



**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME**
SANSKAR SCHOOL

INSIGHT

NEWSLETTER AUGUST 2021

VOLUME 4

MESSAGE FROM THE PRINCIPAL

Be kind whenever possible. It is always possible. – The Dalai Lama



MS. GIRDHAR KUMARI

Science itself has now shown that sharing resources with others, rather than keeping them for ourselves, brings about lasting well-being. Many colleges, including Harvard, are therefore now emphasizing kindness on the applications for admission.

One can practice kindness in so many ways. We need to be willing to look out for those who are in need. A kind word, a smile, opening the door, or helping someone carry a heavy load can all be acts of kindness. Celebrating someone you love, giving honest compliments, sending an email thanking someone and helping an elderly neighbour, are all ideas about how to practice kindness.

One must keep in mind that kindness eventually affects both the user and the experience, leaving a lasting impression on both.

From our birth, kindness is sewn into the framework of our DNA. As newborns, we are bestowed with the kindness of our parents' nurturing for the ensuing years. Most people pursue fame or wealth, believing that these hold the key to their happiness. Yet when they attain success, they long for their former life having underestimated the trappings they come with.

FROM IBDP COORDINATOR'S DESK....

Dear Members of the Sanskar Community,

I would like to take a moment to share some exciting news with you regarding our Class of 2021 and the release of the final IB Examination results. Before I begin to tell you about just how wonderfully our students performed on the global IB scale, I would like to take a moment to express how, more importantly; they performed as individuals who were met with unprecedented challenges in one of the world's most uncertain times.

On behalf of our entire community, I want to congratulate each graduate and to say that we are not only proud of what you have accomplished but also who you have become – caring, reflective, and knowledgeable life-long learners and thinkers who embody our mission to educate for international understanding. I know you will continue to make us proud.



MS. MANISHA CHANDRA

While the culmination of their two-long-years of hard work did not end in the way that anyone could have planned for, as IBDP May Examination got cancelled due to Covid-19, our students performed exceptionally well as all of them got Diploma and two of them got 42.

'Academics' are a very important part of our responsibilities at Sanskar, and we take one of our core beliefs 'developing minds' very seriously. In celebrating results and sharing statistics, we're well aware that they do not reflect the way in which we rejoice in having a hand in 'developing character' and 'developing community' with and for the Class of 2021.

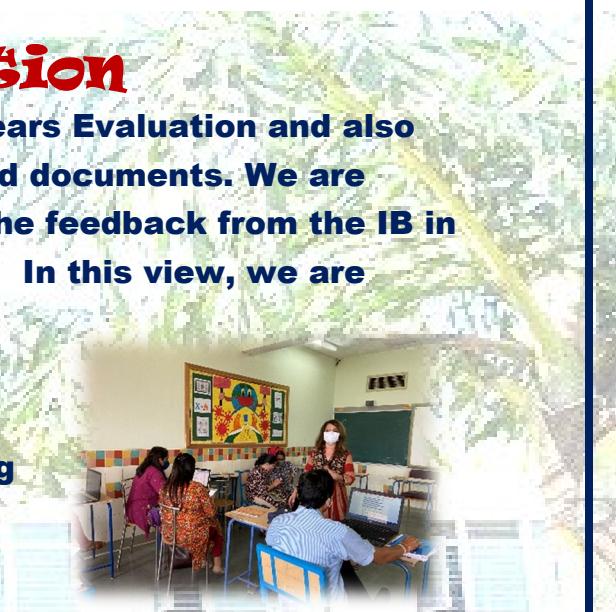
I want to thank our students for all their hard work, our faculty and staff for their dedication and sharing of their knowledge and expertise and finally to all the parents of our graduates, for guiding them through this process and supporting them along the way.



Congratulations to the class of 2021!
Again, we wish you well as you take independent steps to further develop 'mind, character, and community' for yourselves.

IBDP Evaluation

We have completed the process of IBDP 5 Years Evaluation and also uploaded the required documents. We are looking forward for the feedback from the IB in the month of August. In this view, we are grateful to our Learners, the Parent Community and the Facilitators for taking up the whole process in high spirit. We appreciate your support during this challenging time.

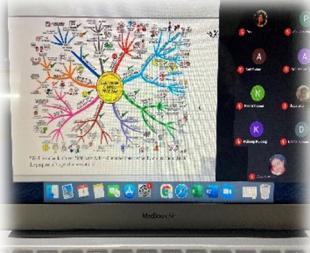


Professional Development of IBDP Facilitators

We at Sanskar believe that one must always remain open to learning new things. 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) Build social and emotional skills in your classroom community with Reflect



2) Technology for Blended Learning

3) Responding to the Mental Health Impacts of the COVID Pandemic on Children and Teachers

4) Google Online Teaching Tools by El Maestro Teaching Solutions

5) Creating authentic assessments by Microsoft

Career Counselling...

In today's technological era, the world of work is always changing. Futurist Thomas Frey predicts that by 2030, two billion jobs, which are pretty common now, will disappear. The good side of this? You could end up working on something we don't even know about yet.

A few years ago, online banking, 3D printing didn't even exist. Our society will change too, with people living longer and cities growing bigger. The jobs in demand will be in health and social care, waste management, increased demand for power, food and housing. There are some skills which will be useful no matter how things change – being adaptable, resourceful, and good at solving problems. It is more important to choose a subject of your interest than to choose subjects which prepare you for a job or a

career. Always remember, understanding your skills, strengths, ambitions and interests will help you build your career. Strengths are things you're naturally good at – solving problems, being persuasive or being organized. Under-standing them can help you see which jobs you'd be good at.

Skills are things you develop through work or study – public speaking, using other languages, teaching, programming computers. You can match your skills to the ones employers are looking for.

Interests are things you enjoy and have an interest in – going to gigs, playing football or baking. Your interests can help you choose a career you'll love. Ambitions are your career goals – the jobs you dream of doing and want to work towards. All of these things linked together can help you make decisions about your career.

Ms. Manisha Chandra (IBDP Coordinator)

Tell me and I forget, teach me and I remember,
involve me and I learn -Benjamin Franklin

With the true spirit of learning and growing our IBDP students continue with their CAS experiences and show commitment towards their learning and service even in this difficult time of COVID.

The commitment of learning and servicing the community is growing for IBDP year 2 students and they took up a collaborative activity with another IB school (IIS School), and decided to create awareness among the unorganized, uneducated and unskilled labour who have been hit the worst during these COVID times. They took an initiative to learn more and more about the Government policies meant to help and support this group of people.

In order to spread the word and to reach out to as many people as possible, they contacted Prayas an NGO which is also a Centre for Research and Service Labour, member Mr. Sudhir Katiyar, who promised to take the work of students further and hosted a webinar to discuss the present scenario and loopholes in the system.



as right timing and other important details were shared with us. Sanskar school students have shown their commitment towards servicing and took this project to new heights. Our school student Kunal Soni, got a newspaper coverage for successfully making more than 1000+ seed balls and sowing them during monsoons.

Overcoming the limitations of Virtual platform, IBDP year 1 students have taken it up as a challenge and to show their dedication to improve the condition of climate, had planned and initiated an event named “Deeply Seeded”, where Mr. Rahul Sharma from “TWIS” guided us with the preparation of seed balls, and information about different kinds of natural vegetation, success rate as well

Ms. Mansi Shekhwat (CAS Coordinator)



"Change is the end result of all true learning." "Learning never exhausts the mind." "For the things we have to learn before we can do them, we learn by doing them."

Recently I had been introduced to the IBDP curriculum and got an opportunity to work and interact with the curriculum from very close. It was quite a learning experience for me and I grew in my approach to teaching my subject with detail integration. Relating the topics to global concerns to community services I learned the beauty of sensitizing the students to move with responsibilities and social service ahead in life. Though international curriculum was not new to me but still the few striking differences of IB made me admire the course. The opportunity provided to students to closely learn and read about various writers and explore the work of different genre is something that is strongly needed in today's hour when children are far away from reading habits and the world of literature. Language helps you to explore the world at a large scale. The deeper you dive the ocean of language you will find the hidden treasures of word.

Words have a power to stir the world and stir your emotions. All you need to is to use them wisely. The subject teaches you to explore the things, societies habitats cultures and people as the way you perceive them and that's where the difference in perspective of two people is visible but on the other hand it teaches you to regard the differences in approach and yet not lose the basic or primary objective of fulfilling their responsibilities as a global citizen and acquiring the subject knowledge. From the time I started my classes with my students I guess I learned and mutually grew along with them. It's been a beautiful start on a journey of learning and growing. I hope moving ahead in future I will have more beautiful moments to share and cherish.



Ms. Rakshanda Hafeez (English Facilitator)



HOW TO GET THE MOST OUT OF INTERNAL ASSESSMENTS AND THE EXTENDED ESSAY- A guide to parents to help their child

"I just can't get started on my Extended Essay..."

"Seriously? My teacher says my research question isn't solid enough!"

"How do I get in the top band for my Internal Assessment?"

"This is all too much work!!!"

IB strongly believes in learning the art of learning and takes independent inquiry to another level. Solid foundations to lifelong learning in an uncertain future are what EE is all about. But in the not-too-distant future, these independent tasks will give your child a great head start to what will be expected from them at university/ college. And in the short term, aiming for the best grades possible in Internal Assessments and the Extended Essay can alleviate lots of anxiety ahead of those final exams. Success in the IAs and EE means a significant percentage of IB points are in the bank!

Well worth the effort, don't you think?

However, the fact is that students can be unprepared for the level of independent thinking and research expected from them, especially when new to the IB system. To overcome this issue, we at Sanskar conduct regular meeting between student and EE coordinator.

As an EE coordinator my role is to guide student in the process of understanding EE theory and make their journey full of learning and less of anxiety. Students are quickly overwhelmed with the freedom to choose not only a topic but also the format of the work, or with the challenge to create their own research question, methodology and approach. My role is to familiarize students to criterion-based marking schemes and make them understand the difference between command terms such as describe, discuss, compare, examine, evaluate, justify, etc.



SO, WHAT ADVICE DO OUR TUTORS HAVE THAT YOU CAN PASS ON TO YOUR CHILD?

1. START EARLY!

Any original piece of work needs time: to plan, to research, to receive “light bulb” moments, to write, to review, to re-write... and often re-write again! TIME is the best resource that can be given to an IA or an EE. So, it’s essential to encourage your child to make an early start. With sufficient time and attention given to understanding and planning out the task, there’s no reason students won’t be able to prepare something solid.

2. READ & UNDERSTAND THE CRITERIA

It can’t be stated enough how important it is to understand the marking scheme of each subject’s IA and the Extended Essay. Every year we read first drafts or plans of work & portfolios that are missing whole sections. If students keep the criteria handy at all times; plan and structure their investigation, portfolio, presentation or essay around them; and regularly check back through the marking scheme, they are guaranteed to do well.

Draw your child’s attention to the command terms as the appropriateness and quality of their response in relation to these will determine how high a band they receive. Make sure they read plenty of examples of great work and mediocre work so they can see what’s expected. They should look for patterns within those receiving higher grades and consider what it is about them that works.

3. CHOOSE A TOPIC THEY MASTER WELL AND THAT INTERESTS

THEM

There may be moments during the process where it all feels a little tedious or too much. Your child’s enthusiasm about the topic and commitment to it will keep them going through difficult times, so encourage them to choose something that motivates them. What’s more, assessors are looking for curiosity, interest and engagement in a topic that is relevant and significant to the student. If your child is passionate about the idea, but they don’t master the topic so well, it could be an opportunity to fill that knowledge gap by seeking out some extra academic support.

4. UNDERSTAND HOW TO DESIGN THE RESEARCH

In the Sciences in particular, our tutors find that students commonly struggle with designing their own method and evaluating it critically, as well as collecting data, applying it and analysing it critically. They have difficulty to see the relationship between their syllabus and its application to a real-world problem. If your child gets stuck at this point, encourage them to talk this through with their teacher, supervisor or tutor until they have a solid understanding of their method.

5. PREVENT PLAGIARISM FROM THE BEGINNING

You can help by quizzing your child on the sources of their information to help them keep track of these as they go. Their supervisor will surely recommend a citation generator, which can be a great help! Whatever tool they use, WHENEVER they summarise an author or write down a quote they might use later, they should make a note of the source. It is extremely stressful to frantically try to find lost sources at the last minute. Furthermore, the penalties for plagiarism – intentional or not – can result in students not being awarded their Diploma.

6. CREATE OPPORTUNITIES FOR YOUR CHILD TO EXPLAIN THEIR WORK

Even if the topic is beyond your understanding, if they can explain it and their research question, confidently and coherently to you, then they're almost always on the right track. Along the way, the perspective and proofreading of friends and family are invaluable. Again, even if not familiar with the topic, an outsider can help see where the flow of ideas is not working well, or where reference to a source may be missing.

We at Sanskar, as a part of regular collaboration between the teachers and the supervisor organize regular workshops between EE supervisor and DP facilitators to keep ourselves updated

EE Workshop Link :-<https://drive.google.com/drive/u/4/shared-with-me>

Ms. Mansi Shekharwati (EE Coordinator)



Start thinking in a different way with Visual Arts

Sketching and drawing is a great way to improve your creative skills and start thinking in a different way. Art shows you that there is normally more than one way to solve a problem. Art encourages open minded thinking and creativity. These can be really helpful for personal development and solving problems. Skills you learn through sketching can be applied in a number of different areas in your life.

Basic glossaries:

- **Description:** A work of art from an objective point of view – its physical attributes and formal construction.
- **Analysis:** A detailed look at a work of art that combines physical attributes with subjective statements based on the viewer's reaction to the work.
- **Context:** Historical, religious or environmental information that surrounds a particular work of art and which helps to understand the work's meaning.
- **Meaning:** A statement of the work's content. A message or narrative expressed by the subject matter.
- **Judgment:** A critical point of view about a work of art concerning its aesthetic or cultural value.



In the following unit we have studied about several art pieces which are as follows:



Life Sketch

Students in life drawing begin their year working on short sketches called "gesture drawings. These quick studies help the students to "see"

the figure in its entirety as a sum of its parts. In 30 seconds, 1 minute, and 2 minute intervals they draw the gesture of the whole figure. As



the class progresses the length of the pose lengthens. These pieces were completed in 10 minutes using marker on newsprint paper.

Art History

We made a lap book about Egyptian history, composed material about Egyptian divine beings like Anubis and a touch of foundation about them as well.



Technical media

Digital illustration or computer illustration is the use of digital tools to produce images under the direct manipulation of the artist, usually through a pointing device such as a tablet or a mouse.



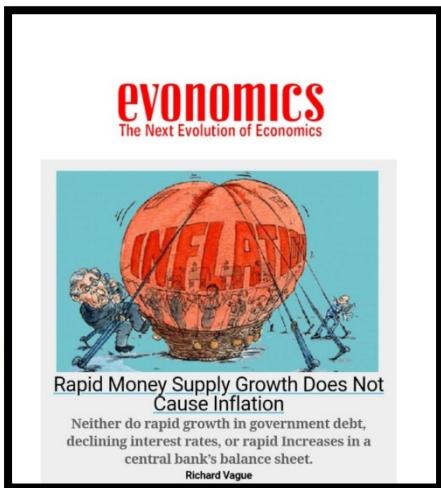
We have used some digital soft wares for understanding concepts.

The student made his own portfolio using the digital software.



**Ms. Charu Sharma
Visual Arts Facilitator**

"EDUCATION MEANS INSPIRING SOMEONE 'S MIND, NOT JUST FILLING THEIR HEAD"-KATIE LUSK



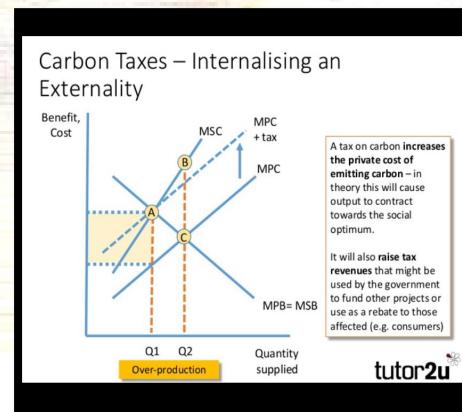
We are living in a complex world which is faced with enormous economic challenges. The purpose of economic education is to create responsible citizens and effective decision makers for lifetime. We at Sanskar School believe that the importance of economic education goes far beyond the goal of improving an understanding of the basic principles of supply and demand and the workings of the economy. Given the rapidly changing world, economic activity and its outcomes are constantly in

flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the DP economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

To further enhance the application of economic decision into real world, Sanskar School has organized a workshop (ISBF and LSE) where these real world issues will be exposed to students and through integration of various concepts and keeping IB ATL skills in mind students will be involved in various decision making process and analyses the outcomes of each.

Ms. Mansi Shekharwati (Economics Facilitator)



Honing Research Skills of Budding Entrepreneurs

Students of Business Management are learning and collecting knowledge of the business world through the subject so that they may evolve as successful entrepreneurs in the near future. To develop such skills, the students were involved in two research-based activities.

An entrepreneur is a visionary person who has the foresight and is the driving force behind an organization's growth and development. They, in fact, are the prime movers of economic development. Keeping in mind the contribution of entrepreneurs to the society, the students of Business Management engaged themselves in carrying out a detailed research on an entrepreneur of their choice. They created a virtual poster of that personality. Two students worked in a group to gather information on the historical perspectives and some extraordinary facts. They also explained the rationale for their choice. For their poster presentation, the students of IBDP Year I selected two entrepreneurs, viz. Bill Gates and Elon Musk.

Recently, the COVID-19 pandemic has brought turmoil in the business world. It has caused world's deepest recession with business closures and job losses in literally every industry in every country across the world. In such situation, the IBDP Year I students took an initiative to explore the changes that have taken place not only in aims and objectives but also in the strategies and tactics adopted by business organisations amidst COVID-19 issues faced by them. They were given the freedom to do this research on an organisation of their choice. With such freedom, they could bring out numerous noble insights about the striving of business organisations amidst COVID-19 crisis. The students presented their research work through power-point presentation which, in fact, contributed towards strengthening their ATL skills. They could develop research skills by exploring the impact of Covid-

19 on operational dynamism of business firms. They exhibited communication skills by putting a relevant argument in favour of ethical business practices adopted by these organizations. Thinking skills got sharpened as they suggested ways by which firms may handle this crisis situation while being benevolent. Social skills also got leverage through this discussion as students remained concerned about the plight of society at large and the migrant workers in particular. Similarly, the self-management skills were developed due to their being polite and responsible throughout the discussion.

Ms. Saloni Jain (Business Management Facilitator)

Language development and Research Skill enhancement by ITGS students

Information technology is a field that is dynamic and to learn about the upcoming development in this field students of this class are often given research and development work which not only increases their interest in the topic but also allows them to widen their knowledge horizon. At the same time language skills are

also enhanced as with the study of different topics the keywords used are added to their dictionary.

To enhance their confidence and share views in Project Management which is a vast field, students prepared slide presentations and shared their knowledge in the class.

These activities provide students to develop:

- **Thorough understanding of the concepts.**
- **Solution providing capabilities.**

- **Communication skills.**
- **Framing ideas into a model.**
- **Relationship between theoretical and actual conceptual knowledge.**

**Ms. Vidhi Sharma
IB Facilitator- ITGS & C.S.**

LA RELATION ENTRE IDENTITÉ ET LANGUE

L'identité dans sa définition la plus simple est « QUI JE SUIS » si une personne me demande qui je suis, ce qui me vient certainement à l'esprit, c'est que cette personne veut connaître mon nom en supposant que la même personne me demandant "QUI JE SUIS" connaît mon nom, alors cette personne recherche une identité plus profonde du vrai moi. Il y a deux aspects fondamentaux de l'identité d'une personne, son nom qui la distingue des autres et de l'intérieur, intangible qui constitue qui on

est vraiment. La langue joue un rôle important dans la définition ou la description de l'identité d'une personne. il y a tellement de définitions de

identité et l'un est PHÉNOMÈNE LINGUISTIQUE. vous voulez peut-être savoir ce qu'est ce phénomène d'identité ? L'identité, c'est réaliser qui nous sommes au niveau personnel et aussi au niveau communautaire. À faire une telle

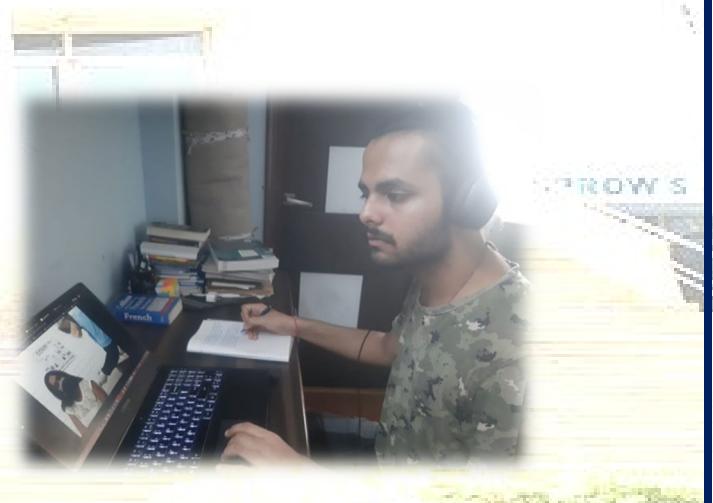
identification, le langage a été une caractéristique silencieuse de l'appartenance à un groupe et le langage de l'identité sociale est un outil pour révéler une identité privée et pour contacter ou déconnecter un individu de l'identité communautaire. Parlons maintenant de l'identification sociale.

L'identification sociale se concentre sur la façon dont les gens comprennent leur instruction au monde. Comment ces relations sont construites à travers le temps et l'espace, et comment les gens



comprennent leurs possibilités pour l'avenir. L'identité sociale est considérée comme l'identité de l'individu faite à partir de la langue qu'il/elle était dans le cadre d'un groupe social. La langue est un créateur d'identité sociale et un moyen d'acquérir l'estime de soi et le pouvoir dans la société. Gagner du pouvoir signifie un traitement égal. Dans la détermination du genre la langue a joué un rôle majeur. La langue définit les différents groupes sociaux au sein desquels nous sommes identifiés et le rôle que nous embrassons dans la société. Le langage standard n'est pas supérieur aux autreformes de langage. Différentes personnes à travers le monde ont un mode de vie difficile. Le langage a été utilisé pour faire ressortir ces différences. Le dialecte est un autre facteur qui a joué un rôle dans le langage Subdivision et étiquetage. Le dialecte dans une langue est symbolisé par des différences systématiques de prononciation, de grammaire et de vocabulaire par rapport aux autres variétés de la même langue. A de telles personnes

Qui souhaitent que leur statut soit identifié, la variation linguistique importe alors beaucoup. c'est parce qu'il répond à leur besoin de peu d'identifications. Il existe un lien large entre la langue et le langage d'identification définissent notre groupe ethnique auquel nous appartenons, notre statut dans la stratification sociale et détermine également le pouvoir que nous détenons dans notre société. Notre identité sociale se crée Par notre langue et aussi nos possibilités futures sont déterminées par la langue. La langue joue un rôle majeur dans la détermination de qui nous sommes vraiment et quelles sont nos possibilités futures.



**Mr. Dnyaneshwar sharma
French Facilitator**

THE ROLE OF QUESTIONING IN THE CLASSROOM

Questioning is the strongest tool at a teacher's disposal as it teaches students how to think.

Teachers ask hundreds of questions everyday many of which are concerned with recalling textbook information while few questions require students to think beyond a level of recall. Some questions are designed to clarify matters of classroom procedure.

Questioning is naturally a two-sided affair. Not only it is teachers who put forth questions but students are equally involved in the process through the responses they offer.

When students set about answering a question, they begin to construct ideas, apply knowledge, absorb new information, and demonstrate understanding. Open, rich, engaging questions are a consistent feature of inquiry-led classrooms.

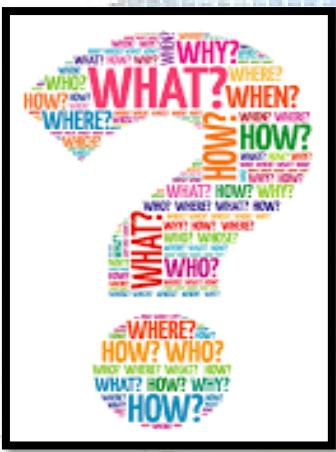
A school culture of inquiry relies on students and teachers maintaining a continuous cycle of asking and responding to powerful questions. As educators there are a number of strategies teachers can leverage to help foster a culture of questioning within the learning environment. These include:

- Provoking and modelling a curious disposition throughout the day. If we want to see a culture of questioning develop then we as educators need to be the one leading the way and showing learners**

what this looks like, sounds like, feels like etc.

- Valuing and working with students' questions and building their questioning skills and knowledge. Take the time to truly listen to the questions your learners are asking. Show them that their questions and thoughts matter and are valuable to our learning.**
- Using sophisticated, thoughtful questioning/dialogue techniques in the classroom**
- Planning learning experiences around questions.**

Mr. Manish Kedawat (Physics Facilitator)



अनुभव से पहचान की ओर बढ़ते कदम

इस सत्र की शुरुआत इस कठिन समय में भी बहुत उत्साह के साथ हुई। इसका एक कारन तो विद्यार्थी पिछले एक साल से इस आभासी दूनिया के अभ्यस्त हो गए हैं इस कारण उन्हें अब आभासी दूनिया से जुड़ी हमारी कक्षाएँ भी अब सामान्य लगने लगी हैं। वे इस अनुभव के आनन्द को किसी भी प्रकार कम नहीं समझ रहे हैं। ये युवा पीढ़ी इस बात को बहुत अच्छे से समझती है कि जो इस कठिन समय में अपनी पहचान कठोर मेहनत और कार्य के प्रति लगन से बनाने का अनुभव रखते हैं वे अपने जीवन की किसी चुनौती से घबराते नहीं हैं।



इन सब बातों को ही ध्यान में रखते हुए ही इस बार मैंने अपनी पाठ्योजना मई से जुलाई तक की हमारे मुख्य विषय – पहचान तथा अनुभव पर आधारित बनाई। इस पाठ्योजना को बनाने के पीछे उद्देश्य भी यहीं था कि विद्यार्थी अपने इस कठिन समय को पहचान कर उचित बदलाव को महसूस करें साथ ही दूनिया के साथ कदम से कदम मिला कर नए अनुभव अर्जित करते हुए अपनी पहचान बनाने का प्रयास निरंतर करते रहे।

KHUSHBOO CHAUDHARY is presenting

अनुभवी होम्वर्कस -

○ अनुभवी होम्वर्क करना पसंद है। वह न केवल अपने सून-सूना लिख सकती है बीच भी खुश की दृष्टि, मेरी बदल के लिए कहीं लोकों की फोटो भी लिख सकती है।
○ लिखित के साथ साथ अनुभव दर्शन करना भी पसंद है। इसकि काफ़ हमारी लिंगिं बदली है, पर जब वह पैरेंट बदलती है तो उन्हें बहुत खुशी होती है।
○ हमें अनुभवी होम्वर्क के साथ साथ बाबू का बाबू पर जान भी लोकों पर है। जब शेर उन्हें लोकों से बुझती है तब उन्हें बहुत खुशी होती है। जब शेर उन्हें लोकों से बुझती है तब उन्हें लोकों की बुझती है तब उन्हें बहुत खुशी होती है।

भाषा में शब्दों का ही जादू होता है, इसलिए विद्यार्थियों को शब्दों, लोकोक्तियों, मुहावरों का ज्ञान करवाने के लिए गानों के माध्यम से ज्ञान करवाया गया। विद्यार्थियों ने मुहावरों के प्रयोग करके पीपीटी तैयार की। शब्दों का शब्द कोष तैयार किया इंटरनेट से रशिम रथी सुनकर। इसके साथ अपनी यात्राओं के अनुभव सॉँझा कर अपने सीखने के नजरिए पर आत्मावलोकन करने का प्रयास किया और स्वर्य को जानते हुए अपने बारे में सचित्र पीपीटी तैयार की। (**CAS**) रचनात्मकता के साथ गतिविधि करते हुए इस कोरोना काल में सोशल मिडिया के माध्यम से मास्क के उपयोग करने का सन्देश भी दिया। इन गतिविधियों के माध्यम से कातिकिय, खुशबू तथा ध्रुव के द्वारा समाज व देश के प्रति अपनी जिम्मेदारी की समझ भी प्रदर्शित की गई। देश और दूनिया में लोगों ने अपनी पहचान किस तरह बनाई इस पर प्रसिद्ध लोगों के जीवन पर

आधारित डॉक्युमेंटी आधारित चर्चाएँ भी समूह में की गई। जागृति फिल्म देख कर तत्कालीन समय की शिक्षा पर, शिक्षक और विद्यार्थी सम्बन्ध पर बात करते हुए फिल्म - समीक्षा लिखी गई। इसके साथ घर की महिलाओं जैसे माँ- दादी – नानी के साथ साक्षात्कार करते हुए उनके जीवन के अनुभवों को जानने का प्रयास किया गया। उनकी रुचियों से भी भी विद्यार्थियों ने अपने -आप को परिचित करवाया। अपने विषय ज्ञान को विस्तार देते हुए (**TOK**) के तहत भाषा व संस्कृति के सम्बन्ध पर अपने विचार प्रस्तुत करने का अच्छा प्रयास किया। इस तरह ये तीन महीनों का सफ़र छोटे कदमों से रहा, पर बहुत सुन्दर रहा।

संगीता व्यास (हिंदी अध्यापिका)

Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers. — Shakuntala Devi, Indian writer and mental calculator

In the International Baccalaureate (IB) Diploma Programme (DP), mathematics promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and that are useful in the world beyond school. Students in the DP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts.

DP mathematics aims to:

- 1) develop mathematical knowledge, concepts and principles,
- 2) develop logical, critical and creative thinking
- 3) employ and refine the students' powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.



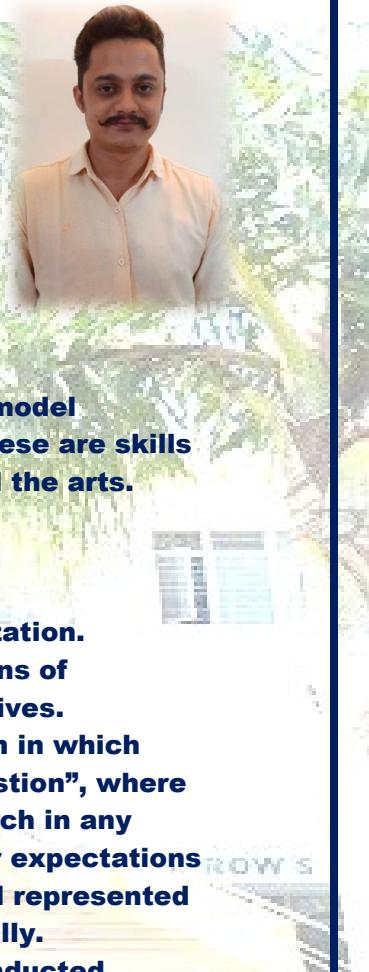
In order to achieve this, we planned an activity for them in which they were given an “open ended question”, where learners could represent their research in any manner. They went much beyond our expectations and did it in an excellent manner and represented their researches (Mini IA's) wonderfully. Being mentors or facilitators, we conducted inquiry through brainstorming by asking multiple choice questions. They displayed their progress through FA's and unit assessments also.

All DP mathematics courses require students to appreciate the use of technology in mathematics and become proficient with graphic display calculators(GDC).

So to achieve this we used various methods for making the virtual classes interesting and showed them how they can use GDC to solve any type of mathematical problem and introduced them to new technological updates like simulation software. We showed them videos and simulations which helped a lot in understanding the difficult topics. We tried many ways such as oral and written tests, PPT etc. to assess their learning.

We all are trying our best to make maximum utilization of the resources available.

Mr. Ranjeet Singh
Mathematics Facilitator



my dream university- University of Geneva

I always wanted to become a diplomat and pursue a career in international relations since I have been fascinated by the world of power and political decisions and the reasons for making them. To achieve this goal, I want to study at the University of Geneva as it is one of the best universities to study subjects like political science. Geneva also hosts several UN agencies; therefore, it is a perfect place for people like me to research, and after completing my degree I have the option to work with several UN agencies in Geneva or outside Geneva. However, to get admission to my dream university, my school plays a vital role because Sanskar school provides me a perfect environment to study and succeed in life. Moreover, I believe that my school is responsible for all my achievements in the last four years since I have changed many schools. Sanskar School has changed my personality and has given me a secure environment to learn about different subjects, which many schools don't do. Furthermore, I think that my school is why I am a step closer to gaining a good scholarship at the University of Geneva. I will get it with all the help I am getting from the school faculty in my projects and college applications.

Shrey Soral
IBDP Year -2

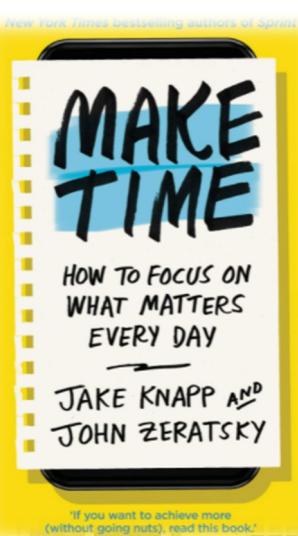


The dynamics of productivity

During the vacations I had plenty of reflections and one of the most insightful ones was realizing that being productive is part of one's identity and not their complete identity. Earlier whenever someone used to ask me about my passion I wouldn't have anything to answer other than saying "well, I like being productive"



a lot". This would be the only thing my life would revolve around and being productive became my escape from being a failure at some other aspect of life. But soon my obsession with productivity turned toxic when I suffered a major burnout and fortunately I knew the cause for it immediately. But as things happen at just the right time, I discovered a book named "Make Time" that changed my entire perspective of productivity.



The core idea of the book is that we have attached certain labels to being productive which requires us to keep our calendar stuffed with work. Busy, to some extent has become a synonymous word for productivity. The more we get done, the more we have to do. So, oftentimes the tasks that are compromised are the ones which actually bring us joy. The tactic described in the book which really helped me to squeeze the day to the fullest without being drenched out was the recharge tactic. Here, we choose a highlight for the day we really need to make time for and give enough importance to it

to incorporate in our day, for example painting or practicing guitar. This ensured that I had something exciting to look forward to every morning. Another tactic which helped me to overcome the productivity slump and be happier with myself was the laser technique which focuses on the evolutionary aspect of human existence. It's based on the idea that our brain will function more efficiently if our body is energized, and that's why we need to take care of our bodies as much as we can by eating, drinking and working out well. Recharging in this way has never been a norm for me but discovering how it connects one to their deeper self was much more enriching than reaching out for conventional media at times.

Aarushi Verma
IBDP Year-2

Reading this series was what truly jumpstarted my appreciation for mythology



The Lightning Thief kicks off the series wonderfully, introducing a loveable cast of characters that will stay with you for a long time. Percy is a hero who's brave and loyal for all the right reasons – his love for his family, both blood and found, make him a genuine and lovable protagonist.

Rick Riordan has a very funny, witty way of writing which I would say is one of the highlights of all his books. The writing style is easy to flow with- no metaphors or linguistic complexities- which may appeal to some and not to others, but I've always found it refreshing which leads to me recommending these books to anyone who wants to get into reading novels. All the characters are quick-witted and the continuous stream of banter they put up is pure gold.

The way he ties Greek gods and myths in with the modern world is amusing and educational without being tedious. Every god has their own quirks- they're not stone statues from days gone past. You also inadvertently learn a lot about the families of the Greek gods and many of the myths- **Percy Jackson was the series that really stimulated my interest in mythology. I have actually always been interested in mythology in general but reading this series was what truly jumpstarted my appreciation for mythology even though I have identified as an atheist for a long time.**

The series is light-hearted at times, but it has intensity and depth at others. We go from talking poodles and cherry-flavoured sea monsters to discussions about discrimination and morality. You find yourself questioning the characters' decisions and thoughts, analysing them and forming your own opinions. The title character of the series, Percy Jackson, is dyslexic and ADHD- but is also a hero. It's meant to show children that their disabilities do not make them any less than others, which I'd say is something that a lot of children in today's world need.



This has been one of my favourite books for many years, partially due to the nostalgia I associate with it and partially because of the spectacular world that it introduced me to. I hope that anyone who wishes to get into reading or anyone who is looking for something to get them out of a reading slump, gives these books a try.

**Ananya Chandra
IBDP Year 2**

COHORT 2021

School gave me wings to pursue my dreams abroad...

Sanskar School has always been a world full of emotions for me. Going

14 years in past, I still remember how nervous I was to start this new journey of my life with Sanskar, and today, after graduating from here, I have tons of experiences which have defined my life.



One of the most memorable experiences of this journey was the transition to IB from CBSE which seemed quite challenging. Regardless to say, life has been a roller coaster of emotions since then. All the teachers who helped me and supported me have tremendously contributed in my

success, achieving a score of 42 out of 45 in IB - a score which I never even imagined I could get. The school gave me wings to pursue my dreams abroad, and with their immense support, I am lucky enough to having gained admission in many universities in the US and Canada. I will be attending Nanyang Technological University (Singapore) and I am really looking forward to starting this new chapter in my life.

I would like to thank all my teachers and friends for being such a supporting pillar in my life decisions! And most of all, thank you Sanskar for giving me so many unforgettable memories filled with laughter and some tears!! This has been a lifetime experience.

**Tisha Jindal
Class 2021**

Second home for all

The IB diploma has given me a lot of knowledge, not only about the subjects but also about other areas of life. The curriculum, although rigorous, teaches you to think from a different perspective. The facilitators at Sanskar School have helped me a lot in these two years and have played a crucial role in achieving such great marks. All the teachers are always ready in whatever way possible to help the students. Such an environment at school, make it a second home for every student attending Sanskar School.

Krish Raj Chaudhary
Class 2021



Valuable and memorable time in school...



I have been a student of Sanskar School, Jaipur for the last 6 years, joined IB for the last 2 years of my high school and I have experienced some of my life-changing events here. The IB course at this school opened my mind towards the international section of studies and brought me to a level where I can compete with students globally. This programme, I believe, is highly beneficial to the students who want to pursue an outstanding career. I feel that the school helped me a lot at different stages and I can say that the experience I had was pretty memorable for me. Hence, I can say that most students will spend a valuable and memorable time here, where they get to learn about much more than just studies.

Kushagra Swaroop
Class 2021

WILL SOON BE BACK WITH MORE...