

✿ SINCE 2006 ✿

MIT PUNE'S
VISHWASHANTI
GURUKUL



Vishwashanti Gurukul Mission Statement

“Vishwashanti Gurukul’s mission is to provide a resource based education with global opportunities for academic growth and development, and assure that all students are provided the necessary life skills and competencies to function productively in an ever changing society while retaining Indian values and philosophy.”

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter cultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision

“To make VishwashantiGurukul a learning community of motivated students with the staff engaged in realizing the children’s complete potential and imparting world class education to each student which fosters academic excellence, physical fitness,

psychological and spiritual health and social consciousness.”

The emphasis of MIT’s VishwashantiGurukul will be to make the students proud of their deep-rooted ethos, the ancient Indian culture and train them in the most modern methodology prescribed by the International Baccalaureate.

I hear and I forget.

I see and I remember.

I do and I understand.

VishwashantiGurukul aims to educate rather than just impart skills. It aims to eliminate barriers of religion, language and region to bring hearts closer to a civilization of tolerance. Above all, it wants its students to understand and realize the truth with the help of knowledge; so when they choose their course of life, let it be an enlightened choice.



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“Gu” means dark and “Ru” means light. So, “Guru” may be translated as darkness to light, or possibly one who leads from darkness to light. Guru is a teacher of life or a spiritual mentor who leads the shishya (student) from blindness or ignorance to bliss, wisdom, and enlightenment.

Guru Shishya Parampara

The Guru Shishya parampara has been an inevitable part of education in the ancient Indian culture. This involved the tradition of living and learning relationship between the Teachers (Guru) and the Student (Shishya), signifying the emotional, intellectual and spiritual bonding between them. This strong bond between the Guru and the Shishya enables the Guru to become a mentor who leads the shishya from ignorance to wisdom, and enlightenment.

Guru Shishya proximity thus is not only a part of our social order but also a milestone in the life of a human being in society. The living science of an education i.e. Bio Psycho- Psychic Science in our culture, has been long lost due to ignorance by the people under the blind pursuit of the western culture. The revival of this spirit and its practice in the field of education at all levels is the urgent need of the time. This traditional scientific educational culture can be the real “Sadhna” even in the modern scenario of science and technology and the de-novo era of informatics. MAEER strongly believes in the virtues of the Guru Shishya parampara and has nurtured a dream of moulding the future citizens of our motherland by equipping them with the latest technological mode of instructions in the ambience of the Gurukul System.

This is the sole idea of establishing the project of Vishwashanti Gurukul, which is akin to an ashram on the beautiful banks of the free flowing Mula-Mutha river. Here, immense care has been taken to ensure that there is an emotional, intellectual and spiritual interaction between the students (shishyas) and their respected and revered “Guru”.

A unique blend of the ancient Indian Guru-Shishya Parampara with the modern methodology of instruction amidst a state of art infrastructure is the essence of Vishwashanti Gurukul.



Affiliations



UNIVERSITY of CAMBRIDGE
International Examinations
CAMBRIDGE INTERNATIONAL CENTRE

The school bases its academics fully on an International Curriculum, which is accepted for entrance to universities all over the world. We are authorised to offer the International Baccalaureate Organization (IBO) curriculum and also registered with International General Certificate Secondary Exam (IGCSE). The Students will appear for the IGCSE examinations at the end of Grade X, CIE's IBD Pat the end of GR XII, which will be certified by CIE University of Cambridge International Examinations or International Baccalaureate Organization.

Salient Features

Gr III to Gr X students undergo the ISA (International Schools Assessment) every year. The ISA is a high quality Assessment designed by the Australian Council for Educational Research (ACER), which specializes in the development of high quality assessment instruments and data analysis for use in international and local settings. The ISA Individual Reports show parents the level at which their child is performing over all in mathematical literacy reading and writing, compared with other students at the same grade level in other international schools. At the end of GR VIII students appear for CIE's Checkpoint Examination. CIE provides a detailed feedback for each student about their strengths and are as to work upon.





The Primary Years Programme

The early years age, between 5 to 12 are foundational years, as during this time the child is rapidly progressing physically, mentally and socially. The child is interacting in a classroom, which is non-competitive and adult supported. It aims to provide a foundation for the development of skills, knowledge, and understanding required for successful participation in school life. VishwashantiGurukul provides a secure, stimulating and supportive environment for children, where learning takes place and creative expression is encouraged. The main aims are to strengthen self-confidence, to develop a happy and positive learning attitude, to form good habits of health and safety, to inspire creativity and individuality by learning through play and to develop natural curiosity by exploring and discovering. The PYP focuses on the heart as well as the mind and addresses social, physical, emotional and cultural needs along with academics. In the PYP, an inquiry based programme, we provide students with a strong foundation of essential knowledge, skills and attitudes. Between ages 5-12, the children become physically fit, mentally alert, spiritually evoked and are ready for the Middle School Programme.



International perspective

At Vishwashanti Gurukul, the Primary Years' Programme seeks to give students an appreciation of the perspectives of people from other cultures, regions and nations. The units of inquiry use resources and examples from a variety of cultures. Teachers encourage students to recognise that for any question or issue, there are different points of view. In addition, all students have the opportunity to study a second language by age seven. Children learn to communicate in another language and also gain an understanding of the culture, in which the language is spoken.

Assessment

Assessment is used as a guide for teaching and as an opportunity for children to show, in a variety of ways, what they know and what they can do. There are two patterns of assessment:

Formative assessment: Formative assessment is interwoven with the daily learning and helps teachers and children to find out what the children already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked, neither can function effectively nor purposefully without the other.

Summative assessment: Summative assessment takes place at the end of the teaching and learning processes and gives the children opportunities to demonstrate what they have learned. Summative assessments may include any of or any combination of, the following : acquisition of data, synthesis of information, application of knowledge and processes.



Primary Years' Programme

The curriculum in the PYP is organized around six themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world.



The Middle School Programme

VishwashantiGurukul is keenly interested in the development of ethics and values in young people to guide their own lives as responsible and thoughtful citizens of the society. The students from Grade 6 to 8 also learn :

- Organisational skills and attitudes towards work
- Collaborative skills
- Communication
- Information literacy
- Reflection
- Problem solving and thinking skills
- Subject specific and interdisciplinary conceptual understanding

The students of Grade 9 & 10 follow IGCSE curriculum. The Cambridge University IGCSE is a knowledge and skills based two-year course with an examination at the end of Grade 10 Subjects include : English Language and Literature, French and Hindi as second language; Mathematics; Biology; Chemistry; Physics; History; Economics and Business Studies; Art and Design; Drama; Music; Computer Studies; Design and Technology. Students are encouraged to choose subjects from all the disciplines at Vishwashanti Gurukul.

International Perspective

The programme encourages intercultural awareness. It gives the students a fair objective of discovering their own identity amongst a global society. The students are guided to focus on global issues and comprehend the relationship between individuals, society and the world and between the various areas of knowledge. Thus, during this programme, the students develop a sense of personal and cultural identity, respect for all and acquire insights into local and global concerns affecting health, community and environment.



Middle Years' Programme

- Language and literature
- Individuals and societies
- Mathematics
- Design
- Art
- Sciences
- Physical health education
- Language acquisition



The Diploma Programme

The IB Diploma is a two-year course with an examination in Grade 12. Candidates select one subject from each of the six groups. A first language - English or Hindi, a second language - French or Hindi, Geography, Economics, Business and Management and Information Technology in a Global Society, The Experimental Sciences, Physics, Chemistry, Biology, Design and Technology, Mathematics at three levels, Computer Science and the Arts or Electives that include a course in Art and Design.

Theory of Knowledge (TOK) is a required inter-disciplinary course, which stimulates students to question and challenge received opinions. Creativity, Action and Service (CAS) encourage concerns for the less privileged and the ability to work cooperatively with others. Candidates also research and write an Extended Essay (EE) of some 4080 words on a topic of special interest.

Creativity - to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.

Action - includes not only participation in individual and team sports, but in expeditions in local or international projects as well.

Service - encompasses a host of community and social service activities.

International Perspective

The IB Diploma Programme is a leading, internationally recognized preuniversity qualification. It is considered as a symbol of academic excellence worldwide. The student is encouraged to appreciate the universal value of human diversity and its legitimate boundaries with the thorough understanding of common aspect of humanity that we all share.

The programme promotes international understanding and educates the whole person, emphasizing intellectual, personal, emotional and social growth.

Assessment

The assessment of the Diploma Programme comprises of a part of internal assessment (within the school). The internal assessment gives a significant input by the teachers to the overall assessment process. However, the external examination still forms the greatest component of the overall assessment structure for all subjects. The examination papers across the world for each subject are identical thus emphasizing its coherence. Examinations are taken by the Diploma candidates at the end of the two year programme. Examinations are held in May and November each year and the results are published in early July and January respectively.



6 Groups

- Group 1 : Language A1
- Group 2 : Second Language
- Group 3 : Individuals and Societies
- Group 4 : Experimental Sciences
- Group 5 : Mathematics and Computer Science
- Group 6 : The Arts

Group 1 : Language A1

Group 1 consists of literature courses in a student's first language. The courses introduce students to literature from a variety of periods, genres and styles. Students refine their skills in writing, speaking and analysis, and learn techniques of literary criticism. The courses help students maintain strong ties to their own cultures while giving them an international perspective through the study of literature from around the world.

Group 2 : language ab initio, language

B, language A2

The acquisition of a second language carries great importance in the Diploma Programme. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject group includes courses for beginners (ab initio); second - language learners with previous experience with the language (language B) and bilingual students with a high level of fluency (language A2).

Group 3 : individuals and societies

This group includes nine subjects : economics, geography, history, philosophy, social and cultural anthropology, business and management, Islamic history, and information technology in a global society. By studying human experience and behaviour, as well as economic and social environments and institutions, students gain an appreciation of diverse perspectives and values. They learn to analyse concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.

Group 4 : experimental sciences

The sciences offered in this group are biology, chemistry, physics, environmental systems, and design technology. Students become familiar with the body of knowledge, methods and techniques that characterize science and technology, and learn practical laboratory skills.

Group 5 : mathematics and computer Science

This group includes designed for a range of abilities and interests. Some are aimed at students who wish to study mathematics in depth, while others are for those who need mathematics to enhance their understanding of other subjects. The course seek to provide students with mathematical knowledge and principles. They help students develop logical and creative thinking in mathematics, and use abstraction and generalization to reach conclusions.

Group 6 : The Arts

The arts group includes visual arts, music and theatre arts. The emphasis is on making art. That is, students gain an understanding of the arts and learn to express themselves artistically by creating, producing or performing works of art. In addition, they explore art forms from cultures throughout the world.

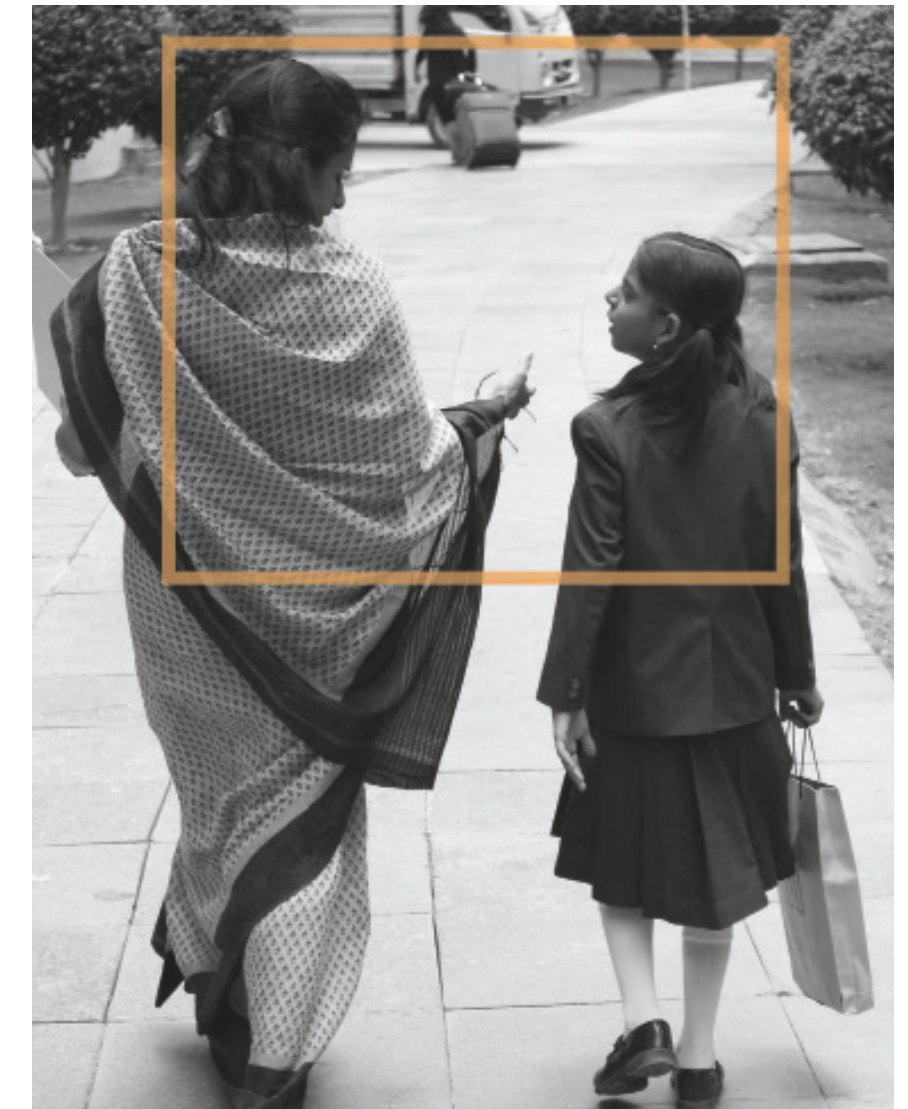


The Guru

The teacher is much more than a source of wisdom and knowledge. He/she moulds an impressionable child's mind, is a Motivator, Friend and a Guide, a Role Model and a Mentor. He/she is Compassionate and Committed. He/she learns to innovate and innovates to learn. He/she is Kind and Inspiring. And He/she is a person with affection, warmth, trust and togetherness. A teacher is "A Vital Bridge Between Knowledge and Learning."

Professional Development of Teachers

We have a highly qualified, experienced and dedicated group of teachers who are trained for imparting the international curriculum. The school has a regular programme of professional in-service training as well as a range of other activities for further enhancement in teaching of the subjects. Experts in various fields groom the teaching faculty regularly for the ultimate benefit of the young students.





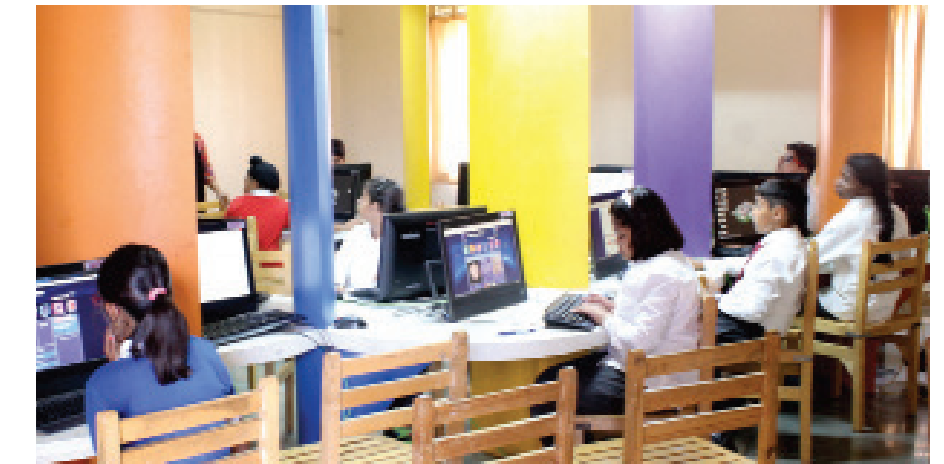
Class room

Class rooms are spacious with a reading corner, learning corner and an experimenting corner to develop the curiosity of the students. They are also well equipped to make them imaginative and resourceful.

Classrooms are distinctively designed for children of different age groups keeping in mind their activities, priorities, likes and dislikes, to make learning an enjoyable experience.

Special Labs known as Academic Rooms are designed for the children to experience the real joy of the subjects as well as to develop a keen interest in them.

The School is well-equipped with Physics, Chemistry, Biology and Computer Labs.





The ESL Department

“It is not enough to help the feeble up, but to support them after”, William Shakespeare

The English as Second Language (ESL) department at Vishwashanti Gurukul is designed to develop a support system for those students, whose native language is not English or those who are not proficient in English, however who use English as a lingua franca or language of study and need extra help and guidance to cope with grade appropriate text.

We make use of a wide range of teaching and learning techniques and methodologies to enhance their listening, speaking, reading, writing and vocabulary skills as per the needs or current level of performance of the students.

The ESL programme ensures that the students gain proficiency in the language, not merely to meet academic needs but also to enhance their communication skills and help them gain the confidence to interact effectively in an English speaking environment. They not only gain lifelong skills but also a sound foundation for progression to higher education or employment prospects in life.

The SEN Department

The Counseling and Special Educational Needs Department at Vishwashanti Gurukul.

Vishwashanti Gurukul as an educational institution puts the academic, social and emotional well-being of students at the top of the priority pyramid. The teaching learning practices ensure a safe and secure environment for the students. However in situations, both related to the classroom setting and out of it, some students might need support and guidance.

The counseling department addresses emotional and behavioural issues that might be identified in the students, which affect their academic, social, emotional and other areas of functioning to help them cope with the same using individual or group sessions depending on the nature of the problem. The Special Educational Needs (SEN) department has been set up with the aim of identifying students who have special educational needs, provide individualized remedial help and support teachers in their efforts at providing differentiated instruction in their inclusive classrooms.





Library

The Library has a voluminous stock of books including Encyclopedias on all subjects. It has been located separately on the campus to facilitate an atmosphere for peaceful reading and research study.

The Library subscribes to a variety of newspapers, magazines and journals. It is well stocked with resource material and books from all genres.

Special experiential learning environments have been created for understanding the concepts of subjects like mathematics and science and also social studies and languages.

The Library is available to the students seven days a week. For research and study, computers along with library resources are available. Following facilities are provided in the Library:

- An audio-visual room.
- A journal section for reference.
- Encyclopedias on all subjects.
- Books and newspapers to create an awareness of current events.
- A spacious reading hall.





The Art Centre

To inculcate an appreciation of beauty and to help develop a sense of aesthetics in the students the school places a lot of emphasis on the development of the Arts and Performing Arts. The Art Centre spread over one whole floor is a home to dance, music (both vocal and instrumental), Art, Craft, Design, Painting and sketching. In Middle School, each student chooses one or two areas to develop their expertise in, for which skilled guidance is provided on a regular basis.

Modules are taught using a variety of teaching and learning methods, including lectures, seminars and workshops. Students are often expected to prepare material for presentations in seminars. In practical projects, students carry out practical artwork which functions as a basis for research into art, craft and design education. Students are provided with study packs for independent study modules.

In addition to painting, sketching and regular craft work, students are exposed to a variety of media including clay modelling and papermaking. Emphasis is placed on making “the best from waste” by using old boxes, sheets, beads, plastic bottles, used fax and toilet paper rolls, etc. Students receive instruction in fine arts from Grade 1 through Grade 12.

The fine arts department at Gurukul is structured to initiate students in a multitude of expressionist media including pencil, pastels, crayons, clay and plaster. Dance and Singing competitions are held regularly. Entertainment programmes like puppet and magic shows are organized.





Sports

Sporting facilities at Vishwashanti Gurukul have been designed keeping in mind its sprawling outdoor space.

A 400 meter athletic track, tennis courts, basketball courts along with international standard sized football, cricket and hockey fields all fit in comfortably. All season Olympic size, swimming pool and a separate early year pool with jets and play accessories are also offered. Special facility of gymnastics and athletics is available for the students.

The Indoor games complex that includes the latest gym equipment, billiards, snooker, table tennis, badminton, yoga and aerobics completes the sporting picture.

The school participates regularly in Inter school tournaments.

All students are encouraged to participate in team as well as individual games. Specialized professional coaches in addition to the regular physical instructors are appointed for coaching students in various games.





Health Care

Medical Facilities

'A healthy mind in a healthy body' is the essence of a prosperous life. A healthy body is the most essential prerequisite for progress and development at any stage of life. Our school provides complete healthcare facilities to look after the overall health of each student.

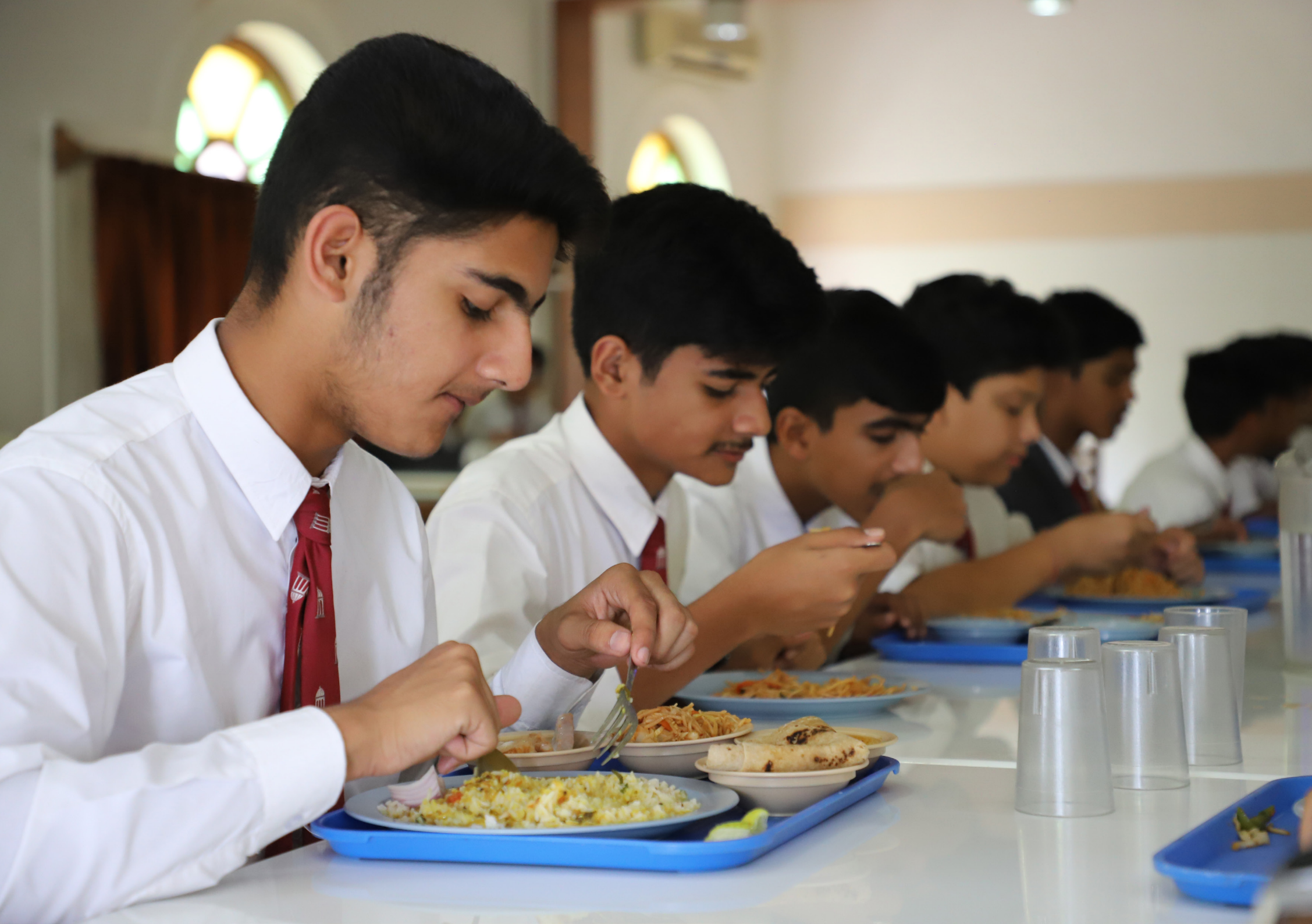
To ensure that all emergencies are treated with utmost care and attention, full time physicians, staff nurses and nursing attendants have been appointed who are on call for 24 hours. Complete medical facilities such as a full fledged hospital with 10 beds, consultation room, separate wards for boys and girls exist on campus.

Regular medical checkups are carried out. The school has on call a 24 hour Emergency Ambulance that can transport any emergency case to any of the city hospitals.

A comprehensive medical record of each child is kept updated at regular intervals.

A tie-up with "JEHANGIR MEDICAL CENTRE" (the city's leading Medical Hospital), ensures that all cases beyond the scope of the school doctors are attended promptly by specialized doctors.





Refectory

VishwashantiGurukul appreciates the need for clean, hygienic, balanced and nutritious diet. Keeping that in mind the “Seven Basic Food Groups” a balanced vegetarian diet has been chalked out for the students. The Refectory offers a large variety of Indian, Oriental and Continental cuisine.

The menu is regularly updated and suggestions by the School Menu Committee (comprising of students and teachers) are incorporated. Regular visits by the dietician to the Refectory ensures that quality and quantity both are maintained.

Our vegetarian diet closely matches expert dietary recommendations for healthy eating, being low in saturated fat (complex carbohydrates) and high in fibre, consisting largely of fresh fruits and vegetables.

Cleanliness, variety and discipline are of paramount importance at the refectory.



At regular intervals, meals provided are breakfast, mid morning snacks, lunch, mid afternoon snacks and dinner, all having substantial amount of calories enabling students to smile even after rigorous study and extra-curricular activities.



Homes, not hostels.
Guardians, not wardens.

Separate residential facilities for boys and girls based on the “House” concept and with world class infrastructure is available.

The rooms are designed as Homes and not Hostels. Four students occupy each study bedroom. The hostel is provided with connections for personal laptops, study tables and common area, to ensure learning in the comfort of a home.

Boarding scholars as well as Day Scholars can avail of the Tutor group headed by a faculty Tutor who has the responsibility of their personal welfare and academic progress.

The Boarding House, over and above the extra-curricular activities during academic hours organizes its own programmes & competitions.

Students are encouraged to participate in house shows and present variety of entertainment programmes at boarding end.

A home away from home is what the students have to say about the Boarding House.

Daily Schedule of the students

5:45 am	Good Morning!!
5:50 am - 6:20 am	Morning Jog
6:20 am - 7:00 am	Getting Ready
7:00 am - 7:15 am	Morning Address (Uniform check)
7:15 am - 7:45 am	Breakfast
8:05 am	Prayer followed by Attendance
8:10 am - 8:50 am	Period - 1
8:55 am - 9:35 am	Period - 2
9:40 am - 10:20 am	Period - 3
10:20 am - 10:30 am	Break
10:35 am - 11:15 am	Period - 4
11:20 am - 12:00 noon	Period - 5
12:00 noon - 12:45 pm	Lunch
12:50 pm - 1:30 pm	Period - 6
1:35 pm - 2:15 pm	Period - 7
2:20 pm - 3:00 pm	Period - 8
3:00 pm - 4:15 pm	Period - 9 After School Activities
4:20 pm - 4:30 pm	Snacks Time and Buses Depart/Boarders Report to Hostel
4:35 pm - 5:15 pm	Refresh
5:30 pm - 7:00 pm	Evening Prep
7:30 pm - 8:00 pm	Dinner
8:00 pm - 8:15 pm	Night Address
8:15 pm - 9:00 pm	Leisure/Self Study Time
9:00 pm - 9:20 pm	Milk Time
9:30 pm - 10:00 pm	Good Night!!!

Discipline

VishwashantiGurukul has a comprehensive set of rules applicable to all the students. In addition, boarders are expected to be well behaved at all times in the hostel complex and abide by the rules laid down by the hostel authorities.

- Students are discouraged from bringing any valuables, money, cell phones, laptops, etc

- Students carrying cash are expected to hand it over to the House Master / House Mistress for safe - keeping. As and when required, money will be given to the students and they will be expected to account for the same. This is with a view to encourage responsibility and prevent wasteful or undesirable spending.



- As per the directive of supreme court, Ragging has been declared a 'criminal offence'. Anybody found guilty of doing so, shall be liable for legal action.
- There is no bullying, smoking, drinking or use of intoxicating drugs in the school campus.
- No student will leave the hostel complex, for any reason, without the permission of the House Master.
- Parents are requested to inform the House Master two days in advance if they plan to take their child for an outing/weekend.



- An ethical code of conduct needs to be signed by the students and parents at the time of admission.
- The students should co-operate in maintaining the school building and the campus of the school neat and tidy.
- Students are expected to strictly follow the school dress code during and after academic hours.
- Inappropriate dresses such as those defying the traditions and spirit of a School are unacceptable.





Transportation

The Institute has its own fleet of air-conditioned specially designed buses earmarked for Vishwashanti Gurukul. Each bus has a trained attendant to supervise and take care of the children’s safety. Each bus is equipped with GPS System, First-Aid facilities along with emergency contact details and rules and regulations to be followed. Students enjoy the bus ride reading, singing & talking to each other.





A Global Citizen

'I belong to the world. I share its blessings and concerns.
I am a global citizen.'

Nation comes first in our conscience. The 'globe' is today extending itself into every nation. The nation's resources, its progress, environment and prosperity are connected to developments all over the world .

At Gurukul students are given a global perspective. They are encouraged to understand other cultures, global financial trends and intellectual influences from various parts of the world.



Admission Process

VishwashantiGurukul is authorized by the International Baccalaureate Organization (IBO) and University of Cambridge International Examinations to deliver their programs in India.

The school bases its academics fully on international curriculum, which is accepted for entrance to the universities all over the world.

Admission is strictly based on the ability to join the program offered by the school. Assessment for admission is through informal interview for Primary Years Program (PYP), where as applicants appearing for Middle School Program (MSP) and IBDP need to appear for an entrance test in basic English and Mathematics in addition to the personal Interview.

- Download the Registration form and an admission form
- Send the duly filled-in form with the following enclosures:
 - Photograph pasted on the registration form.
 - Copy of the birth certificate
 - Copy of the last academic reports
- On receipt of an admission form, we will invite you for the campus visit and to attend an aptitude test / interview
- Once selected, pay the registration charges and an admission fee to confirm an admission.
- Composite annual fee and other components of the fees to be paid a month before the start of the school.
- VGS will open its academic year in the first week of July.

YOUR WARD’S FURTHER EDUCATION CONTINUES WITH US...

Engineering

Disciplines Offered: Computer, Electronics, Information Technology, Civil, Mechanical, Electronics & Telecommunication, Petroleum, Petrochemical,Polymer, Applied Mechanics, Chemical, Marine Engineering & BSc. Nautical

Colleges & Website

- Maharashtra Institute of Technology (MIT) Engineering College, www.mitpune.com
- Maharashtra Academy of Engineering, maepune.ac.in
- MIT College of Engineering , www.mitcoe.edu.in
- Sri. SavitribaiPhule Polytechnic College, www.mittspp.edu.in
- Maharashtra Academy of Naval Education and Training (MANET),
- Marine Engineering College, www.manetpune.com

Medicine

Disciplines Offered: MBBS, BDS, Physiotherapy, MD, MS etc.

Colleges & Website

- Maharashtra Institute of Medical Education and Research, Pune www.mitmimer.com
- Maharashtra Institute of Dental Science and Research, Latur MAEER’s Physiotherapy College, Pune www.mitmimer.com

Management, Arts, Science & Commerce

Courses Offered: BBA, BCA, BBM (IB), MBA, BSc, BCS, BCom& BA

Colleges & Website

- MIT School of Management- College, www.mitsomcollege.com
- MIT School of Management- Management College, www.mitsom.org
- MIT School of Business, www.mitsob.com
- MAEER’s College of Arts, Commerce & Science www.macscollege.com
- College of Arts, Commerce & Science, Alandiwww.mitacsc.ac.in

Design Education

Disciplines Offered: Product Design, Transportation Design, Interior Space & Equipment Design, Graphic Design, Retail and Exhibition Design, Animation Design, Film and Video Design, Fashion Design & Computer Arts for Gaming.

Pune College & Website

- MIT Institute of Design, www.mitid.edu.in

Food Technology

Disciplines Offered: B.Tech Food Technology

College & Website

- MIT College of Food Technology, www.mitcft.net



What should one look for in a school?

As an educator with several years of experience, I have tried to evolve certain criteria which should form the backbone of a good education platform. I am elaborating two of them which I consider critical.

The first important concept that I find critical is a right balance between freedom and discipline. Over the years I have realized that if there has to be a meaningful give and take of knowledge, discipline is necessary. And yet I know that discipline cannot be an end in itself, but is a means to an end. Hence a school environment must encourage a discipline that serves the purpose of enhancing acquisition of knowledge. Discipline is also a social responsibility. Your freedom ends where freedom of another person begins. Only discipline can inculcate this social responsibility in citizens.

The second factor I value in a good school is a knowledge oriented approach instead of a competition oriented approach. When you just try to overtake your neighbour, his limitations become your limitations and you leave much of your potential unexplored. But if your curiosity is aroused, there is no end to how much you will want to know, and eventually do a lot more than overtaking your neighbour.

We have tried our best to implement both the above ideas at VishwashantiGurukul. I have the able guidance of my colleagues in the Management team and support of highly educated and experienced teachers. Besides, you will not find the infrastructure lacking in any facilities that are necessary for proper development of students.

Dr. Sunil Karad
Executive Director
VishwashantiGurukul



Union of the Ancient and the Modern

“When I envisaged a school, I was thinking about an institution that can take our ancient wisdom and settle it down in an environment that is relevant today. That is what we have tried to achieve in VishwashantiGurukul, where cultural roots build the character and science makes the student progressive.

VishwashantiGurukul is a highly modern, scientifically planned educational institute with an ancient soul. At Gurukul we emphasize on the wonderful legacy of ‘values’ that build our character; just as we keenly pursue liberal education in science, humanities or mathematics. Discipline and respect for elders go along with gender equality and active participation in sports, cultural and intellectual activities.

We believe that we have got this balance right, and hope that your wards will be able to partake of this rich experience in their growing years”

Prof. Dr. Vishwanath D. Karad
Founder and Director General, MAEER’s MIT

“ MAEER aims to provide the finest environment for teaching, learning, research, innovation and character building ”





Excellence Personified

MAEER - Maharashtra Academy of Engineering & Educational Research

Here, we come to the beginning; to the fountain that quenches the thirst of 75 educational institutes which take care of the educational needs of over 60,000 students. VishwasahntiGurukul is a part of MAEER’S MIT Group of Institutions.

The Maharashtra Academy of Engineering Education and Research (MAEER), was established as a society and trust with the sole aim of creating and developing professional education facilities to train the aspiring young generation and thus to provide dedicated, ambitious and skilled professionals to serve the society and the nation at large.

MAEER believes that “The union of Science and Spirituality alone will bring Harmony and Peace to Humanity” as said by Swami Vivekanand. The vision of the founders of MAEER is to create a “Centre of Excellence in the field of Education and Research.”

Since, its inception MAEER has been striving for the betterment of the society through value based education system. With over 60,000 students across varied disciplines under its umbrella, it has achieved tremendous success in a short span of time and reflects excellence in the fields of Engineering, Medicine, Research, Management, Primary and Secondary Education, Peace Studies, Environment and Pollution Control and also towards promoting Human Values and attaining the ultimate goal of World Peace.

MAEER FAMILY

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About Pune

Pune city, also known as the cultural capital of Maharashtra, has now established its name as the ‘Oxford of the East’. With a number of educational and research institutes, it offers a variety of options in education, thus attracting several knowledge seekers from all over the globe.

Climate

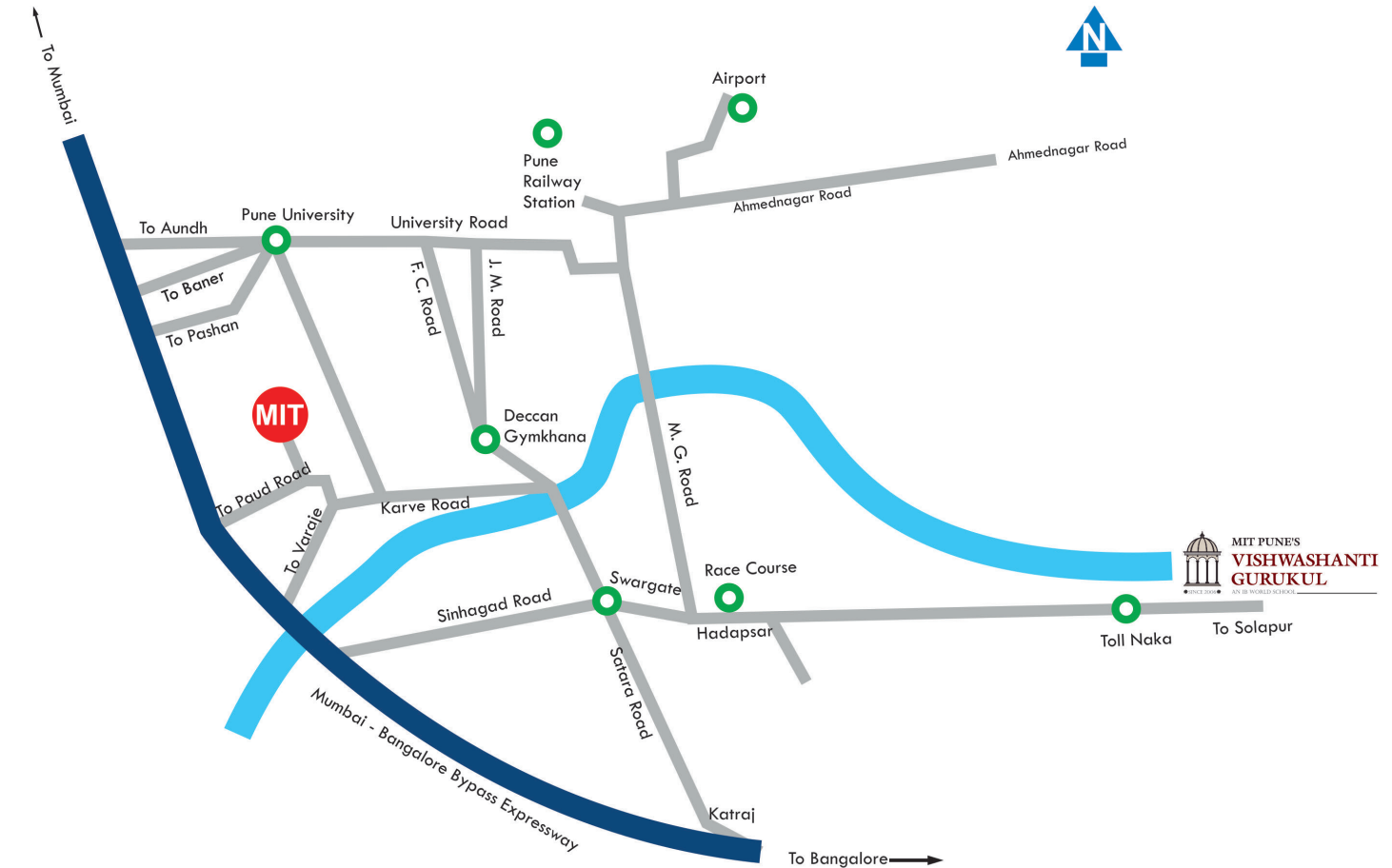
Pune (18° 31' N, 73° 51' E) is a plateau city situated near the western margin of the Deccan plateau. It is situated at a height of 560m above the mean sea level, near the confluence of Mula and Mutha rivers. Surrounded by hills, PUNE lies in the natural settings having pleasant climate. The mean daily maximum and the mean minimum for the hottest month - May is 37° Celsius and 23° Celsius respectively. The same for the coldest month of December are 30° Celsius and 12° Celsius respectively.

How To Reach Pune

By Air: Airport is situated in the Lohgaon area, about 12-km from the city and connected to all major airports in India. It also has regular flights to Dubai and Singapore.

By Rail: Pune has excellent railway services connecting all major cities in India.

By Road: Pune is well connected by road with the all major cities within the state as well as outside the state. Private and government buses ply from Pune to Mumbai daily (travel time: 4hrs).



“ The Gurukul education is not an end itself
its the foundation for fulfilled life’

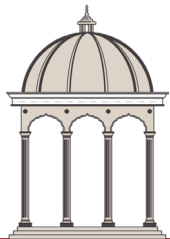
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