



International Baccalaureate Diploma Programme

SANSKAR SCHOOL

INSIGHT

NEWSLETTER NOVEMBER 2021

VOLUME 5

“As we work to create light for others, we naturally light our own way.”- Mary Anne Radmacher



We usually spend so much time sweating the small stuff; worrying, complaining, comparing, wishing, wanting, and waiting for something bigger and better instead of focusing on all the simple blessings that surround us every day. Life is so fragile and all it takes is a single moment to change everything you take for granted. As a leader I suggest my team and my students to focus on what's important and be grateful! As we all are blessed! Believe it! Let's live our lives and leave no regrets.

The best we can do to reciprocate our blessings is to share the little we have with the people around us. Sharing can be anything, a good advice, loving gesture from an elder, appreciation and supportive pat on our little ones back, good values, and creative ideas.

By associating ourselves with the spirit of sharing our knowledge and morals with students we can create a positive environment of inculcating the value of service to society at school level as this is the stage of development which holds significant importance in an adult life.

And what I come to as a conclusion and response is that we will see the emergence of adults with confidence, clarity, and empathy. Adults who will not shy away in standing as a strong support to the weaker ones, ambassadors with clarity, care takers with an objective and purpose, in short - BETTER HUMANS.

Message from the Principal

Ms. Girdhar Kumari

The IB Learner Profile: A Tool of Stability in a World of Change



COVID 19 has changed our world and reality, as we know it. Students were forced to stay inside their houses and to study remotely. We are lucky today that technology has made it possible to continue the educational process online and through hybrid learning by maintaining communication channels open between teachers and students. While virtual learning may present many challenges, and does not substitute reality, it does offer IB students and teachers an opportunity to make the most out of this experience. The IB Programme's structure, philosophy and learner profile can be seen as tools that teachers can use in maintaining educational focus and standards, despite all the challenges. The inquiry-based focus of the IB curriculum fosters creative methods that prepare students to face any learning obstacle that they may come across, COVID included. The emphasis on developing learning styles that meets the needs of each diverse student and encourages them to be lifelong learners, helps sustain the educational process with a variety of teaching and learning resources. However, specifically the IB learner profile helps develop a variety of 21st century skills. Students who have these attributes are better equipped to continue learning under these new and challenging circumstances than non-IB students. The learning attributes that students build while using the IB learner profile in these unique times are displayed down below.



The IB Learner Profile

Inquiring: Students have a thirst for knowledge, curiosity and enthusiasm to research and explore. During virtual learning students have even more access to learn and adapt to challenges by using technology to facilitate their learning and research topics in more depth to provide greater understanding.

Knowledgeable: Students can broaden their knowledge by pursuing new areas of information. Researching about their environment and local situations which will help them both understand and deal with problems that arise from a new reality.

Thinker: This attribute allows students to think through problems and find solutions without supervision. Students are provided with more opportunities to analyse and this gives them the opportunity to overcome challenges and to make good decisions.

Communicator: Students find new and creative ways to communicate. Technology aids this attribute allowing students in isolation to build networks and connections with others.

Principled: Students become more aware of critical circumstances and the need to continue their education. They realize the great efforts of teachers and schools in providing opportunities and work responsibly to maintain this process.

Open-minded: Students show a readiness to learn by applying virtual classroom tools and strategies, often in unfamiliar ways. They are willing to accept the challenges of innovation and display new learning methods.

Caring: Students collaborate with other students and teachers. They will aid and support each other in the technical aspect of virtual learning.

Risk-taker: Students are not afraid of change and use their skills as a way to deal with it. When learning in the virtual world, these students build resolve to face challenges positively and build self-reliance as a way to mitigate change.

Balanced: Students pay attention to details, and understand that it is important to find a balance between screen time and exercise. They also develop skills to balance their emotional and physical needs which allows them to be more resilient.

Reflective: Students review their strengths and weaknesses in order to identify what is important to them and where they need to focus their learning journey.

Putting the learner profile at the centre of the educational process gives students the skills necessary to cope and succeed in this ever changing and dynamic world. While life may never be the same after COVID, the IB learner profile does present many excellent opportunities for both teachers and students to deal with the challenges we are currently facing and prepare them for those that will emerge in a post-COVID world.

**From
IBDP
Coordinator's
Desk.....**

**Ms. Manisha Chandra
IBDP Coordinator**

**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) SAIBSA Virtual Job Alike Session
- 2) Technology for blended learning
- 3) Google online teaching tools by Oxford
- 4) Building empathy in classroom
- 5) 3030 Eklavya - Out of box thinking and conceptual understanding
- 6) Creating Healing spaces a workshop on mental wellbeing
- 7) Using harvard's visible toolbox for teaching and evaluation in mathematics



**Alexander the Great asked his philosopher Aristotle,
“ Tell me what I should know before I conquer the
world”**

Aristotle said, “Know thy self”

Even in the 21st century this piece of advice holds true. Student life, is the most important age of one’s life, in school we learn about language for effective communication, science to understand the reasoning, universe and its working, but we at the same time cannot ignore to learn about our own self, the skills, the attributes which are honed and explored by school.

Life skills help you adapt and cope with the different challenges you face in life. In a sporting context, they are a range of behavioural and cognitive skills that can be developed in sport and subsequently transferred and applied in non-sport settings. (Gould & Carson, 2008)



Life skills-Commandments to Remember

I read, I forget, I discuss, I remember, I do, I inculcate.

1. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities. what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of “how to do abilities” as they are not the only factors that affect behavior. There are many factors such as social support, culture and environment that affects motivation and ability to behave in positive ways.
5. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self-confidence and self-esteem.

Ms. Mansi Shekhawat
(EE Coordinator)

MATHEMATICS IS NOT ABOUT NUMBERS, EQUATIONS, COMPUTATIONS, OR ALGORITHM; IT IS ABOUT UNDERSTANDING.

WILLIAM PAUL THURSTEN

Students in the IB programs are expected to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk-takers, Balanced, and Reflective.

According to the IB website, **Inquirers** “actively enjoy learning and acquire the skills necessary to conduct inquiry and research and show independence in learning which will be sustained throughout their lives”. In Algebra and Trigonometry this year, we have been able to demonstrate that particular component. Students became actively interested in some of our topics. One example of this was Trigonometry.

When they were confused or need more information to complete a certain piece of work, they turned to teachers and fellow peers for aid and even went online by themselves to figure it out. They were forced to put aside their embarrassment for not knowing things. In trigonometry they would go online to figure out certain formulas for shapes (such as an octagon). Going online by themselves worked best for them, because they were then able to discover information by themselves and it gave them a sense of achievement.



Thinkers “exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions”. We addressed this component during our math class this year. When faced with problems that students found difficult, they used their knowledge from others sources and was able to apply it to the problem to solve. In Trigonometry, they used their previous knowledge from Geometry and applied to problems. They used certain formulas to find areas and sides (such as triangles, octagons, circles). They also use component for time and for this they would plan ahead of time in order to figure out how they would get the desired result while still providing time for applying the components in the provided situation. In that way, they were able to get everything done at a certain point in time.

Running a brief inquiry activity to start class can help students absorb information throughout the day, according to the same study. Specifically, it states that curiosity prepares the brain for learning -- allowing students to become more proficient at understanding and remembering skills and concepts. An easy way to inspire curiosity is by launching an inquiry activity as a surprise. Related to a recent topic students found especially interesting, begin a lesson by showing a video or sharing a primary source document. Then, give students an open question to answer either individually or as a group. This will help start class in a curiosity-sparking, intellectually-stimulating way. Students can improve certain transferable skills through inquiry-based learning, many of which relate to initiative and self-direction. This is evident when examining the steps of the inquiry process. Students learn how to ask questions, investigate, discuss, collaborate, cooperate and reach their own conclusions. Although they can separately build these skills through other activities, self-guided inquiry and analysis synthesizes this development.

Mr. Ranjeet Singh
Mathematics Facilitator

**“MINDS ARE LIKE PARACHUTES. THEY ONLY FUNCTION
WHEN THEY ARE OPEN”. - JAMES DEWAR**

"Open minded" is a commonly used phrase that implies that someone is fluid and not fixed, that they are flexible and open to new ideas and opportunities. An 'open-mind' is a mind that is receptive to new ideas and information. It is often compared to a closed mind which will reject ideas without any consideration. 'Open minded' doesn't mean that you should agree to the given idea but it means you are willing to listen in order to understand the point of view and respect it. An open-minded person is someone who is willing to consider ideas, opinions and arguments purely on their merit. If an idea can be shown to be correct then an open-minded person will alter, or add to, their world-view with this new-found knowledge. If the new idea does not stand up to scrutiny however, it will be rejected.



Benefits of Being Open-Minded

Letting go of control; With open mind you are more accepting of others and have fewer prejudices. When you open your mind, you free yourself from having to be in complete control of your thoughts. You allow yourself to experience new ideas and thoughts and you challenge the beliefs you currently have. It can be very liberating to look at the world through an open mind.

You are more optimistic and make the most of life; Opening up your mind to new ideas allows you to take up the opportunity to change how you think and how you view the world? Now, this doesn't mean you necessarily will change your beliefs, but you have the option to, when you think with an open mind.

Better problem-solving skills; Making mistakes doesn't seem like it would be much of a benefit, but it truly is. When you open your mind and allow yourself to see things from others' perspectives, you allow yourself not only to recognize potential mistakes you've made, but also to make new mistakes. Doesn't sound like much fun, but it's a great thing to fall and get back up again.

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Being Honest; There is an honesty that comes with an open mind because being open-minded means admitting that you aren't all-knowing. It means believing that whatever truth you find might always have more to it than you realize. This understanding creates an underlying sense of honesty that permeates the character of anyone who lives with an open mind.

Whether or not you consider yourself to be open-minded, you can certainly see from the above that there are great benefits to viewing life with an open mind. It's not always an easy thing to do (believe me, most people struggle with this), but the effort to think openly and embrace new ideas will be worth it when you're able to take part in the benefits that come from opening your mind. In my opinion, being open minded is a wise thing to do. It is healthy for us to be open-minded. What do you think?

“Education is one thing no one can take away from you.” —Elin Nordegren

“We cannot force someone to hear the message they are not ready to receive. But we must never underestimate the power of planting a seed.”

To be skilled in facilitating the pupil a facilitator needs to regularly keep working on oneself and ensure a good healthy learning environment in the classroom. It's been challenging times for all involved in this process and still has something positive to teach. You receive more time to reflect and sit back and think how your journey as mentor can be fruitful and successful. I ponder sometime and ask my inner self that, what is that one thing that keeps me going and what is that one thing I need to work on to get better results ?

The answer my little conscience usually gives me is that I need to be what I am, a good learner. As a person I learn from things and people I come in interaction with. I personally believe we all have something in us to give to others and to receive from them.



One can never grow old learning new things, infact your growth goes stationed if you stop learning. This is what I tell my students that, 'see you don't stop learning, as your quest for gaining knowledge in all aspects will keep you fresh, and positive. I also most of the times find my self someone with good communication. My ability to express myself with ease sometimes help me to reach out or handle situations and people with comfort and positivity. While dealing with children it helps me to ease them in interacting with me and also helps me to understand each of my pupil well. Being a good communicator helps me to cater the requirements of a good mentor student relationship. What I sometimes usually miss is to be a balance thinker. I do think but get carried away in my thinking approach and lose the track of my focus and required attention to a particular aspect or topic. Over thinking sometimes do harm our mental being and we need to avoid things that does not allow us to be happy. My advice to my students goes on the basis of my personal experiences and I guess real life example are best reciprocated. Overall being a facilitator is joyful and a blessing.

Ms. Rakhshanda Hafeez
English Facilitator

L'identite

L'identité est essentiellement qui vous êtes et ce que vous vous définissez comme étant des exemples courants d'identité sont l'honnêteté, l'amitié, la famille, etc. Dans cette identité, les étudiants ont couvert la partie de l'identité familiale. L'identité familiale peut être définie comme suit:
Habitudes, rituels et traditions auxquels votre famille participe. Dans l'identité familiale, les goûts et les aversions, les habitudes des membres de la famille sont décrits, les valeurs familiales sont également mises en évidence.



La façon dont la famille s'entraide, prend soin les uns des autres et s'apprécie les uns les autres se reflète dans cette identité des élèves. La façon dont les élèves ont terminé leurs travaux et décrit les membres de leur famille indique qu'ils ont créé un sentiment d'appartenance.

L'utilisation de << Aimer, Aider, Habiter >>

ces verbes les aident à compléter leurs points de vue dans les évaluations. En discutant des valeurs familiales de chacun, régles nature la communication entre les élèves ont pris un bon chemin vers l'amitié. Donc, en conclusion, cette partie de la famille dans leur identité a non seulement apporté des connaissances aux étudiants, mais a également apporté un sentiment de communauté ou d'appartenance avec les autres.



Mr. Dayanand Sharma
French Facilitator

“Creativity is knowing how to hide your sources”

– C.E.M. Joad



Curiosity is a critical component of creativity. Fostering curiosity and creativity in today's learner is a challenge.

Today, the concept of education is undergoing a rapid change, initiating independent study and helping students by directing them how to think, to raise questions, to solve problems, to integrate and to innovate.

To enhance such quality in IB Year 1 pupil various tasks were assigned.

For instance

- TOK related to environment and nature
- To differentiate between Ecocentric and Anthropocentric aspects of environment

- To learn the concept of self sufficiency
- To investigate the contents of garden soil
- To measure the ph value of water and soil

To study data based on biodiversity and its conservation.

Utilizing the inquiring and thinking aspects of learner's profile naturally allows for the Theory of Knowledge to be easily integrated.

Pupil learnt important concepts in a meaningful way, and now they need to learn how to communicate using appropriate vocabulary.



Ms. Namita Chaudhary
ESS Facilitator

“The old question ‘Is it in the database?’ will be replaced by ‘Is it on the blockchain?’” – William Mougayar.

Computer science students study the algorithmic processes, computational machines, computation in the subject and the use of technology in day to day life to make the living easy, secure and hassle free.

Students of computer science were given “Blockchain Technology as a service” as a research topic.

Blockchain is a shared, immutable ledger that facilitates the process of recording transactions and tracking assets in a business network.



An asset can be tangible (a house, car, cash, land) or intangible (intellectual property, patents, copyrights, branding). Virtually anything of value can be tracked and traded on a blockchain network, reducing risk and cutting costs for all involved.

Students explored, how Block Chain Technology is being used in various fields and the changes it brought to that specific field. For example “Crypto Currency” (Bit Coin).

Students were motivated to explore the areas where Block Chain Technology can play a vital role and can be a game changer.

They also prepared a presentation to demonstrate the benefits of this technology in data and transaction security.

Mr. Naveen Khanna
Computer Science Facilitator

Human Resource Management in Real World Business Organisations

Human resource management is one of the most important functions of Business Management. It leads to the development of people within a business organization to meet its organizational goals. It also entails implementing training procedures to provide opportunities for workers to acquire employment-related skill and knowledge. While understanding the importance of the training for the workers, the students of Business Management of Year II conducted a research work to explore different types of training. This ATL activity helped them to explore the issues and challenges faced by various real business organisations. In fact, this activity provided the students an opportunity to understand the function of human resource management in the real-world business organizations. They found four broad types of training, viz. 1) on-the-job training, 2) off-the-job training, 3) cognitive training and 4) behavioural training. These results were communicated and disseminated through PPT presentation. Along with the meaning, the advantages and disadvantages of the different types of training were explored. Emerging conclusions were presented which were followed by a set of examples followed by various business organisations.



Through this activity, the profile of students as inquirer, thinker and communicator got strengthened. They became more open-minded and reflective through this activity. In fact, their thinking skills got sharpened when they understood the importance of training for the different sectors of business that comprises primary, secondary, tertiary and quaternary sector. Their exploration towards different business organizations enabled them to become social as they understood the requirement of training from employees' point of view. It is learned that training can enhance the capabilities and competencies of the workers which enables them to avail better employment opportunities in present-day era of competition. This activity also developed self-management skills among them. Overall, this research facilitated students in becoming self-reliant, thoughtful, socially active and caring researchers.

Ms. Saloni Jain
Business Management Facilitator

You cannot fully understand your own life without knowing and thinking beyond our life, your own neighborhood, and even your own nation.

:- Johnnetta Cole

The very first day I started the IB diploma programme I was acquainted with the IB learner profile by my teachers. I can say that my teachers has tried to embed the necessary methods in order for the class to develop these attributes. The two major attributes that I have strengthened during the programme are reflective and inquirers.

I have gained the ability to reflect in the quest of improvising my work. I knew that until I am unable to confront my own weaknesses I will not be able to pursue the best achievable standard. At times, I would be frustrated whenever I realized that my work needed more improvements as I had already invested a lot of time into it.

But, keeping in mind that I would be only graded well when I incorporate the best methods in my research helped me to accept criticism and also embrace the possibility of improvements. This helped me to analyze the appropriateness of the methods in prior which has saved me a lot of time while keeping the strengths of my work in mind.

Another attribute which has helped me in the pursuit of knowledge is inquirer. Being surrounded with people who have forte in varied subjects triggered me to inquire and research about different topics so I could give some of my inputs in the discussions. Sometimes I took charge of my learning and tried to be an independent researcher which helped me to work out the ways in lack of resources. But, the attribute I would like to really work upon is the communicator attribute. I realize that most of the times I have been not able to convey my valuable ideas in front of people due to the lack of articulation in my conversational skills. In order to work towards my weakness, I am trying to express my thoughts on more than one topic when I talk to people. I try to show my curiosity in discussions when I am unaware of something which helps me to be more confident with my existing knowledge.



If you want others to be happy, practice compassion. If you want to be happy, practice compassion.

- Dalai Lama

Learning attributes are something which every person needs to learn, develop and equip themselves with. There are 10 specified learning attributes out of which I individually find strongly embedded within me are responsible, and innovative. I will find new ways to do things which makes the task easier for me but I don't know about responsible. I have only heard about it from my class mates and friends that I am responsible and can be trusted with any task assigned. well, so that is a good thing for me to know about myself.



Although there are more attributes that I need to incorporate in my personality. I want to and I am working on improving my confidence, this is because I have noticed my anxiety go skyrocket when I have to speak on a stage or address any crowd and this makes me feel uneasy so that is the reason why I would be trying to improve my confidence .

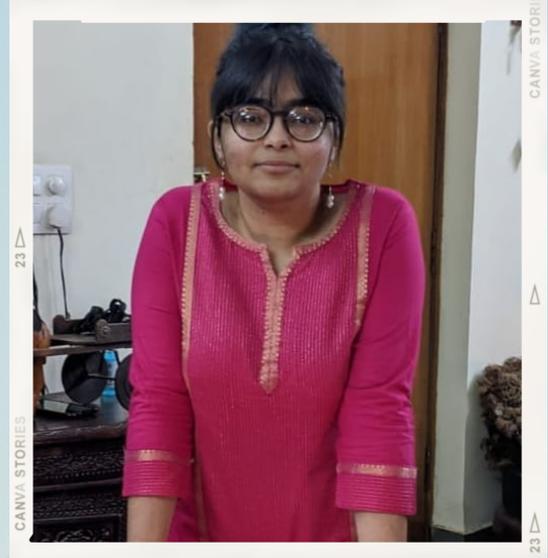
One has to keep in mind that these learning attributes cannot be learned these are factors which allow a person to learn and develop. These are not some kind of chapters which you can learn overnight for your exams but these attributes that will develop with practice.



**KARTIKEYA BENIWAL
IBDP YEAR 1**

***Millions saw the apple fall, but Newton asked why.
:- Bernard Baruch***

I am proud of myself for being a true inquirer and an open-minded individual. For many years I have always believed that curiosity is something that a person should never lose, no matter their age. Even since I was a child I used to ask the adults around me any question that came to my mind and while I still try to ask as many questions as possible I have learned that it is equally important to do your own research and independently learn from as many sources as possible.



Only by doing so will a person be considered knowledgeable. I believe that while it is important to know and appreciate one's own culture it is as equally as important to pay attention to the cultures and values of the people around us. If we believe that only our way of looking at things is correct, we close the windows of learning. That being said, I am far from perfect and there are many things I wish to improve upon. One such thing is my apprehension to change to new unknown situations. While I am always articulate in defending my beliefs I would like to become more of a risk-taker and explore new roles that I haven't already. Through IB I have seen multiple improvements in my personality and I am sure that they will continue even after I have left the school.

Aanya Chandra
IBDP Year 2

Creative Writing Competition

“Writing is the painting of the voice”

Voltaire

On 11th of August, creative writing competition was held in the respective English Period for the students of grade 6 to 12th Each student was free to choose any one topic out of two allotted to each class.

The competition help in their respective English classes and respective teachers have chosen the best entries. Creative writing was judged on the criteria of original ideas, construction of ideas, and usage of vocabulary and word limit.

The competition reflects on the creative and very high proficiency of Sanskar School students writing skill. Student has produced some very original and interesting work. At large this competition was successfully executed and the below results were declared.



World Animal Day

World Animal Day was celebrated on 4th October 2021, in our school. To raise the status of animals in order to improve welfare standards around the globe. Building the celebration of World Animal Day unites the animal welfare movement, mobilizing it into a global force to make the world a better place for all animals. It's celebrated in different ways in every country, irrespective of nationality, religion, faith or political ideology. Through increased awareness and education, we can create a world where animals are always recognized as sentient beings and full regard is always paid to their welfare.



Students from classes 6th to 12th have participated in various ways, students of grade 6 to 8 have prepared a poster with a slogan speech, and students of Grade 9 and 12.

Talent Show

Sanskar school always strives to nurture the inherent potential of that each and every student has. With the same spirit, a platform was given to the students to showcase their entertainment skills through an interhouse talent show. The event took place on 23rd October 2021, where students of class IX and XI exhibited various skills from dance to song, story-telling to science tricks and many more. Each participant had two to three minutes to showcase his or her talent. All the participants took the audience under their spell through their truly creative and entertaining acts.



CREATIVITY ACTION SERVICE

CAS was not something I really appreciated until much later – after university, and well into professional life. From where I stand now, it was incredibly valuable.

-IBDP alumni

In addition to learning in school, CAS helps students to become better at “taking on new challenges”, “Learning to preserve” and “developing their interpersonal skills” Keeping in mind the IB learner attribute CAS has definitely hones the caring, communicator and balanced skill sets of students.

Students of Sanskar took up their service challenge seriously and have contributed to society through various activities.

SERVICE

“Awareness campaign on society challenges” where students using their creative side highlighted the burning topic to create awareness among the society, they took the initiative by creating and distributing beautiful book marks to parents.



" If you want to eliminate hunger, everybody has to be involved." Bono

Students of IBDP year 1 took up an initiative to promote **"Each One Cook One"**, in order to contribute towards a step to eliminate hunger as one of its service challenge.



ACTION & CREATIVITY

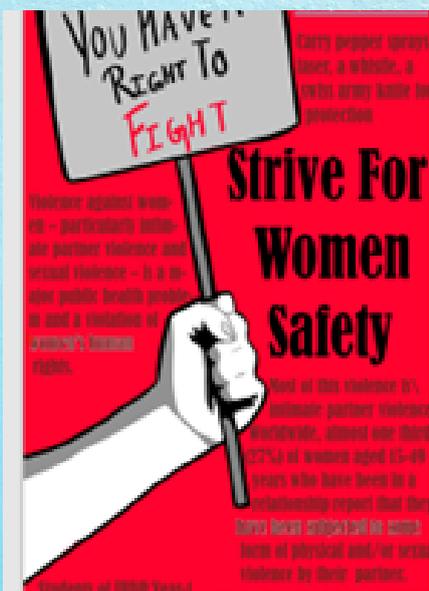
Other than service we took Action very seriously, with COVID protocols being relaxed, student's start resuming their favourite activity - games.



"Awareness campaign on society challenges"



IBDP Year 1 students have run an awareness campaign on social issues, and showcase their creativity by the small yet important messages on bookmarks.



Will be back soon.....