

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME



SANSKAR SCHOOL

INSIGHT

NEWSLETTER JANUARY 2021

VOLUME 3

MESSAGE FROM THE PRINCIPAL

“SUCCESS ISN'T JUST ABOUT WHAT YOU ACCOMPLISH IN YOUR LIFE, IT'S ABOUT WHAT YOU INSPIRE OTHERS TO DO IN LIFE.”



MS. GIRDHAR KUMARI

A short word with deep meaning ‘success’ means different to different people. When asked what I have to say about Success, I would just sum it up with few words, to me it’s the contentment I receive when I do something of value for my pupil as an educator, for the society as a responsible social member, for my family as a family member, for my nation as a responsible citizen of the country and above all what I do to please my lord.

To be successful there is no fixed criteria but just one simple formula, be true and honest in whatever you do. I see many people desiring to be successful but I see few who work hard to be truly and honestly successful.

As an educator I count it as a blessing to be able to guide my students or shape them as responsible human beings and able global citizens and this is what I count as my SUCCESS. I see my success in their success and achievements, the contentment that I receive seeing them progress is Success for me. In short Patience, Persistence, and Perspiration make an unbeatable combination for success.

FROM IBDP COORDINATOR'S DESK....

Dear Parents and Students,

The world is changing rapidly and learners and their world views are changing rapidly as well. 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. As always, your support is deeply appreciated!

In this issue of the IB Newsletter, we are going to take a look at two questions that always come up when parents and students begin considering International Baccalaureate (IB) classes:

**WHY SHOULD A STUDENT TAKE IB CLASSES?
WHO SHOULD TAKE IB CLASSES?**

OUR THINKING. . .

Teachers, parents, and students need to understand the reality that IB classes will be challenging, and students taking these classes will have to be determined and focused. However, we also want parents and students to know that IB classes will be manageable with the right preparation and mindset.

WHY SHOULD STUDENTS TAKE IB CLASSES?



MS. MANISHA CHANDRA

When parents and students start looking at the Diploma Programme's level of involvement and expectations, the question often asked is "why would anyone bother?"

We want to be up front and say that there is little about IB classes that will be easy. As detailed in the previous newsletter, to be a part of the full Diploma Programme, IBDP Year-1 and Year-2 are required to:

- Take six IB Subjects
- Complete the Creativity, Action, Service (CAS) programme
- Write a 4,000-word Extended Essay
- Take the Theory of Knowledge class

Even if a student decides to not work towards the full Diploma and takes IB classes here and there for certificates, the standards and expectations that students will be held to will most likely be higher than anything they have seen in previous classes.

SO WHY IS IT WORTH IT?

1. PREPARATION FOR COLLEGE: The School faculty is not just concerned with getting students into the college of their choice, we also want to make sure they can be successful once they get into that school. Across the nation, colleges and universities are seeing a rise in dropout rates that can partly be attributed to the rising costs of college and also because students are just not prepared. There are several independent studies showing that IB students are more prepared for college and more likely to earn a college degree. This is because IB requires a great deal of independent study and research, similar to what they will see in college.



2. CRITICAL THINKING: In IB classes, students learn how to question and analyze to examine hard answers to hard questions. For example, rather than just learn dates and facts about World War I, students might study how the relationships between nations led to the war and then write a position paper on whether international alliances are more likely to start or prevent wars. This level of thinking will be invaluable in college helping students become lifelong learners who see the value of continually probing and questioning the world around them.



3. TIME MANAGEMENT: Many students get to college and flounder because they do not have strong study habits and time management skills to fall back on. Because of the high expectations of IB course work, students will be able to adjust to college more quickly because they have the skills necessary to handle tough classes. They know how to learn and budget their time effectively.

4. COLLEGE CREDIT: Most colleges that accept IB students for credit usually look at how well the students score on their final examination in an IB class. It is important for parents and students to understand that not all colleges and universities accept IB credit, but IB is a rapidly growing organization that is accepted by more number of post-secondary schools each year.



5. OPPORTUNITIES: Students who take IB classes are more likely to be accepted into colleges and universities than other students, and those students who successfully complete the full IB Diploma have an even greater likelihood of university acceptance. More and more colleges and universities compete for the best students, and they know that students who are successful in IB classes are the students they want.

WHO SHOULD TAKE IB CLASSES?

Parents and students must understand that IB is not for everyone. Some students find the expectations and style of IB classes to be the right fit, while others find success and enjoyment in other academic options.

STUDENTS WHO ARE SUCCESSFUL IN IB CLASSES ARE:

1. SELF-STARTING: IB teachers will have high expectations for the quality of student work. To meet these expectations, students will have to stay on top of their classwork and not procrastinate.

2. MOTIVATED BY LEARNING: Grades are obviously an important part of academics, but IB students should prioritize learning over grades. Students who have consistently earned A's in their previous classes may find that the same is not true in their IB course work. Students should be concerned about their grades, but they should be more focused on truly learning the material covered in their classes.



3. STRONG READERS: All IB teachers will be assigning complex, challenging reading throughout their courses. In order to keep up, students need high level of reading skills to comprehend and retain the information contained in these readings.

4. NOT AFRAID TO STRUGGLE: Many educational experts argue that students' willingness to stay motivated and productive, despite academic barriers, can be just as valuable as intelligence and skill level. IB classes are purposely designed so that all students, even the best and brightest, struggle at times. The rationale behind this is that students are going to be challenged when they get to college, so they should learn how to cope with and push past these academic difficulties in high school.

5. DEDICATED: Students who are part of the full Diploma Programme will still have the opportunity to be a part of extracurricular activities, but Diploma Candidates will have to make academics their top priority to remain successful.



WANT MORE?

If you have further questions about IB, you can find more information at:

IB's official website: www.ibo.org

Sanskar School IB website: www.sanskarjpr.com

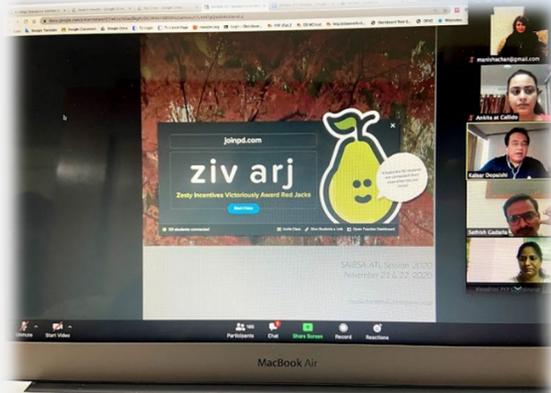
Inside story

Preparation in full swing for IBDP Evaluation:

The school started its preparation in January 2020 for its DP Evaluation scheduled to be in April 2021. With all the surveys, documentation, Self-Study questionnaire and archiving evidence, it has been an enriching learning experience for DP facilitators so far. On the last stage we are working on developing Action Plan for next 5 years along with submission of required documents to IB. Learning, Unlearning and Relearning by DP Facilitators at Sanskar has been going on in the form of attending virtual webinars, virtual workshops, listening to educational podcasts and dedicating their time towards collaborative learning sessions to upgrade their existing knowledge and empowering themselves.



Professional Development of IBDP Facilitators



- South Asian IB Schools Association: TOK (Old and New) SAIBSA Job Alike Sessions.
- South Asian IB Schools Association: ATLS SAIBSA Job Alike Sessions
- Developing personal and social qualities for creating safe and healthy environment.
- Health and well-being in schools.
- Macmillan Education Webinar-Mastering Shape and Space-14th October.
- Epilepsy Awareness Session by Tech Fest IIT Mumbai.
- Online Education in Trying Times: Ideas and Strategies by Krea University
- National Level N E P 2020 Quiz for Educators Organised by CEIR-MUMBAI ZONE.
- Developing Personal-Social Qualities for Creating a Safe and Healthy School Environment.
- Online Course on Curriculum and Inclusive Classroom
- Significance of Human Rights during COVID-19 Pandemic: Issues and Challenge.
- Online Workshop on Teacher Listening Time.
- Significance of Human Rights during COVID-19 Pandemic: Issues and Challenges.



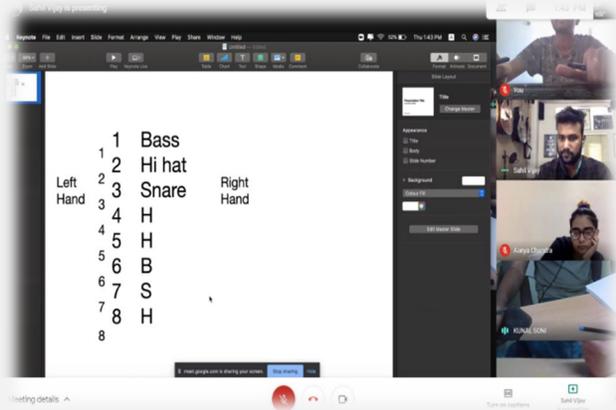
THE ONLY SOURCE OF KNOWLEDGE IS EXPERIENCE - Albert Einstein

“A mind that is stretched by a new experience can never go back to its old dimension.” These wise words of Olive Wendell Holmes, Jr. ring



true for each individual and more so, for the IBDP students involved in CAS experiences. Moving on with their CAS programme, the IBDP year 2 students continued making the most of the virtual classes by learning and practicing online music, yoga and basketball activities. The virtual platform may have been a setback for them initially, but now each of them feels at ease in using this new platform. Regular ongoing sessions of these online experiences has kept them linked to CAS and enabled them lately to take on the Creativity and Activity strands.

In case of the Year 1 students, they took up a new experience involving Percussion Music. This is music created by striking or tapping ordinary percussion instruments like plastic/steel glass and ballpoint pen. The students carried out this experience for about 3 weeks or so in their online CAS classes with the help of their Supervisor, Mr. Sahil Vijay, who taught them this new form of creating music. The students also learnt beat boxing, a vocal percussion, in these classes where they created music using their mouth, lips, tongue and voice. The students could be seen enjoying making music for their favourite songs. This helped them cater to the Creativity and Activity strands.



Another interesting experience undertaken by the Year 1 students was a virtual Run & Ride initiative by Callido Learning, along with its partner FeetApart, for students aged 5 to 17 on 5th and 6th December 2020. With the ongoing pandemic resulting in reduced outdoor playtime and a sedentary pace of life for young children, this event promoted a safe and healthy run for the young children. The students participated in this live app-based virtual run and ride event aimed at eliminating the adverse impact of the current scenario and to ensure holistic development. They had the option of participating in 1km, 3km, 5km and 7km run and/or 5km, 10k and 20km cycling categories for which they practiced running within their homes for days before the actual event. All the participants were given official themed timing E-certificate after the event. This experience gave the students yet another opportunity to involve themselves with the Activity strand.



Currently, for their next experience, the students have come up voluntarily with an initiative of conducting a webinar to create awareness regarding Human Rights.

Ms. Sonam Kataria

CAS Coordinator

Sneek peek into the CAS Experiences Via Virtual Platform:

CAS Experiences: <http://sanskarjpr.com/CAS%20Experiences.html>

Yuvathon 2020: <https://youtu.be/FSV1gbDRgDE>

Percussive Music: https://youtu.be/Km6_qPPq-Zo

<https://youtu.be/bVmAP-vfCfY>

<https://youtu.be/cGxc7LrZ-S4>

<https://youtu.be/OgqVui3K7dA>

ART HAS A VOICE - LET IT SPEAK

In this unit we started learning about the importance of Art and the history of art. As we all can see, Art from the past holds clues to the kind of life prevailing at that time. The civilization, customs, and culture can be understood to quite an extent by looking at the symbolism, colors and the materials used back then. In the past many classes, the students learnt specifically more so about Abstract art.



The true definition of Abstract art is ‘Art that does not attempt to represent an accurate depiction of a visual reality



but instead use shapes, colours, forms and gestural marks to achieve its effect.’

It has many forms and we have focused in our classes upon Cubism Art. Cubism is a style of art which aims at showing all possible viewpoints of a person or an object, all at once. It is called Cubism because the items represented in the artworks look like they are made out of cubes and other geometrical shapes. The art is a little blurred and does not have defined shapes.

In this unit, the students became inquirers as they had to search, think, and analyze the art. Their thinking capacity increased manifolds and their knowledge became vast. It encouraged the students to research by experimenting and using their own experiences to come to an understanding. The students were able to understand art styles, movements, art practices, and visual communication. They learned the terminology and principles of art such as the vocabulary of an expressionist painting. Each artwork here is a result of extensive hard work and skill displayed by the students.



Ms. Charu Sharma

Facilitator-Visual Art

Harnessing Primary Information for Research:

A Real-world Exposure

Information is the life-blood of any research. Without information, there can be no research. Besides secondary sources, most of the research remains contingent on the primary level information. In order to introduce primary level research and the collection of primary information, the students of Business Management were engaged in an ATL activity through which they were exposed to issues and challenges faced by various real business organisations. In fact, this activity provided the students an opportunity to interact with real-world entrepreneurs and they came to know about various issues and concerns of these entrepreneurs. The students conducted telephonic interviews to collect primary data from the owners of various businesses. A SWOT analysis was conducted to draw inferences from this data. These results were communicated and disseminated through PPT presentation. Emerging conclusions were presented which were followed by a set of recommendations for further action by these business organisations. Through this activity, the profile of students as inquirers, thinkers and communicators got strengthened. They became more open-minded and reflective through this activity. In fact, their thinking skills got sharpened when they formulated not only the research questions but also the whole operationalization of the primary survey. Their interactions with businessmen enabled them to become social and they could communicate well their research and concerns about the businesses in today's competing world. This activity also developed self-management skills among the students. Overall, this research facilitated students in becoming self-reliant, thoughtful, socially active and caring researchers.



Information is the life-blood of any research. Without information, there can be no research. Besides secondary sources, most of the research remains contingent on the primary level information. In order to introduce primary level research and the collection of primary information, the students of Business Management were engaged in an ATL activity through which they were exposed to issues and challenges faced by various real business organisations. In fact, this activity provided the students an opportunity to interact with real-world entrepreneurs and they came to know about various issues and concerns of these entrepreneurs. The students conducted telephonic interviews to collect primary data from the owners of various businesses. A SWOT analysis was conducted to draw inferences from this data. These results were communicated and disseminated through PPT presentation. Emerging conclusions were presented which were followed by a set of recommendations for further action by these business organisations. Through this activity, the profile of students as inquirers, thinkers and communicators got strengthened. They became more open-minded and reflective through this activity. In fact, their thinking skills got sharpened when they formulated not only the research questions but also the whole operationalization of the primary survey. Their interactions with businessmen enabled them to become social and they could communicate well their research and concerns about the businesses in today's competing world. This activity also developed self-management skills among the students. Overall, this research facilitated students in becoming self-reliant, thoughtful, socially active and caring researchers.

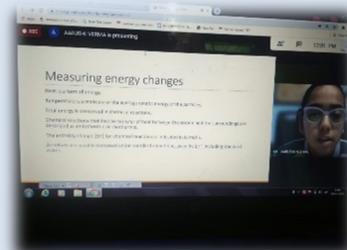


Ms. Saloni Jain
Facilitator- Business Management

One Thing You Can't fake is chemistry....

In the present scenario we have to accept the changes. In the new normal, we cannot be the same teachers as we were before.

Certain parts of our teaching philosophy cannot be done without a face-to-face interaction with students. However, there are technologies available that can be used to conduct effective teaching of concepts and even life skills.



Chemistry class always starts with brainstorming by conducting an oral Q&A session, which is helpful to get some clarity on the students' prior knowledge and to what extent the students have completed the work.

Students reflect their learning by making presentations on ***“what they know, what they want to know and finally what they have learnt”*** after each topic. And with this they develop many attributes of thinking and learning like they become principled, inquirers, knowledgeable, and above all, their research skill is also groomed.

Year 2 students are mainly focusing on their IA's along with the theory. They are done with their written work and ready for practical work to be done in the laboratory.

A learner is able to give TOK connections in this subject for various topics such as while studying acids and bases, they enquire about acid rain and its effect.



Students displayed their progress through their FAs and unit assessments. I hope that the learners continue their learning with this same enthusiasm in the future.

Ms. Sneh Rathore

Facilitator- Chemistry

A new pedagogy of teaching Physics during Covid-19

I really see myself more of a facilitator when I am in the online environment, rather than a teacher. I want students to feel comfortable and connected in the online environment. I try to share real life stories and also build on their experiences. I want them to know that they can reach out and ask questions. Some students like one-on-one, some of them like conference calls, others only want to do email; it just depends on the type of student. You need to offer different mechanisms to communicate to be responsive to their needs.



It has been almost ten months since we have started teaching online. I have adopted many ways from lecture to simulation to improve my teaching pedagogy. I have been trying to develop many ATL skills like thinking, carrying, research, etc. in my students. I give them situations and offer questions in the class which promotes their critical thinking skills. I have also been offering some research work to them individually. I make use of gifs to make the concept easier for my students. I have discussed many worksheets from past papers with them and also took some FAs and SAs.



IBDP Y1 students were given a student driven activity based UT3 which they enjoyed a lot and also learnt to write the report for an experiment. I have given some FAs (MCQs in G-form, pen-paper test, etc) and SAs (pen-paper test) to year 1 students also. I also try to incorporate TOK questions and CAS during my lecture. I emphasise on new terms in my subject to build their language.

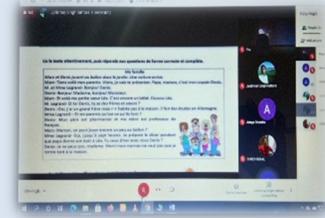
Some of the students are really very inquisitive and are taking the online classes very seriously, which is quite commendable. I hope the entire world will come out of this pandemic scenario very soon and we will be back to taking normal classes.

Mr. Manish Kedawat

Facilitator- Physics

Faire face à la langue française au milieu de la pandémie

L'exposition a été considérée comme le meilleur moyen d'apprendre une langue et de la maîtriser. Cela aide à rendre ce langage compréhensible et adaptable. Notre objectif en français IBDP est d'aider les élèves à apprendre cette langue et à l'adapter à leur vie quotidienne. Puisque la pandémie nous a tous obligés à nous asseoir dans notre maison pour nous protéger ainsi que notre communauté, il est devenu difficile pour les élèves et les enseignants d'interagir. Les cours en ligne ont rendu l'apprentissage possible pendant cette pandémie. Ces trois derniers mois, nous avons appris plusieurs sujets dans la langue française. La seule façon pour un élève d'apprendre une nouvelle langue est de comprendre sa grammaire. Nous avons donné plusieurs types de devoirs liés à la grammaire. L'année 1 a travaillé sur les temps et ses exercices. Les temps incluent, présent, passé et futur. Leur FA's comprend comment créer une IA. Ils ont également eu la chance d'apprendre à créer



une stimulation visuelle de cartes. Leurs missions comprenaient la préparation des présentations décrivant le thème du sujet et les chapitres. ATL a donné l'opportunité d'acquérir leurs compétences en prononciation. L'ATL a été très souvent pratiqué dans les deux classes. Pour les étudiants de 2e année, nous avons expliqué les précédents examens. Les

étudiants ont pratiqué le travail d'IA. Ils ont reçu les tâches liées aux temps. On leur a appris à rédiger des articles, des lettres et des messages. Ils ont appris à rédiger des articles et à les lire dans la langue française. Leur attribuer plusieurs exercices a amélioré leurs compétences. Leurs cours ont eu lieu deux fois par semaine. Les élèves pratiquent également des jeux de rôle concernant les conversations de la vie quotidienne. TOK a joué un rôle pratique en offrant une exposition à cette langue. Il leur a expliqué les domaines de connaissance et les manières de connaître certains sujets.

Sneek peek in the virtual classroom of French:

<https://drive.google.com/file/d/1n5jvQUbJkLFR1ubgmm8f813PTAy-t6m/view>

<https://drive.google.com/file/d/1wYQkkZPW6C8BsaJ2iRr-odEMYBLbAE9s/view>

https://drive.google.com/file/d/1bx9zHO-fcZKb_oYUXhtE58ToEd9wcd6v/view

Mr. DAYANAND SHARMA

Facilitator-FRENCH

सीखना ही अनुभव की प्रक्रिया है

आज हम इस बात पर बात करेंगे कि सीखना ही अनुभव की प्रक्रिया है। बात जब अनुभव की हो रही हो तो यह बात सौ प्रतिशत सही है कि सिर्फ अपने अनुभव ही से ही नहीं सीखा जा सकता, दूसरों के अनुभव भी हमें जीवन के पाठ सीखाते हैं। दोस्तों! आई०बी०डी०पी० कोर्स की सबसे बड़ी बात ही यही है कि यहाँ विद्यार्थी हमेशा अपने अनुभव के साथ-साथ दूसरों के अनुभव से भी निरंतर सीखने के भाव को स्वीकार करता है। इस कोर्स का दूसरा मुख्य विषय 'अनुभव' जिसे हम इस कोर्स की दूसरी थीम भी कहते हैं। यहाँ विद्यार्थी अपने यात्रा अनुभवों से सीखते हैं देश और दुनिया की विविधता के बारे में। इस थीम पर अध्ययन करने के दौरान मेरे हिन्दी के विद्यार्थियों ने अपनी निजी यात्राओं के कुछ अनुभव सांझा करने का प्रयास किया। जैसे अर्जुन शर्मा लेह-लद्दाख के बारे में अपनी यात्रा का अनुभव सांझा करते हुए अपने अनुभव बताते हुए कहा कि रेगिस्तान का व्यक्ति होने के कारण लेह-लद्दाख के पहाड़ों ने उसे बहुत आकर्षित किया। अर्जुन ने कहा कि -- "ये दुनिया सब तरफ से बहुत सुंदर है, हम राजस्थान में रहते हैं तो यहाँ की मिट्टी के धोरे, शुष्क जलवायु, यहाँ का घी-



मिर्च मसाले का खाना दाल-बाटी, यहाँ के गुलाबी, सुर्ख लाल रंग, पीला केसरिया रंग की पोशाके यहाँ की सम्मान देती भाषा सब दुनिया के लिए आकर्षण का विषय है इसलिए ही लोग राजस्थान घूमने आते हैं। उसी तरह लेह-लद्दाख के बर्फीले पहाड़, वहाँ की सर्द जलवायु, वहाँ के याक, वहाँ का व्यंजन-थूप्पा वहाँ के बोद्ध-भिक्षुक, वहाँ के लांबा। ये सब हमारे लिए आकर्षण का केंद्र होते हैं। खास बात ये समझ आई कि लोग चाहे कहीं के भी हो धर्म

को लेकर उनकी पाप-पुण्य की भावना एक जैसी ही होती है।" इसके साथ ही उसने अपनी यात्रा की कुछ तस्वीरें हम सब के साथ सांझा की। इसके साथ ही कृष ने अपने खेल से संबन्धित अनुभव सांझा किए और घुड़सवारी के अनुभव बताते हुए कहा - "घोड़ों को अगर ढंग से समझा जाए तो वे बहुत अच्छे दोस्त होते हैं।" प्रणव पाटनी ने अपने खेल रुचि को बताते हुए रोनाल्डों को अपने जीवन का आदर्श खिलाड़ी बताते हुए कहा - "खेल पूरी दुनिया को जोड़ने का काम करते हैं, जैसे क्रिकेट में सचिन को लोग नहीं भूल सकते उसी तरह फुटबॉल में लोग रोनाल्डो को नहीं भूल सकते हैं।" इस बीच मेरे विद्यार्थियों ने प्रश्नोत्तरी बनाकर एक दूसरे का ज्ञान-वर्धन किया साथ ही ये दुनिया में प्रत्येक समाज अपनी संस्कृति से अपनी पहचान बनाता है, ये स्पष्ट करते हुए ब्लॉग, पत्र-लेखन, आलेख-लेखन, निबंध-लेखन, डायरी-लेखन, विवरणिका, भाषण, विज्ञापन लेखन के साथ कक्षा में वाद-विवाद प्रतियोगिता का भी तार्किक आयोजन किया। विद्यार्थियों की इन गतिविधियों को देख कर एक शिक्षक होने के नाते मुझे भी अनुभव हुआ कि बच्चे अपने अनुभव से तो सीखते ही हैं साथ ही एक दूसरे के साथ अपने अनुभव सांझा कर अपने सीखने की प्रक्रिया को आगे बढ़ाते रहते हैं।



Ms. Sangeeta Vyas

Facilitator- Hindi

The world is quiet here....

The Library occupies a very important place in school. With its books suited to the interests and attitude of students of different age group, with its magazines, newspapers and with its calm atmosphere it has a special call to the students. Who go there and quench their thirst for reading material which cannot be provided in the classroom.



Here they find an environment which is conducive to the building up of habit of self-learning. Library holds a very

special place and importance in student as well as everyone's life. But in present situation it is impossible to visit library physically. Closure of libraries due to recent COVID-19 pandemic our school have made additional efforts to keep



library services active through creating virtual library and shared with students so that they can read books while staying at home.



The another important source of information is Newspaper. But in present scenario it seems difficult and unsafe to get the hard copy of the newspaper at home. To make maximum use of the newspaper we are sharing WEB EDITION OF THE TOI NIE regularly to the students through their respective class groups to keep them aware.

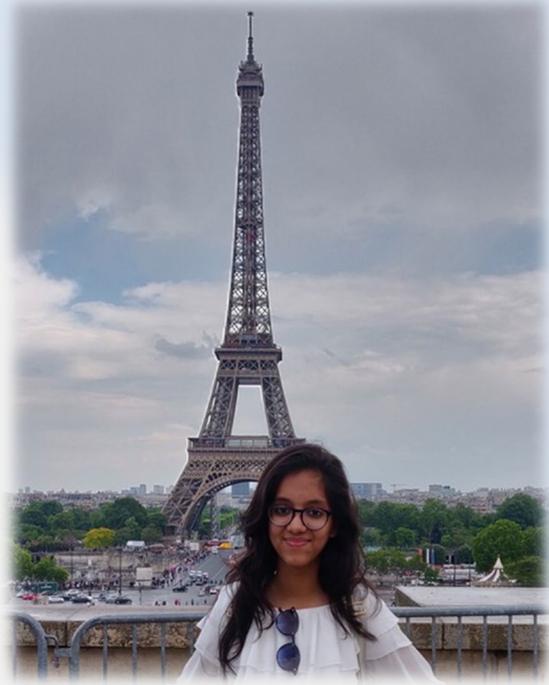
Ms Manju Nirvan

School Librarian

A walk in Paris....

**A walk down the stairs of the Eiffel
Tower,
turned my head around
and what I saw
was the sunset's power
enticing me towards the burbling
it was seine's water
carrying millions of emotions
of the people warbling**

**A walk down the steps of Montmartre,
as opposed to the riches flying over
in a private charter
As cheerful as Disneyland
was the joy of seeing?
the Montmartre snow land
as cotton fell on hands,
the macaroon in the mouth melts!**



**A walk down the aisles of Notre Dame,
praying for a better good
and oh! what can be better
than stepping in galleries Lafayette
and buying luscious cheese of many grams,
that glooming look of love
of people posing with maple leaves
and the walls of louvre
with paintings cleaved!**

**~ Composed by Tisha Jindal
IBDP Year -2**

क्षत्रिय

क्षत्रिय है हम, हमें ना वीरता सिखाओ,
युद्ध कैसे लड़े गाते है हमें, यह हमें ना बताओ
हमें ना बताओ की कैसी रणभूमि होती है,
हमें पता है युद्ध के दिनों ज़िन्दगी अधिक घनेरी होती
है,
हमें पता है विदेशियों को कैसे जात बताई जाती है,
कैसे जयचंदो को उनकी हैसियत दिखाई जाती है,
कैसे दुश्मन को आधा काटा जाता है,
हमें पता है बैरियो को किस भात निचोड़ा जाता है।



हमें पता है दुश्मन को उसकी जात कैसे
याद दिलाई जाती है,
जयचंद जैसो को उनकी औकात कैसे
बताई जाती है,
विश्वास नहीं, तो यहाँ का इतिहास
उठाकर देखो तुम,
ऊपर से नीचे तक की हर चीज़ उठा कर
देखो तुम,
स्वाभिमान की कथा, कोई खास उठाकर
देखो तुम,
यहाँ महाराणा और लक्ष्मीबाई के संग्राम
दिखे मिल जायेंगे,

दो क्कितल ढाल तलवार भाला लिखा मिल जाएगा,
राणा की शूरवीरता का पूरा इतिहास लिखा मिल जाएगा,
क्षत्रुओ के रक्त की धरा बहती मिल जाएगी,
राणा तो दूर तुम्हे चेतक की भी टाप लिखी मिल जाएगी।।

- कृष राज चौधरी
आई॰बी॰डी॰पी॰

MUSIC DOESN'T HAVE A LANGUAGE.



Music is something that transcends language. This is something I've lived by for a very long time. It doesn't matter what language a person is speaking in, but rather what exactly the person is saying. I've listened to all kinds of music throughout my life, be it classical music by Tchaikovsky or pop music by Billie Eilish. I have also listened to music in a multitude of languages, like Korean, Japanese, French, Hindi, and of course English to name a few. The reason I have learned to adore music and have grown an appreciation for music is because of a KPOP group called BTS. They had been popular among my friends for a very long time but I didn't see what the hype was all

about, that is until I listened to and saw the lyrics to their music. Sure, they had catchy beats right off the bat but what had me hooked was that they tried to convey stories through their music. They talked about so many things like loving yourself and how before forcing yourself to love another person you must learn to love and accept yourself. They talked about how the future could be overwhelming but if something didn't go your way that didn't mean your life was going to end and most importantly they talked about how being sad wasn't necessarily a bad thing. It was just an emotion that you had to feel to be a human and that it was completely normal to be sad and angry at things even if society showed these as "negative" emotions. And they did all this while fighting against a xenophobic music industry and breaking gender norms. This is why music as a whole, and this little KPOP band from South Korea, means so much to me.



Aanya Chandra

IBDP Year - 1

IN OUR HEARTS| ON OUR SLEEVES

Which school is considered as the best school?

Every parent wishes to give their kid the very best education in the best school, but with so many schools in town, parents often get confused. They look for an honest review by students who are already studying in the school. Well then you are in the right place! I will be sharing my last 2 years' experience in Sanskar school. From choosing subjects to career counselling, the school faculty has guided me in taking the best decisions for my future. On my first day in the school, I was feeling nervous, which is quite a normal thing, but the teachers were very generous and welcoming, which helped me in getting along with my classmates and in adjusting to the environment of the school very soon. I will be forever grateful to the school for giving me wonderful opportunities to show my talent. After 10 days of joining the school, I got selected in the dance team of the school for an inter school competition. It was an amazing experience learning from the professional dance teachers of the school. The school has offered me many more memorable opportunities. The most recent one being that I got admission in my two favorite Australian universities (Newcastle and Wollongong) with the help of my school College Counsellor and teachers , for which I will be forever thankful to the school and its faculty.



A lifetime opportunity.....

It was the month of September, just one month after I joined school. It was a normal day in the school. I was sitting in my class and just after my class got over, our Coordinator came and made an announcement regarding a trip to Singapore.

This was another memorable lifetime opportunity for which I will be thankful to the school for the rest of my life. The announcement came to me as a surprise. I was so excited that as soon as I reached home, I told my parents and requested them to send me on this trip and they agreed. The trip was scheduled from 2nd October to 8th October 2020. It was the first time I travelled in an international flight to a foreign country. It's even more fun when your friends are travelling with you.

Garvit Choudhary

IBDP YEAR 2

My journey to my dream college...

My father is my role model and mentor. He has nurtured my personal values as much as my interest in finance. His experience of 19 years in financial services meant the dinner-table discussions have been about the Indian economy and government policies for as long as I can remember. That ignited my passion for joining a global university which can help me in getting an exposure that will enable me to study in an intellectually invigorating environment. The opportunity to learn from erudite faculty in a global university through experiential learning platforms will be unparalleled. I'm assured that the opportunity will groom me thoroughly and will give a strong momentum to my coveted aspirations.



My journey in Sanskar school started 10 years ago. After completing my 10th from CBSE Board, I decided to take admission in IB programme at Sanskar school keeping in mind the above mentioned dream.

I have already taken steps towards my goal by exploring the domains of Economics, Business Management and Mathematics through my curricular and co-curricular endeavors. Last summer, I attended a course from Business Enterprise Academy - London Scholastica Academy, London. By creating an excellent business plan for "Blue Work -A Social Enterprise" that promoted re-usable containers for delivery, and pitching it to open convenience stores in cities, I won myself the Speaker position in the Graduation Ceremony. In December 2019, I presented a case study on 'How to increase productivity in existing branches by monitoring branch-wise product-wise penetration' during internship at Aavas Financiers Ltd. I now understand different borrowing instruments and organizations from where a fixed amount is borrowed in finance and treasury department.

During the recent pandemic and subsequent lockdown, I pursued online courses in Financial Markets and Investment Strategy from ISB and Finance and Quantitative Modelling for Analysts from UPENN. To gain programming

skills to complete my business knowhow, I enrolled in Java coursework at NIIT. I also completed the two-week Wharton Global Youth Programme, where I learned about analysing trends, planning (retail, financial, and scenarios), product development, and marketing. The most fascinating aspect about the process of ideating, creating a prototype, concept testing, and pitching the business model was the simulations conducted using data. Maximizing profits while captivating online investment, vendor management, and quality using software was eye opening. I was part of a team that stood 7th (out of 45). Sharing my insight with bright and likeminded peers from countries like the UK, USA, and Italy, showed me the edge that diversity and collaboration can bring to innovation in business.



During my entire tenure in IB course, the school teachers helped and guided me in getting confidence in this new curriculum. I got guidance for my future and achieved my dream of getting admission in a global university. We started work on this from first year itself and at each step I got the right guidance and help to complete my global college applications. In the second week of December itself, I got 3 admission confirmations from global universities:

1. University of Manchester – Global Rank 27
2. University of Exeter- Global top 150
3. University of Arizona- USA Top 100

We have further applied in some more colleges in UK, USA and Canada and are hoping to get some more confirmations.

I want to thank the entire school for this unparalleled support given to me in this journey and I also want to assure all the teachers of giving my best in studies.

Ayush Agarwal

IBDP Year 2

You're great and you'll always be!

As time slipped into the college decision-making week, I started getting offer letters from some universities I had applied to, like Arizona State University, Iowa State University and Kent State University. But the decision which we all await eagerly is of course our dream university! My dream university, University of Toronto, is hard to get in but I have done all the hard work required to get in. The decision is awaited as yet. What makes it my dream university is its unique course offerings and the exceptional faculty which works hard cooperatively to make us achieve our dreams. And while talking about the uniqueness of University of Toronto, I must not forget the fact that there's a laboratory for Chocolate Science. Oh my god, Chocolate Science reminds me of the taste of chocolate! And what I like the most about University of Toronto is its emphasis on practical approach regarding the concepts.



However, at the end of the day, all that matters is you yourself and not what university you get into. And the best solution for every problem is being yourself and putting your best foot forward at all times. So, to all my peers who're struggling with the waiting phase of making admission-related decisions, relax and take a moment to appreciate

your hard work and be ready to accept whatever comes your way. You're great and you always will be!

TISHA JINDAL (IBDP YEAR-2)

CHASING DREAM THROUGH IB

Three months back we applied for an incubation with our product Vmitis, a social platform to share your thoughts with the world, anonymously. We



wrote a huge application with our hopes tied to it. After a few days, we gave the interview and we got selected amongst the top 15 startups in India who applied for this incubation. The incubation was at Atal Incubation Centre at Birla Institute of Technology, Noida. AIC is affiliated to NITI Aayog, a strategic planning body of Government of India. Unfortunately, due to the pandemic, the entire event was held online. There were daily sessions of one

hour, which were conflicting with my school schedule. Fortunately, my school educators helped me overcome this challenge. They cooperated and the entire school's timetable was restructured so that I could have an hour's gap for the session. The sessions were really informative and interactive. The mentors ensured that they brought every value they could while keeping it online across states. Networked with great peers, I learnt a lot from the mentors and the speakers.

After the incubation started, we started planning out a new event for creating awareness regarding mental health. As it was meant to be an event for raising awareness, we named it Awareness Jolly. The event planning was a big challenge for all of us as we were organizing an online event for the first time. Approaching speakers was again a big challenge. We planned out a whole strategy for reaching out to the speakers. This was a new learning experience for all of us. In the end, our one month of hustle was totally worth it in the short span of 60 minutes. It was an extraordinary occasion as we got the chance to interact with our audience and everything turned out to be truly extraordinary.

KUNAL SONI (IBDP YEAR-1)

HOW IB IS HELPING ME GET INTO MY DREAM COLLEGE....



I've always wanted to study outside of India because for me none of the Indian colleges offer what I want. Even though I dreamed about it for years, it never seemed like a real possibility. At least not until I started the IB curriculum this year. IB is always seen as something that is hard and which must be feared. I don't see it that way. I see the challenges in front of me right now as stepping stones for my future. It is though, undeniably different than what I was used to. Seeing studies that happened a few years ago and not 50+ years ago is something that had me overjoyed because this shows that even if we have progressed as a society, there are always things left to answer, mysteries to be solved and things to strive for. This is what I have kept in my mind throughout this year, especially as I made my college lists. That in itself was a daunting task but with the help of our coordinators and teachers, it was surprisingly much easier than I had imagined. Even though I am still not 100% sure about how my future will turn out, I don't feel the need to worry, thanks to my school and my teachers.

AANYA CHANDRA (IBDP YEAR 1)

My dream college is Cornell University. This college is my top priority because of its beautiful landscapes which are very rewarding. The thing that sets this college apart from other Ivy League colleges is its stress culture. The cutthroat competition in the top colleges can be really throttling at times but the Cornell community is very collaborative. Besides, its large campus area has many sports to offer so that everyone has the opportunity to unwind according to their preferences. Moreover, it has great psychology courses



too which is my preferred major. The major advice every Cornell freshman ever gives is to write a very empowering essay and I have kept that in mind for the time I will sit to brainstorm for my essay. Our school College Counsellor is very approachable in terms of addressing our queries. She always encourages one to one sessions and is helping us get stuff done according to the timeline.

AARUSHI VERMA (IBDP YEAR-1)



I have been interested in Economics and International Relations since 7th grade but I always needed someone to help me shape my future. I didn't know what to do. I asked my teachers and they told me to research. I found a lot on Google but as a CBSE student, I was always busy in figuring out how to get a good percentage- a percentage which can help me get admission in Humanities.

I was unable to decide what to do but after changing my school to Sanskar I thought that this is what it is. I'll get an admission in CBSE and I'll study for just 75 percent. I won't push my limits. But to my surprise, I got to know that we have IGCSE and IB in the school. When I learned about these boards, I found a big opportunity ahead of myself. I decided to push my limits so I dropped the idea of going for CBSE or IGCSE. I decided to pursue IB. This is where the journey started as a huge shift. I got to know all the benefits I'll get as an IB student when I apply to colleges. I also got to know about scholarships from my College Counselor and after an year in IBDP, I feel like I have started to see the path to my success and the credit goes to my teachers and my school.

SHREY SORAL (IBDP YEAR-1)

WILL SOON BE BACK WITH MORE....