



**INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME**

**SANSKAR SCHOOL**

***INSIGHT***

**NEWSLETTER SEPTEMBER 2020**

**VOLUME 2**

## **MESSAGE FROM THE PRINCIPAL**

**Dear Readers**

**IBDP results have brought in charm and hope to my dear students. Each one now has moved on with their admission choices and procedure and already set for colleges of their choice. I wish them all the best in their life. May they fulfill their dreams and aspirations.**



**The season of rain brings joy to all.**

**On a desolate afternoon staring at the rain drops outside the window is therapy. It rejuvenates the heart and mind with hope and positivity, after months of living in the pandemic lifestyle, let us look at the brighter end of the dark tunnel, there is light ahead. Life will change for sure, but for the better, I say this from my experience during online interaction with students, teachers, parents and other likeminded professionals. Everyone is moving ahead in this changed lifestyle. A sense of self-executed routine has crept in silently specially in the students. A sign of positivity.**

**Let us focus on the present to align all are energies and function to the best possible.**

**Best wishes**

**Ms. Girdhar Kumari**

## FROM IBDP COORDINATOR'S DESK....

**In the golden words of Aristotle,  
“We are what we repeatedly do.  
Excellence then, is not an act but a  
habit.”**

**Thus, the habit of excelling even in the smallest  
actions taken up at our school is continued and  
the very technology that we work with today  
has changed the work style in all disciplines.  
Not being able to have our learner with us face**



**MS. MANISHA CHANDRA**

**to face was initially a challenge but it makes us proud that our  
learners have taken charge of their virtual learning journey.**

**The happenings of the last three 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. Competitions, Workshops, Career Counseling,  
regular participation on virtual platform is always encouraged and we  
take great pride whenever our students take part in the very same.**

**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 our  
school's IB Diploma Programme. Throughout the year, we share some  
of those things with you via the school IBDP Programme Newsletter,  
the school website, and the school Facebook and Instagram page. In  
the meantime, I'd encourage you to check out the IB pages on our  
school's website: [www.sanskarjpr.com](http://www.sanskarjpr.com)**

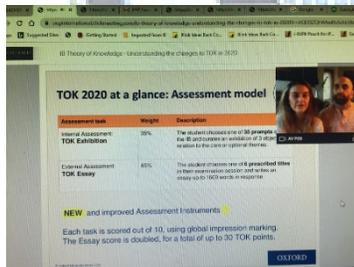
## IBDP Evaluation

As announced earlier, we are looking forward to our Diploma Programme Evaluation in year 2021 and have initiated the process of Self-Study. In this view, we are grateful to our Learners, the Parent Community and the Facilitators for taking up the survey. Feedback from you all is the most valuable thing for our school's growth and development. We appreciate your support in this challenging time.

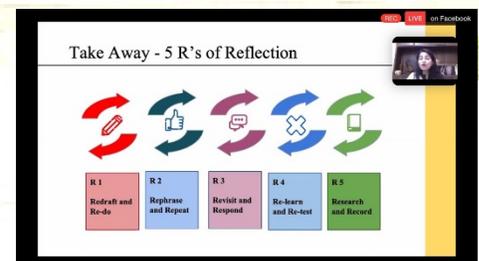


## Professional Development of IBDP Facilitators

We at Sanskar believe that one must always remain open to learn new things to grow. If you don't learn you don't grow. Facilitators at Sanskar are continuously upgrading their skills and knowledge by attending online workshops, webinars, seminars etc. Some of them are:



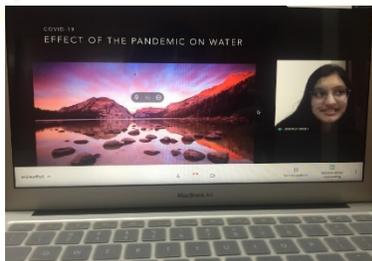
- 1) Satish Pradhan College Faculty Development Programme - Evolution from Offline to Online (5 Days) and E-learning: Black Board to Broadband (7 Days)
- 2) Approaches to teaching in online classroom by Oxford University Press
- 3) IB Theory of Knowledge-Understanding the changes to TOK in 2020 by Oxford University Press
- 4) Subject specific TOK webinar by Dr. Aninda Chatterji
- 5) Supporting the Class of 2021 by IB School improvement



**IN TOK, STUDENTS HAVE THE CHANCE TO SURVEY THE BIG PICTURE, TO INTEGRATE AND APPRECIATE DIFFERENT FIELDS OF KNOWLEDGE IN A NEW WAY.**



In our TOK classes, we gave them situations which posed a number of ethical dilemmas that encouraged the students to bring forth their own opinion. One of the most important dilemmas that we discussed in class was “the trolley experiment”. The students asked various questions which really shows how much the students are honing their learner profile. I also gave them some controversial topics like



“**BULLFIGHTING**” and “**OUTRAGE AT 'STARVATION' OF A STRAY DOG FOR ART**” along with some

knowledge questions to see how well they had researched their topic before forming an opinion about them. Continuing with our “**KNOWLEDGE AND KNOWER**” topic the students participated in acting out different roles of a comic “**COGITO-DISCOVER WHAT IT MEANS TO KNOW**” that taught them what knowledge exactly is, what they consider as true, how to find out what is fake news, how to find out what someone is saying is true or not and most importantly how to do one’s own research before believing anyone else wholeheartedly. They also learned the difference between a myth and a fact and how to share their opinion with other people without offending them. I gave the students different knowledge questions based on the chapter to explain in the class, to check just how well they were grasping the concepts discussed in the class. They talked about the things they had learned and the information they had gained from a variety of sources by making PPTs or simply talking about it in front of the class. They took real life examples to not only show what they themselves had understood about the topic, but to also better explain it to their classmates.



**Ms. Manisha Chandra (TOK coordinator)**

## BE THE CHANGE YOU WISH TO SEE IN THE WORLD



In continuation with the CAS programme, IBDP Year 1 students proposed a Project based on conducting a Skit and Story-telling session virtually with other students of the school. For this, the IB students discussed and shared their ideas with their CAS Coordinator and Supervisor. After giving a careful thought to the need and feasibility of the idea, they divided the work amongst themselves. Each student was assigned a task most suited to his/her aptitude and interest. While one of them took the responsibility to draft an invite, three of them worked upon the script for the Skit. Yet another two students worked upon collecting evidences, recording the practice and final sessions and sharing



the same with other students as well as their Supervisor. Catering to the 'Creative' and 'Service' strand, the students practiced the dialogue delivery and overall skit for a period of around two weeks after which they presented it online in front of Year 2 students and teachers. The presentation uplifted the morale of the students and teachers in the audience during the distressing time of the worldwide pandemic.

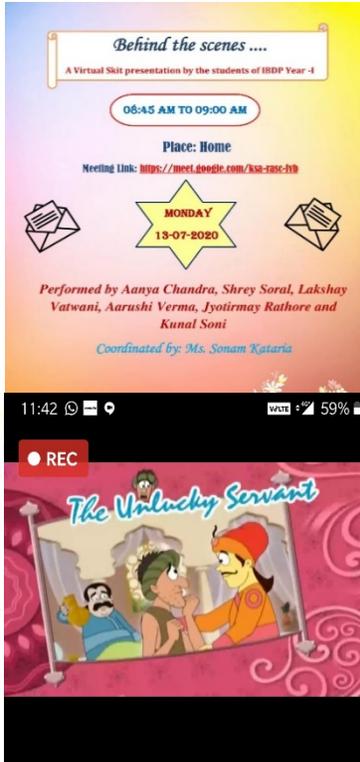


This experience was extended to a Story-telling session wherein the students



picked up an interesting Akbar-Birbal story with a moral to showcase in front of Primary students and teachers teaching grades 4 and 5. Once again, the roles were divided amongst themselves – preparing the invite, selecting the story, background

visuals and dialogues, recording and collecting evidences, etc. The students again practiced the same for a fortnight and thereafter conducted the session



in front of the young audience leaving them with a moral to think about and ponder on. The children received a lot of appreciation from the students and teachers on the Google Meet platform through verbal messages and messages in the chat box. The students submitted the evidences and reflections at the end of the Project. Thereafter, the IBDP Year 1 students began

their next experience dealing with 'Activity' strand. They initiated the idea of participating in online Yoga sessions. For about two weeks, the students performed yoga asanas and postures under the guidance and supervision of Yogacharya, Ms. Manjula



Bhati, through hourly sessions held at 7:00 a.m. from

Monday to Friday. The students began each day on an energetic note learning and appreciating the benefits of different asanas in yoga. Short video clippings and photographs were collected as evidences to be included in their CAS portfolio.



The students have been given the task of planning and proposing an experience involving at least two of the CAS strands as the next step in their CAS programme.



**Ms. Sonam Kataria (CAS Coordinator)**

CAS THROUGH VIRTUAL PLATFORM:

[https://drive.google.com/file/d/11\\_su8bNPVh06dlb1sT8GXftRHXRETjiW/view?usp=sharing](https://drive.google.com/file/d/11_su8bNPVh06dlb1sT8GXftRHXRETjiW/view?usp=sharing)

[https://drive.google.com/file/d/14wIA1nR\\_h\\_w4KqGM0l6dEwwTgFNrwwL/view?usp=sharing](https://drive.google.com/file/d/14wIA1nR_h_w4KqGM0l6dEwwTgFNrwwL/view?usp=sharing)

## Extended Essay-Topic and Research Question

The aim of the Extended Essay is to provide students with the opportunity to research a topic of their interest, and showcase their knowledge and reading beyond the classroom syllabus. The essay also enables students to acquire some of the skills that are essential for researching and writing university Bachelor and Master thesis.

Students started working on their essay in the last term of Year II IB Diploma Programme. They needed a supervisor (one of the teachers at their school), who would meet regularly with them to help structure their research questions and guide them in writing the paper. The programme allows for one draft to be handed in to the supervisor for feedback, and then the second version is the final version.

The topic must be related to one of the six topics that the student is taking for his Diploma. It is generally best for students to choose a topic that they are passionate about, not least because they will have to work on it for a year! One way to choose is to take something that they recently questioned. For example, a Physics student watching the film 'The Martian', which was filmed in the Namibia desert, might have found it very surprising that Earth bears such a close resemblance to Mars, and they could set about researching certain similarities and differences between these two planets. An English student might want to take a couple of poems and compare how the writers use a particular literary style. In Economics, a student might analyse the dynamics of a specific market (such as shoes, cars, finance, a food-type), against a particular theory.



It is normal to be overwhelmed by having too many choices for the topic. Brainstorming about the subject they most enjoy or are good at, and thinking more specifically about why they enjoy it can help generate ideas. Taking two related things they are interested in (historic events, technologies, inventions, books, poems, geographies, markets, planets, experiments and so on) and comparing them against a related concept can also be a good model to start with.

Once students have chosen their topic, they need to decide on a research question. A wrongly formulated research question will turn this learning experience into a stressful one. It is essential that the question is relevant and focused, that the answer is not a simple yes or no, but also that it is actually answerable. It is not necessary to prove the research question right – disagreeing with the initial hypothesis is perfectly fine. Questions will fall broadly into two categories: either they will be aimed at solving a problem, for example, through conducting an experiment; or they will lead to a research or study around the topic.

If thinking around the question has started early enough and if there are too many barriers to collecting the data, it may be best to alter the question with the supervisor's help before getting stuck.

**Ms. Sonali Singh (EE Coordinator)**

## External Factors in Business Dynamics: An Inquiry

Modern-day businesses have been under constant exposure to a variety of external factors. In fact, their impact has been so significant that they sometimes alter the overall business dynamics and its outcomes. One may say that the ongoing exposure to COVID-19 pandemic and access to technology are such external factors. The students of Business Management have made an effort to understand the impact and relevance of these external factors to the business.



Regarding first factor, the students have done research on a number of business firms – a few prominent among these are the known brands such as Nike, Tata Motors, Zomato, Urban Clap, Walmart, Shell Oil Company etc. Their research remained primarily focused on understanding the impact of Covid-19 pandemic on the operational dynamism of business firms and the consequent change in their marketing strategy. An effort is also made to examine the social welfare efforts made by these firms under Corporate Social Responsibility. This



research was later disseminated through virtual power-point presentation. Such effort, in fact, sharpened their research skills and communication skills besides providing an exposure to the intricacies of businesses.

In order to introduce the relevance of another important external factor, i.e. technology, it was considered wise to organise an inter-disciplinary session where an expert opinion raised students' knowledge and awareness about it. Ms. Vidhi Sharma being the computer science facilitator was invited to educate students about the growing significance of Internet Technology in generating various opportunities and threats to the business world. It was learned that in today's era, this technology has become an inseparable part of business. In fact, all the business operations have become so intertwined with internet technology that there has emerged a certain speed in overall business operations which adds to the overall business efficiency. New work patterns like work from home have emerged. E-commerce, e-banking and digital operations have become the norm. But at the same time, some of the threats have also crept in. There have been issues related to cybercrime, price transparency, distraction among employees etc. It was learned that these issues turn out to be insignificant as there are technologies available to handle them. Such effort helped in building Thinking Skills and Self-Management Skills of the students. Overall, the response was encouraging and the students looked forward to gaining more knowledge from such similar activities in future.



**Ms. Saloni Jain (IBDP Facilitator- Business Management)**



## **Psycho Social Impact of Covid-19 on the mental health of individuals**

The Psychology subject was introduced to the students in the orientation session. They were exposed to the link between **Psychology & Biology**. All the mental processes & experiences that an individual is undergoing, is because of the neural network which results in increased physical & mental abilities.

The students were introduced to the subjects and



Psychology guided the topics being taught, **BLOA, CLOA & SLOA** that is biological, cognitive & socio-culture levels respectively – how research is conducted and the abnormal psychology – which helps us to understand who is normal and who is abnormal.

**A famous quote:**

**An honest man is a dishonest society**

**Vs**

**A dishonest man is honest society; is considered abnormal.**

There is no set definition of this but to work in psychology, you cannot be normal and work. You need to have passion in order to succeed.

The new session that began in the month of March 2020 started with the spread of Covid-19 which was soon declared a pandemic. The closure of schools, modes of transportation, irregular food supply, tremendous loss of human life and the media telecasting the rise in positive cases worldwide, at

an alarming rate shocked the people. The mental health problems, multiplied by forced quarantine, it produced acute panic, anxiety, obsessive behaviours, depression and P.T.S.D. disorders in the long run.

As the population became exposed to anxiety provoking topics, this health & social-economic crisis needed to be rapidly identified in order to detect dysfunctional processes and maladaptive life style changes leading to onset of psychiatric conditions.

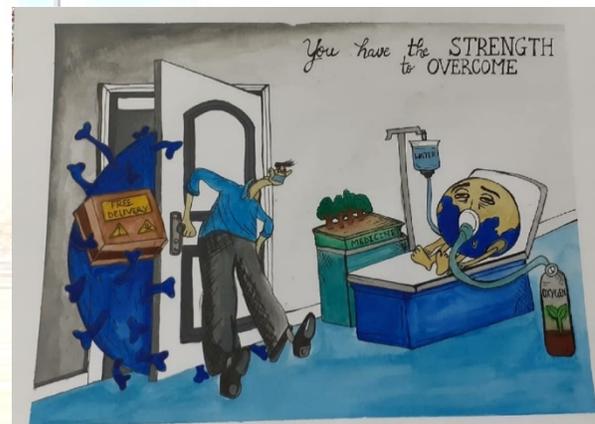
Using this back ground, the work of the students aimed to review the current burning topic about the impact of Covid-19 pandemic on the mental health of the general population.



The modern world in which all individuals have been forced to a state of social isolation and restrictions, the detrimental effects of biological disasters can be seen in the way how everyone is becoming frail & helpless. A mass fear termed “corona phobia’ has generated a plethora of psychiatric manifestation across the different states of society.

For better dealing of these psycho social issues, prevention & intervention models are being developed by the government. Apt application of internet service, technology and social media to curb both pandemic and info emic needs to be initiated.

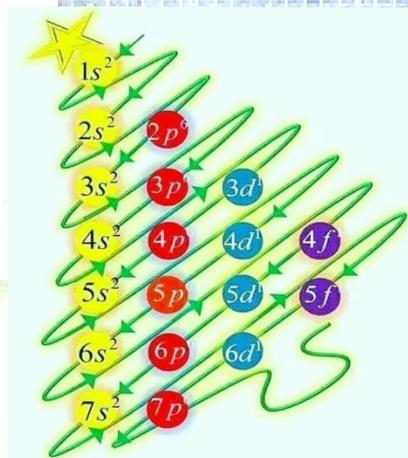
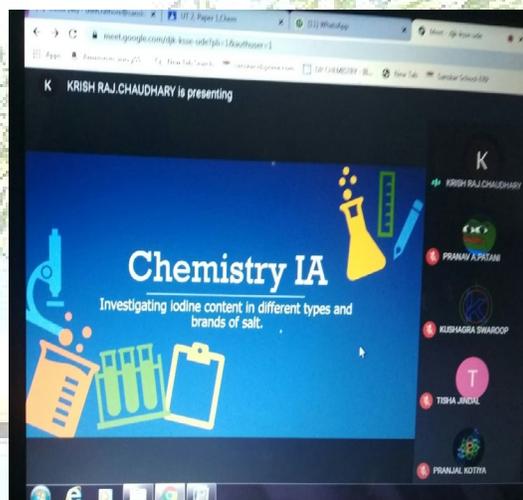
So, the student’s psychology report tried to evaluate the relevant psychosocial consequences and impact of Covid-19 in various strata of modern society. Apart from physical suffering, the consequences of this quarantine on mental health and well-being at personal and social levels are of many folds. Eventually all this is going to lead to social disobedience, irresponsible behaviour and low social perception. Needless to say, proper psychological well-being in this vulnerable time is absolutely essential.



**Dr. Kuldeep Kaur (IBDP Facilitator- Psychology)**

## Challenges can overcome with the help of Creativity and Flexibility

During this Covid-19 period initially it was difficult to go with teaching-learning virtually. "What would you do if you had to teach Chemistry?" I queried. "Would it be the same? How practical classes would be conducted- test tubes, salts, acids-bases-how could these be handled virtually. But now we are getting into its depth with proper knowledge of Information and Communication Technology (ICT). These are challenging time and flexibility and creativity are the keys for successfully getting through the "crisis". So, we decided to utilise this period to develop creative and scientific skills among students by providing them flexibility in expressing their thoughts.



In order to achieve this we planned an activity for them in which they were given an "open ended question", where learners could represent their research in any manner. They went much beyond our expectations did it in an excellent manner and represented their researches (Mini IA's) wonderfully.

Being a mentor or facilitator, I conducted inquiry through brainstorming by asking multiple choice questions. They displayed their progress through

FA's and unit assessments also. I hope that the learners continue their learning with the same enthusiasm.

**Ms Sneh Rathore**  
**(IBDP Facilitator-Chemistry)**

## **Virtual Classroom: A new way of teaching and learning**

It was not easy to switch to online teaching from offline but I took it up as a challenge and learned lots of ICT skill. I also added lots of diagrams and video links in my notes. I started online teaching with



IBDP Year 2 from last week of March 2020. I started with IA guidance and report writing. I first taught them how to choose IA topic and made them aware of the marking criteria. After this, I taught them to work with logger pro. They learned to plot graph, adding error bars to the graph and also to find errors in

### Space time visualization

It might not be easy to visualize space time. Time bending around mass sounds a little odd.

Here is a proposed visualization, imagine time as a matrix that needs to cover everything it comes across, which might bend it across some areas. This makes the time relative for everyone in the space.



gradient and intercept. They enjoyed it. To teach them IA report writing, I assigned a common IA topic to them and I started telling them each heading of IA report and also guided them in

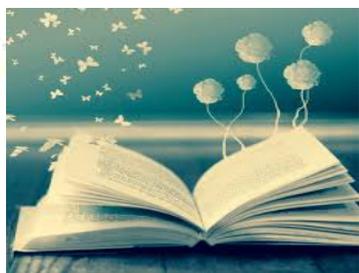
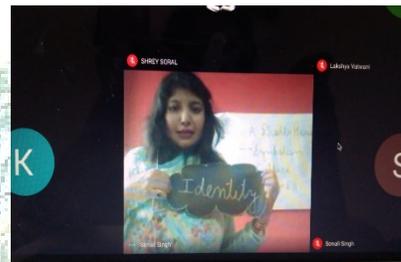
writing it. They wrote their own report and finally I generated the Turnitin Report of each one's IA whereby they learnt the entire process of IA. After finishing this they were asked to choose their IA topics and discuss with me. They came up with various IA topics and after an in-depth discussion with me, everyone got the final approval of his IA topic. They have written most of their IA report. The part which depends on data collection is pending. After this I started with theory and almost finished SL syllabus with Year 2. I used various methods for making the virtual classes interesting. I showed them videos and simulations which helped a lot in understanding the difficult topics. I tried many ways such as oral and written tests, PPT etc. to assess their learning. All of them made excellent PPTs and explained them beautifully.

We all are trying our best to make maximum utilization of the resources available and trying different ways to make the learning fruitful but still waiting for this pandemic to end and start offline teaching.

**Mr. Manish Kedawat (IBDP Facilitator- Physics)**

## THE SOUL OF IB ENGLISH: READING BOOKS

In the beginning of the term, we reviewed the outcomes of student achievement in the past years. While there is clear and good progress and attainment, it was important to recognize what other challenges students may have in their studies. It became clear that as a facilitator, I must put in interventions to further support the students in their reading and writing skills. From this rationale, several teaching innovative have been employed in class.



The Reading Challenge was launched earlier in the year during a normal interactive online session and has since then been challenging students to complete reading 6 books assigned to their grade level. This activity is in cooperation with the Senior Library and is meant to encourage students to read more books outside of their classes. Our talented and hardworking Librarian, Ms.

Manju, designed a “virtual Library” to facilitate the students improve their reading skills. Reading not only helps in improving comprehension skills but also vocabulary and sentence building skills. Students get a new list of books every weekend through this library.

The use of educational technology has definitely become an accepted practice in the academe and it is meritorious because it enables students to become independent learners, good researchers and creative in their work output. This year, the department has become more conscious in employing the use of educational software, websites and apps in our teaching and our students’ learning keeping the “COVID-19 era” in mind.



Assessments in English are now designed with a 2-fold nature: analytical and creative. Literary analysis assessments require that students are able to retrieve information learned from their reading (of novels or texts), identify, analyze and evaluate literary features. In creative assessments students are able to extend their interpretation of texts and respond through the creation of a variety of text types.

All assessments follow the DP Rubrics provided by the IBO.

**Ms. Sonali Singh (IBDP Facilitator: English)**



## हमेशा सीखते रहने का नाम ही आई.बी.डीपी. है

आज हम शिक्षा के एक ऐसे दौर में रह रहे हैं , जहां न केवल शिष्य के लिए सीखते रहना आवश्यक है बल्कि एक अध्यापक के लिए भी हर पल के बदलाव को सीखना महत्त्वपूर्ण है | आज इस कोविड-19 के दौर में हम सब को नया सीखने का अनुभव प्राप्त हुआ है | इस नए में ऑनलाइन क्लास लेना भी अपने आप में एक रोमांचकारी अनुभव रहा

है | आज हम सब अध्यापकों ने अपनी कक्षाओं में अपने विद्यार्थियों को देश -दुनिया के साथ जोड़ने का प्रयास किया है | विद्यार्थियों ने भी इसका खुले दिल से स्वागत किया है | आज हम बात करेंगे पिछले कुछ महीनों के कक्षा अनुभवों की | पिछले कुछ महीनों में मैंने और मेरी कक्षा आई.बी.डीपी.के छात्रों ने बहुत आनंद के साथ मनोरंजन करते हुए आई.बी. बोर्ड द्वारा निर्धारित पाठ्यक्रम के तहत आने वाले पांचों विषयों पर का किया है | हमने सामाजिक संरचना विषय पर संसार में मूलभूत मानव -अधिकारों के बारे में जानने का प्रयास किया इस पर आधारित कई डॉक्यूमेंटरी फिल्में देखी साथ ही मेरे छात्रों ने इस पर छोटा सा रीसर्च कार्य भी करने का प्रयास किया | इस पर कार्य करते हुए बच्चों ने अनुभव किया कि संसार में कई तरह के समाज और उनकी संस्कृतियाँ हैं | शहरी और ग्रामीण समाज के अंतर को समझते हुए ये भावी समाज के जिम्मेदार नागरिक पहुँच गए आदिवासियों के जंगलो में | वहाँ के आदिवासियों के जीवन के बारे में अलग -अलग डॉक्यूमेंटरी फिल्में देखने के बाद इन्होंने अपने छोटे स्लाइड -शो बनाने का प्रयास किया साथ ही 'विश्व आदिवासी दिवस' पर कक्षा में बिरसा मुंडा पर आधारित एक डॉक्यूमेंटी देखकर एक प्रश्नोत्तरी का भी आयोजन किया | इसके साथ ही भाषण लिखना और बोलने के अभिव्यक्ति कौशल का भी अभ्यास किया | हमारे देश की संस्कृति हमारे देश के त्यौहारों , रीति -रिवाजों , खानपान और वेषभूषा में है इन बच्चों ने हमारे देश में होली अलग-अलग क्षेत्रों में कैसे मनाई जाती है इस पर अपनी खोज करते हुए दुनियाँ में होली से मिलते जुलते त्यौहार कौन -कौन से हैं इस पर भी अपनी जानकारी हासिल की |

इसके साथ ही डायरी , यात्रा वृतांत , लिखने का भी प्रयास किया |

आज यातायात के नियमों के बारे में जानना बहुत आवश्यक है | भाषा -बी के इन छात्रों ने इस गंभीर विषय को समझते हुए इस पर एक विवरणिका भी तैयार की है |

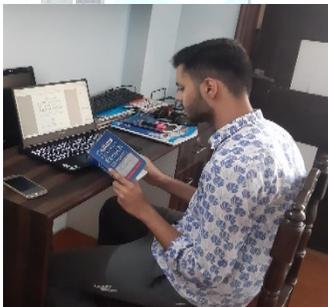
आज फिल्में हमारे समाज का अहम हिस्सा है , इन के गुण अवगुणों को समझते हुए समाज पर इनका जो असर हो रहा है इस विषय पर अपनी आलोचनात्मक दृष्टि का विकास करते हुए ये बच्चे आजकल

फिल्म -समीक्षा लिखने का प्रयास कर रहे हैं |

संगीता व्यास ( अध्यापिका आई.बी.डी.पी.)

## Apprendre la langue française en linge

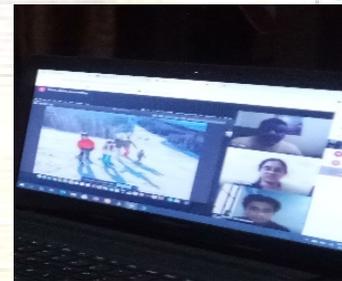
La langue française n'est pas une langue très difficile à apprendre. Les étudiants trouvent cette langue très intéressante. Pour les élèves de première année, je leur enseigne d'abord les bases et leur présente le vocabulaire. Chaque élève doit faire des phrases en utilisant le vocabulaire. Plus tard, ils sont initiés aux temps et ensuite, sur la base des temps, ils doivent converser et faire le travail. La pratique de la lecture et de la conversation est incontournable en français,



l'accent est donc mis sur la lecture et la parole.

L'écriture est aussi importante que la lecture, donc différents sujets sont donnés à écrire. Ces sujets sont généralement basés sur la vie quotidienne et la vie sociale.

Maintenant, pour les étudiants de deuxième année, le niveau augmente. Je leur fais utiliser le dictionnaire pour trouver le sens des mots plutôt que le traducteur. Ils sont introduits à plus de temps et le niveau de conversation augmente. Une stimulation visuelle basée sur différents thèmes est donnée et ils doivent réagir sur place. Cela prend 10 à 15 minutes par cours. Différents sujets et thèmes sont donnés à chaque enfant et par là ils apprennent également les uns des autres.



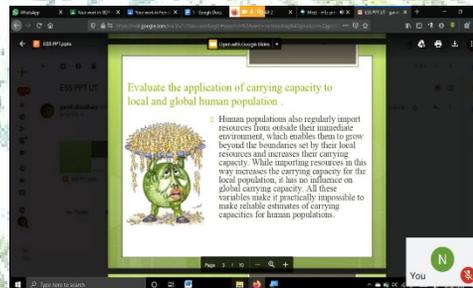
Des papiers, des chansons, des pièces de théâtre, des sketches passés sont également montrés aux élèves pour un meilleur apprentissage. C'est comme ça que je leur enseigne.

**Mr. Dayanand Sharma**

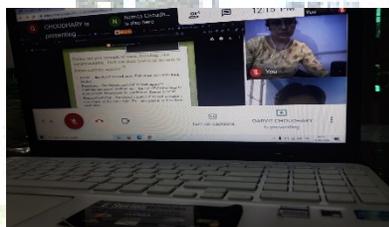
**(IBDP Facilitator- French)**

## **ESS: AN AMAZING WORLD OF SCIENCE WITH MR. GREEN**

After accepting online education as “the new normal” I as well as my students focused on re-examining the topics such as resource management, pollution, globalization and energy security in context with the ongoing pandemic situation. Using all the six approaches of teaching principles which are: teaching based on inquiry, teaching focused on conceptual understanding, teaching developed in local and global contexts, teaching focused on effective teamwork and collaboration, teaching differentiated to meet the needs of all learners, and teaching informed by assessment, I tried to maintain an understanding of the interdisciplinary nature of the subject into the students’ mind.



The very nature of our environment and how we relate to it demands a holistic treatment. Environmental systems do not function in isolation, but show deep complexity and interaction with other systems to which they connect in a physical and temporal sense. Systems can also be examined at different levels depending on the issue under investigation. For example, an individual lake can be thought of as a system with its own flows and storages, but in a larger context, this lake is one element of a much larger ecosystem that impacts the environment and communities around it. With such vast impact of each and every environmental aspect we discussed topics which include water, food production systems, soil systems, atmospheric systems, climate change etc. along with the many different ways in which they affect our society. I believe that after discussing and reading about these things in context with today’s scenario, students develop skills, attitudes and dispositions through a variety of experiences that provides them with opportunities to explore their interests and express their passions, personalities and perspectives.



***Ms. Namita Choudhary (IBDP Facilitator-ESS)***

## A way OF creative living through Visual Arts

**We have been teaching students visual art for the last two months**

**and our vision is to help the students learn how to appreciate as well as criticize art. We taught them about colour, layout, balance and perspective.**



**This helps the students in maintaining good critical thinking and concentration.**

**We encouraged the use of art related vocabulary in the classroom and also integrated art into other subjects as well.**



**Students express their thoughts, ideas and feelings through drawing and painting.**

**Students are asked to role-play and perform so that they can express their emotions. Students have learnt about water colour painting and clay art.**



**They have created texture artwork as well as oil painting on canvas.**

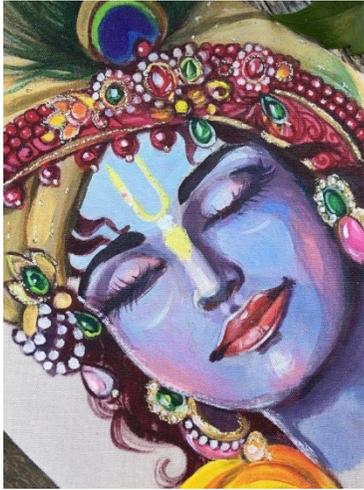
**Cyanotype printing and woven photography projects have also been completed by students beautifully. IB students have also extracted art from nature in the work below.**



**Students developed IB Learner Profiles like creativity, thinker, cooperation etc as well as ATL Skills.**

**Ms. Charu Sharma (IBDP Facilitator- Visual Arts)**

# A SNEAK PEEK INTO OUR WORLD OF VISUAL ART



## Everything is Subjective



**We all keep talking about right and wrong things. We are always told, from our childhood, what is wrong and what is right. But if we dig deeper into this, there is nothing like absolute “right” or “wrong”.**

**This might sound very weird but it can be visualized by the concept of subjective thinking. If you’re into space science, you can think of things being relative, just like ‘time’ in the Theory of Relativity. If we think a little more, and look at everything from a wider angle, we can notice that relativity is true indeed!**

**Let me give an example; let us consider the period of Pablo Escobar, the world-famous drug lord. Imagine yourself as a cop in the city of Pablo, Colombia. Definitely, you would badly want to arrest the drug lord and punish him for his illegal dealing of drugs. But if you look at things from the eyes of a poor person of Colombia, you will praise him. He does a lot of fund raising for needy people of Colombia, he builds them houses, gives them jobs and improves their lifestyle and living standard. You would praise him as he never did anything bad to you, but rather helped you build a house, and gave you employment- something which, even the government failed to provide you with. In such a situation, a person would probably hail Escobar.**



**This theory can be applied everywhere- terrorists are praised by some people. This can be because of their behavior with them. What I am trying to say here is, you can never judge a person’s character. It is impossible to achieve that because the behavior/acts of a person are subjective to others. A strict teacher could be a lenient parent at home. A person’s behavior changes with people around her/him. You would talk to your friends in a manner totally different from the manner in which you talk to your parents. So, your friends would have a different impression**

of yours. Same goes with the parents, they might think of you as a different person from what your friends think of you.

You might be rude with your friends but talk in a friendly manner to your parents. Here, your absolute personality remains undetermined.

What we have made right/wrong is just what the society has told us. It might not be correct from someone else's point of view. That's why we

have a declaration in every country, called Constitution. We are asked to follow and behave in a specific manner that the society embraces or appreciates. That is an attempt to declare what is right and what is wrong. What you do in other country may be illegal, but there are chances that it is legal in some other country. The absolute always remains undetermined, if we think above the laws of country, or the society as a whole.



I am not glorifying any crime or criminal act here. I am just trying to convey that if we look at things from both sides, we end up getting different ideas. This is what makes the world beautiful, I term it so. So next time before you say anything bad about anyone, try to think of things from the other person's point of view.

**Kunal Soni (IBDP Year 1)**

## **IB IS SO AMAZING!**

I have joined IB because I want to build a career in design and I think IB will open up a lot of opportunities for that. I really think that IB will help me reach my goal, and I think that it will help me open up my mind about what I want to do in my life.

The teachers, I think are the reason I find IB so amazing; they are very open-minded and understanding and truly do their best to make studies interesting. I look forward to studying more in IB.

**Lakshya Vatswani (IBDP Year 1)**



## **IB may be hard, but it's worth it!**

For our IA's this time, we were asked to research various topics in every subject, this was a very new and exciting thing for me as I had never done anything even remotely like this. In psychology, we were given the choice to research on any topic of our choosing, and then we had to show our results to our teacher. I have always felt that mental health was never given enough importance in our society and since I knew many people who were facing mental health issues during quarantine the topic I decided to take was "Mental health in quarantine". Regarding this topic, I asked people on my social media account if they were up for an interview regarding this issue. For the sake of random selection, I only took 4 people to interview, surprisingly all of them were female subjects ranging from the ages of 17-21, but perhaps that is a bias. I interviewed all of them separately and asked them a series of questions all regarding or at least related to mental health. The results varied concerning their current situations and whether they were introverted or extroverted but some common things did arise from the interview. It was seen that all of them needed their own space and own ways of coping to have good mental health and that being in quarantine was affecting them (especially the extroverts) adversely. All of them also collectively agreed that mental health was/is not given enough importance in the lives of the common people and is taken as a "trend" whenever it affects a famous person or an influencer. All of them also agreed that to be a healthy person you must take care of your body along with your brain. This is something I agree with too wholeheartedly, you can't have one without the other. This whole research/ experiment we were asked to do opened my eyes to how different IB is from all other boards, my friends in CBSE were so surprised that I was encouraged to use what I learned in class and that I was told to implement it in real life. The IB board is, of course, harder than most. But I feel that the knowledge that one gains from it is worth it and I can't even imagine what all amazing things like this I would have missed out on if I had not taken IB.



**Aanya Chandra (IBDP Year 1)**

## CHEMISTRY IN THE REAL WORLD

It is very difficult to decide which subject you like the most when you get into IB, but if I have to pick one, then it would have to be chemistry. Even in my previous classes, Chemistry never used to haunt me the way it used to haunt other students. When I got into IB, I started loving chemistry even more. We are told to believe that the whole universe is the result of billions and billions of tiny bonds but are never told how it happens but IB teaches us just that.



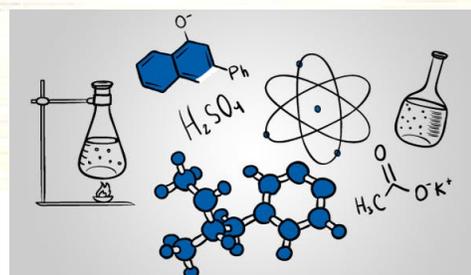
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The thing I particularly like in IB chemistry is the way how it connects to the core subject “Theory of Knowledge”. In TOK we are expected to reach the depth of it keeping in mind the methods used and, in that process, we may come across unexpected findings. I have always been fascinated by how different things react to give a completely new product but it had

always been limited to the equations. Now that we have connected it to TOK, things make sense as we have the opportunity to think beyond the equations. In chemistry, I had to research applications of chemistry in the real-world which helped me to develop the inquirer attribute of the learner profile in my personality.

Also, we study and are asked to think about the discrepancies and limitations in “Nature of Science” which has helped me to develop a reflective attribute in myself.

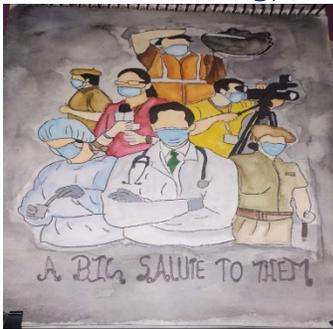
IB Chemistry is challenging but it is also rewarding as it helps us learn a lot. We have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings.



**Arushi Verma (IBDP Year 1)**

## India under lockdown

India has reported more than 3853406 confirmed cases and 67486 deaths from COVID-19 in many states and union territories since its first case on Jan 30. India was quick to close its international borders and enforce an immediate lockdown, which WHO praised as “tough and timely”. The lockdown has also given the government time to prepare for a possible surge in cases when the pandemic is forecasted to peak in the coming weeks. Still, India's population of 1.3 billion across diverse states, health inequalities, widening economic and social disparities, and distinct cultural values present unique challenges. Preparedness and response to COVID-19 have differed at the state level. Kerala has drawn on its experience with the Nipah virus in 2018 to use extensive testing, contact tracing, and community mobilization to contain



the virus and maintain a very low mortality rate. It has also set up thousands of temporary shelters for migrant workers. On the other hand, India is still facing problems such as the problem of migrants who cannot go home.

Moreover, the Indian economy is also facing problems due to this global pandemic. Some countries such as South Korea have managed to flatten the curve simply by community testing and surveillance. It was always going to be difficult to test at such high rates in India within the limited testing protocols.

This lockdown is also a lesson for the Indian government and it needs to learn from countries like Germany and other European countries because they have managed to isolate people and they have tackled it in a very nice way by giving money to people and making it illegal for tenants to evict people if they are unable to pay their rent.

To surmount this problem our primary objective should be to inform people about it. Some other solutions are that we don't have enough beds so we can use the land which is not in use and we can build isolation wards there and opportunities should be given to everyone to volunteer so that together we can defeat Coronavirus. The volunteering activities can include: Cleaning, training and donating any amount so that more isolation wards can be built and if we continue to isolate people, we can flatten the curve.

**Shrey SoraI (IBDP Year I)**

## **I THINK THEREFORE I AM.**

After studying in the International Baccalaureate Diploma Programme (IBDP) for a few months I can clearly say that this board was made to create



achievers of the real world. I am not just saying just for the sake of it, I have experienced it first-hand through my different subjects' classes in which TOK (theory of knowledge) is the main one. That is because TOK is the subject which prepares its students for the real world. It enhances our IB learner profile.

TOK helped me a lot in my studies and its various topics opened a whole new perspective of the world for me. It helped me explore the world which I had never heard of, for example, till now in TOK, we have been taught a series of topics which have helped me in making my learner profile stronger than ever, this includes, how to be a knowledgeable person and what all prerequisites are needed to become a knowledgeable person.

One of the prerequisites is to never stop learning or to think that you know everything because when you do that, you will not be qualified as a knowledgeable person. Furthermore, TOK has also helped me in my other subjects such as economics, computer science and business management since we do many interesting activities related to TOK which are given in our books. In the end, I would like to say that it is a subject that helps the students to understand the depths of different things happening around them.

Another thing that I like about IB is that it allows students the opportunity to choose from a variety of different subjects such as French, Business Management and many more.

I want to finally end with a quote from IB itself "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

**Jyotirmay Singh Rathore (IBDP Year-1)**

## A DRASTIC REVOLUTION?



**While you're working remotely it's important to ensure that you are set up to be productive. This includes having a designated workspace with the right technology; right presentation of the time table; and a schedule that allows for the social contact and stimulation that ordinarily comes from being in a class with others.**

**At this time when many plans have been disturbed due to COVID-19, several people are opting for online activities to make their university profile good. So am I. Whether it's learning about drones or doing an online internship, it's easy to follow your passion even in this pandemic. Just search for the right thing, at the right place!**

**Last but not the least, another thing which gives me pleasure during this time is "writing essays". By writing those university essays, you get a chance to express yourself in a way you**



**couldn't in front of anyone else. It allows you to explore different aspects of your own personality. In simpler words, it has made me a better person.**



**So, while we all are stuck with studying from our homes, why not make this learning fun and interesting! Search for activities that you could have done if the pandemic would not have been there, be it a summer course at any university or an online MUN.**

**Tisha Jindal**  
**IBDP YEAR 2**



## **“You made a difference to ME!”**

**I was born on Earth,  
To be here for a while.  
I aspire to pass through,  
And make people smile.**

## **I'D LIKE TO MAKE A DIFFERENCE**

**I want to make life facile,  
For the ones I meet.  
I ask Him for his blessings  
For the strangers on the streets  
I hope I can be of use to the needy  
and the poor  
To donate them a treat, for a smile on their faces.**



**I hope I never fail a friend,  
If I can be of aid somehow,  
As much as my riches will allow.  
And when on this Earth I am done**

**I will make my final plea,  
Let someone somewhere ponder or say  
“You made a difference to ME!”**

**KRISHRAJ CHAUDHARY (IBDP YEAR 2)**



## Paradigm Shift in ICT

We have been taking technology for granted for some time now and this Lockdown and Pandemic situation makes us realize how useful they have been to us- working, playing, entertainment- name any activity and almost all of these can be done using technology. We have been attending school, learning new skills, and supporting others, all because we have these devices with us. Just think of living for a day without them! I can assure you most of us can't even imagine this situation and this shows how much we have been taking them for granted.

This entire tech that exists today is all because of the work of a few men like Robert Noyce, Gordon Moore, Steve Wozniak, John Carrey, and Jack Gifford. These people stumbled on innovating and the innovations have never stopped since then, till two giants emerged namely INTEL and AMD.

When buying any product like a laptop or a desktop most people go with easy stuff which is 'Apple'. You may ask why and the answer for that is simple; most people like to get the ease of working over performance. Even when a tech geek has to recommend anything, he would also just recommend Apple because he knows that people just want ease of working.

In a world where we just want to do daily tasks like browsing the web, reading emails, working on documents, etc., we don't require a really heavy working device.



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This is the best time for us to reflect on our past and think of where the future is with these devices and how we can benefit ourselves with them and not let them exploit us.

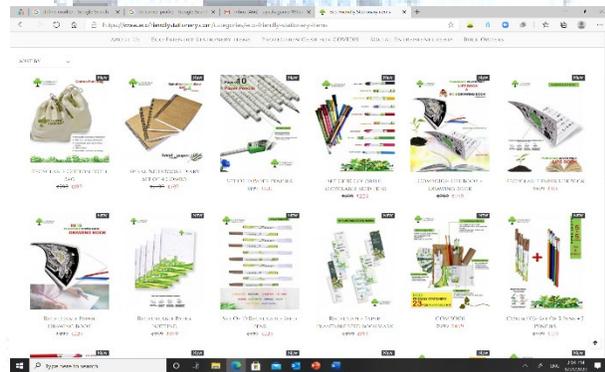
**Kushagra Swaroop (IBDP Year 2)**

## THE BEST WAY TO FIND YOURSELF IS TO LOSE YOURSELF IN THE SERVICE OF OTHERS

**IB has helped me become a more erudite person and while learning business management I got a great understanding of business and its process. IB and its teachers have encouraged me to be reflective and think out of the box. In that process of thinking I thought of removing plastic items from our daily lives, and instead, replacing plastic stationery items such as pencils, pens etc. with natural pencils, pens, notebooks, boxes, rulers etc. produced from reusing paper and wood.**



**Through this start-up, I got the wonderful opportunity to understand the real business world and I was able to use the concepts which I had studied in class such as financing, manufacturing, ownership, operations, etc. IB also offers us sciences in group 4, where I chose to study Computer Science and the course pushed me to get out of my comfort zone. Studying java coding proved to be really helpful because due to it, I not only gained a new skill but I also developed a website for my business which helped in cutting the cost significantly. CAS services where**



**I got a chance to teach poor children from a government school has developed a feeling of empathy in me. Carrying that forward I have chosen to help 40 women workers from a rural area where instead of selling factory produce, I will be helping the women gain skills by producing my eco-friendly stationery and help them to earn better.**

**AYUSH AGARWAL (IBDP YEAR -2)**

**Sneak into Ayush's CAS experiences: -**

<https://drive.google.com/file/d/1hBRqdYZSU8-7opZLpZLNJGQ7xCRzLgb4X/view?usp=sharing>

<https://drive.google.com/file/d/1hJbOb5p3JP8BG8WZfSIXIX9jRL-j1Xfa/view?usp=sharing>

## **THINGS ENDS BUT MEMORIES LAST FOREVER....**

**School is like a second family for a child. It is an essential part of our life, which we both love and hate. School life is a memorable moment of our life. Our future aim is also decided during this period. But there comes a day when we have to leave our teachers and school behind to follow our career path.**



**Recently I passed out of my school in the IB diploma programme with flying colours. During my result day I was both happy and sad as I had to leave my school, friends, teachers and all the beautiful memories I had made in this school for the last eight years. Through the past eight years in this school I encountered some interesting people who motivated me to become the best at what I do. Every exam in my school was like a new challenge for me, it was not as a competition with my classmates but I took it up as a competition with myself.**

**During my school life, in some exams I scored well but in some exams I scored less. I used to be somewhat sad but my mother always supported me and motivated me and I never gave up. The teachers are also soft-spoken and caring. The IB board was like a challenge that I hadn't expected but still I was able to pass it with good results. And I am thankful to my school as I have landed in a good college because of it.**

**Finally, college life means new challenges but I will walk through all of them with my hunger for success, which I undoubtedly learned from the IB board.**

**Mohit Vasnani (IBDP ALUMANI)**

## **THIS IS NOT A GOODBYE; THIS IS A THANK YOU....**

**“Good-bye”, I would prefer not to say good-bye because it would mean going away, which means forgetting. I would never want to forget the**



**two years that I was part of this school and the people who I met. It was a whole new experience for me and I will always be glad that I decided to join Sanskar School.**

**I also had the best teachers to learn from. I am so grateful for them for believing in me, it is because of them that I was capable of achieving my goals.**

**Joining IB Diploma Programme was also a major thing in my life. There are many things that I learned. IB not only concentrates on the education of the students but also the extra-curricular activities through CAS. One of things that I like about IBDP is that the numbers of students per session are just 10 to 12, which improves understanding and interaction with the teachers.**

**Now, I have got admission in JK LakshmiPat University, Jaipur and opted for B. Tech in Computer science. During this whole programme, I am planning on discovering my areas of interest in Computer Science, but most importantly I want to use whatever I will learn, to give back to the society.**

**I am really excited about my new experience in life as an adult, my life on University campus and meeting new people.**

**CHITRA LAKHANI (IBDP ALUMNA)**

**“It’s time to say goodbye, but I think goodbyes are sad and I’d much rather say hello. Hello to a new adventure.” - Ernie Harwell**

**IBDP is a program where we learn through a more practical approach rather than just cramming up the books and spewing everything onto those answer sheets, its more rigorous and makes you learn by implementing what you study in your surroundings as much as possible. When we talk about securing our future, we exactly never desire earnestly what we desire in reason. IB helps us in scrutinizing other probable fields, that you might consider besides those you actually planned for.**



**When I passed my high school I was a changed person and I was nowhere near to what I had planned to be that is because we promise things based on our hopes but when it comes to performing we perform based on our fears so both are totally different scenarios and the same happened with me, I planned something totally different from where I find myself today, the curriculum tests your capability in various fields and it’s not just the board that judges you but it is also an opportunity to assess yourself on different platforms.**

**SIYANSH YADAV (IBDP ALUMNI)**



## **A NEW BEGINNING...**

**For all the time I was in Sanskar School, I think my life's true starting line were the last two years of my school life. For my last two years I switched from CBSE to IBDP board and I must say that those two years have changed me. I just can't express my gratitude to Sanskar and IB board for that. Those two years have taught me**

**the value of knowledge and significance of self-awareness. I learned to observe my surroundings and learn from all those little things which, before IB, were just natural or common. IB gave depth to my prior knowledge and Sanskar provided me a stage to express that knowledge of mine. Knowing why facts are facts, being curious to know and learn more. Slowly and gradually in these two years IB's principles changed my opinion about the world and made me open-minded. Each and every day was new in Sanskar. All in all, I will never forget what I have learned during these times and this school life was my start line which I have passed. Now with the tremendous knowledge I have gained here in Sanskar, I will march forth to grasp my dreams.**



**PRIYA SONI (IBDP ALUMNI)**

## Hey Days of our Lives.

I decided to complete my high school in IBDP. I was told that it was different from CBSE and was much more rigorous. I was ready for the challenges ahead but when I entered the classroom, I was in awe.

Everything was different, the way students studied, the way the

professors taught and the way we acquired knowledge. The whole process was more defined and had a more practical approach, it was a whole new experience. In these two years we learned how to observe our surroundings, how to be more curious and how to gain knowledge from even the simplest things. Following IB's principles, I realized that studying can be fun too. I didn't just learn theory and give exams to gain marks instead I had to apply my knowledge in my daily life and had to analyze for myself as to how all those theories were brought into play in my surroundings. Each and every day we reflected on our actions and learned from our mistakes. IB was not confined to our school walls rather it was spread all around us. We even did



social services to know our areas and surroundings more. These two years I have spent with IB were like a golden journey. I learned many new things but most of all I learned to think. I learned to be curious about studies. These two years shaped me to be conscious about what's happening with me and the world. I am glad I chose IB.

**Ishu Burdak (IBDP ALUMANI)**

**WILL SOON BE BACK WITH MORE.....**