, and style are expected in academic writing.

4) Respect Diversity: Your virtual classroom—and academia as a whole—should be, without question, a safe space for people of all races, genders, ages, religions, disabilities and socio-economic status. Derogatory and sarcastic comments and jokes that marginalize anyone are fundamentally unacceptable, especially in the classroom. Offensive language—or language that could be construed as offensive—should be avoided and defused.

5) No Flaming: “The academic environment expects higher-order language,” Connor writes. Do not tolerate tantrums on academic forums. Criticism, although a central part of academia, must be constructive, well-meaning, and well-articulated.

Ms. Vidhi Sharma (Computer Science Facilitator)

L'ÎLE DES SENTIMENTS ET DES VALEURS HUMAINES

Texte à lire :

Il était une fois une île sur laquelle vivaient tous les sentiments et toutes les valeurs humaines : la Bonne humeur, la Tristesse, la Sagesse... ainsi que tous les autres, y compris l'Amour.

Un jour, on annonça que l'île allait être submergée. Alors tous préparèrent leurs embarcations et s'enfuirent. Seul l'Amour resta, attendant jusqu'au dernier moment. Quand l'île fut sur le point de disparaître, l'Amour décida de demander de l'aide.

La Richesse passa près de l'Amour dans un bateau luxueux et l'Amour lui dit :

- "Richesse, peux-tu m'emmener ?"

- "Je ne le peux pas car j'ai beaucoup d'or et d'argent dans mon bateau et il n'y a pas de place pour toi."

Alors l'Amour décida de demander à l'Orgueil qui passait dans un magnifique bateau :

- "Orgueil, je t'en prie, emmène-moi."

- "Je ne peux pas t'emmener, Amour, tu pourrais détruire la perfection qui règne dans mon bateau."

Ensuite l'Amour demanda à la tristesse qui passait par là :

- "Tristesse, je t'en prie, emmène-moi."

- "Oh Amour" répondit la Tristesse "je suis si triste que j'ai besoin de rester seule."

Ensuite la Bonne humeur passa devant l'Amour, mais elle était si heureuse qu'elle n'entendit pas qu'on l'appelait.

Soudain une voix dite :

- "Viens, Amour, je t'emmène avec moi."

C'était un vieillard qui l'avait appelé. L'Amour était si heureux et si rempli de joie, qu'il en oublia de lui demander son nom. Arrivés sur la terre ferme, le vieillard s'en alla.

L'Amour se rendit compte combien il lui était redevable et demanda au Savoir :

- "Savoir, peux-tu me dire qui est celui qui m'a aidé ?"

- "C'est le Temps" répondit le Savoir"

- "Le Temps ?", demanda l'Amour, "Pourquoi le Temps m'aurait-il aidé ?"

Le Savoir plein de sagesse répondit :

- "Parce que seul le Temps est capable de comprendre combien l'Amour est important dans la vie".

Mr. Dayanand Sharma (Faculté Française)



RELEVANCE OF CORPORATE SOCIAL RESPONSIBILITY (CSR) AMIDST COVID-19 PANDEMIC

Sudden onslaught of COVID-19 pandemic across the globe has shattered the world economies to such a large extent that a need for collective effort has become more pertinent than ever. Along with the government, the corporate sector too is supposed to come forward to provide support and a helping hand to the vulnerable masses. In fact, the very concept of 'Corporate Social Responsibility' encourages the corporate world to share this burden wholeheartedly in a much more institutionalised and formal manner, i.e. empowered by law.

To understand the implicit undertones of this noble concept in the realm of corporate world, the students of 'Business Management' discussed its relevance in the current context when businesses are facing cash crunch and survival threats due to disruptions in supply chains. At the

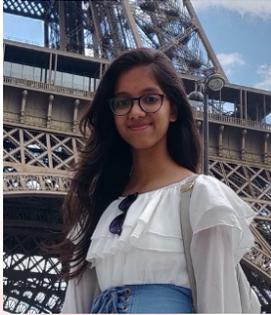


same time, economic insecurity has become much more pervasive. The migrant workers are on their feet without adequate support. Students remained highly concerned about these issues. They discussed the CSR practices of various national and international firms at such times of crisis – the name of Jack Ma, Co-founder of Alibaba, a Chinese multi-national, being the most prominent who supported the developing nations with PPE kits and other requisites. Similar has been the case with Bill Gates and others. In fact, most of the Indian firms also came forward and donated generously to the PM CARES Fund. Definitely, this group discussion has strengthened significantly the ATL skills among these students. They could develop research skills by exploring the impact of Covid-19 on operational dynamism of business firms. They exhibited communication skills by putting a relevant argument in favour of CSR. Thinking skills got sharpened as they suggested ways by which firms may handle this crisis situation while being benevolent. Social skills also got leverage through this discussion as students remained concerned about the plight of the society at large and the migrant workers in particular. Similarly, the self-management skills got developed due to their being polite and responsible throughout the discussion. Overall, this discussion was a good learning experience for students and we look forward to conduct much more similar discussions in the near future.

Ms. Saloni Jain (Business Management Facilitator)



CHASING DREAMS THROUGH IB



After studying one year of IB curriculum, it now has a clear picture in my mind. The International Baccalaureate Diploma Program truly reflects its learner profile which includes being a risk taker, observer, balanced, communicator, and much more. It prepares the child for an experience of the study pattern followed outside India.

Being a second-year science student of the IB program, I can confidently say that now I am ready for overseas education. It prepares you to take part in various things meant for your well-being and for the society too. Besides these sweet things, there is a bitter side too. After coming in year 2 of the IB program, time management becomes a challenge as you have tons of work to do. Extended Essay, internal assessments in each subject, and what not! However, these hard times prepare you for your future career as you'll face this later too.

Since I am a Science student, I want to be an Aerospace Engineer. There are subjects in IB which will help in my further courses like Physics and Math. The quality of the curriculum that IB provides matches the international standard and thus each subject will be a bliss for you if you want to pursue your career overseas.

Overall, the IB had a positive and inspirational impact on me and I would suggest my peers to take IB only if they are ready for hard work ahead. But after the grades come and you see the final result of your input, it will be a bright day.

Best wishes for future IB students.

~ TISHA JINDAL

“IBDP is a really interesting course for me. It challenges me and I like that. It makes me polish my abilities and also makes me aware about global issues and situations. It makes me a knowledgeable and confident person. Just because of this, I am able to stand confidently as an individual.”

~ ANANYA



“It’s been nearly one and half year for me in IB and things have drastically changed around me. My thinking, perspective, habits, etc. all had a major impact due to IB and I have to say in a good sense, not bad, as I have become more efficient, faster and stronger from both outside and inside. Taking IB was one of the decisions that I look back to and think it was the right choice for me. IB is not only making me ready for the workload of Universities and Colleges but also helping me to learn how not to make mistakes and be two steps ahead of myself.



~ KUSHAGRA

I wish to help people on a personal level, that is to say, I want to become a therapist. I have joined IB because I feel that it can help me achieve a more holistic learning and that it will enable me to reach my goal.



-AANYA CHANDRA



“IB has made me realize the importance of education and how it can help in the betterment of my future. Having the freedom of choosing subjects really helps in deciding what career do you want to choose in life.”

~ KRISH



“Apart from being stressful, lengthy and frustrating, IB is very beneficial if you are aiming at developing your skills rather than just completing your secondary education. You get an opportunity to face problems and find solutions for them, manage time, take risks, make decisions, etc. You get to learn lot more things from IBDP than just completing your secondary education.

~ PRANAV

Life should be treated like a journey, not a destination, so one should enjoy it even when the going gets tough.



PREPARING TO TAKE-OFF....

“I believe that the key to my success will be my imagination, creativity and commitment to achieve the desired. My success will be the reflection of my teachers' and parents' efforts. I will work hard and make them proud of me.”

~ CHITRA

“I feel proud of being a student of this school. Throughout my tenure in the school it was a very special experience with both my classmates and teachers in the school. In my school life I have incorporated many things such as time management, hard work and sincerity with the rigorous hunger to get better in every aspect, be it studies or co-curricular activities. In further life I will try to keep my positive thoughts and attitude with me as they are my biggest strengths to overcome my weaknesses.”

~ MOHIT

“The saying by my mother that I've most relied on is "Move on... it's just a chapter in the past. Don't close the book, just turn the pages". That's what I have always followed and believed. Moving on can help you in developing yourself if you truly want to be a good human being. Hope that helps you too.”

~ ESHITA

“I want to grow myself into a person who does not steal food from somebody else's plate. No matter how much lesser or more I get, I want to be happy with what I have.”

~ ISHU

“I always believe in giving my best, in whatsoever I'm doing, to achieve my goals because I think there is no elevator to success and I have to work hard to have its taste.”

~ DHEERAJ

“I aspire to achieve my target, come what may and for that I have to be focused on my dreams. I hereby promise myself to run after all my dreams and turn them into realities and make my parents proud of me.”

~DHANESH

FROM PARENTS' PEN:

The IB had a positive impact on my child. She has developed a positive attitude after taking IB. The IB programme of Sanskar is helping my daughter achieve her goals and is really satisfactory.

~ Mr. Ankur Jindal

Yes, I have observed some of the obvious influences on my son after opting for International Baccalaureate (IB). He has been developing into a self-thinking individual who always keeps speculating on the applicability of his attained knowledge. I am happy he has been studying to shape his future and not for just passing examinations. IB is certainly way ahead of the run-of-the-mill state boards and central board. Besides, IB shall open doors for his global career and not limit his flight to a single nation.

-Mr. Sitaram Swaroop

I feel like IB is helping my daughter grow as a person and is helping her improve in factors other than studies too. After joining IB she has started to become more curious about so many different topics. I feel that IB will not only help her grow as a student, but also as a person.

-Mr. Mukesh Chander

IBDP has been a very big part of Ananya's life. I have seen her manage and organise herself in a more effective way since then. The programme has pushed her to go out and talk to people and participate in new activities. I feel it's a unique way of making students learn and I am happy with it.

~ Mr. Sundeep Singh

Despite the workload and pressure, IB is a curriculum worth taking. It gives the student insight of the pattern of international education which is good for a student's development. The IB has made my daughter a critical thinker and has taught her many good things.

~ Ms. Anita Jindal