

VISHWASHANTI  
GURUKUL  
WORLD SCHOOL



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# MYP HANDBOOK

EMPOWERING MINDS,  
INSPIRING FUTURES:  
GUIDE TO MYP  
SUCCESS!

# VISHWASHANTI GURUKUL WORLD SCHOOL

We are a Pune-based IB Day & Boarding School focused on excellence. Vishwashanti Gurukul World School shares a common philosophy with all IB-authorized schools: a commitment to high-quality and challenging international education that we believe is crucial for our students. Our goal is to develop internationally minded individuals who recognize their shared humanity and responsibility in safeguarding the planet, contributing to a better and more peaceful world

## EACH STUDENT IS AN ENTITY

Empowering each student with new learning styles by enabling social consciousness and a sense of belonging, an asset to society.

## IB CURRICULUM

At Vishwashanti Gurukul World School, we encourage students to think critically and solve complex problems.

## WELL-ROUNDED PERSONALITIES

Vishwashanti Gurukul World School emphasises building character and creating holistic and well-rounded individuals equipped with critical 21st Century Skills and abilities.

## LEVERAGING TECHNOLOGY

We believe in technology-enabled and not technology-enslaved, building digital learning spaces for students through Ed-tech solutions.

## LUSH GREEN 125' ACRES

Vishwashanti Gurukul World School offers good environmental practices - lush green 125 acres campus where learning transcends the classroom.

## GURU SHISHYA PARAMPARA

Gurukul focuses on a student-centric, inquiry-based, and technologically charged learning environment where teachers are facilitators.



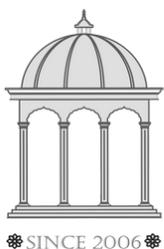
# MISSION STATEMENT

## 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 intercultural 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.



**VISHWASHANTI  
GURUKUL  
WORLD SCHOOL**



## Vishwashanti Gurukul World School Mission Statement

To provide resource based education with global opportunities for academic growth and development, and ensure 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.

## History of IB

The International Baccalaureate® (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Programme. What started life as a single programme for internationally mobile students preparing for university, has today grown into three programmes for students aged 3 to 19.

## What is IB Middle Year Programme?

The MYP began as an initiative formulated by groups of practising teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would prepare students for success in the DP. The first draft of the MYP curriculum was produced in 1987 when a group of practitioners created a framework that allowed for a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts, and the knowledge needed to participate in an increasingly global society. It provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers. At present, the Middle Years Programme is offered by 981 schools spread over 144 countries and is still growing.

## Why choose IB Middle Years Programme?

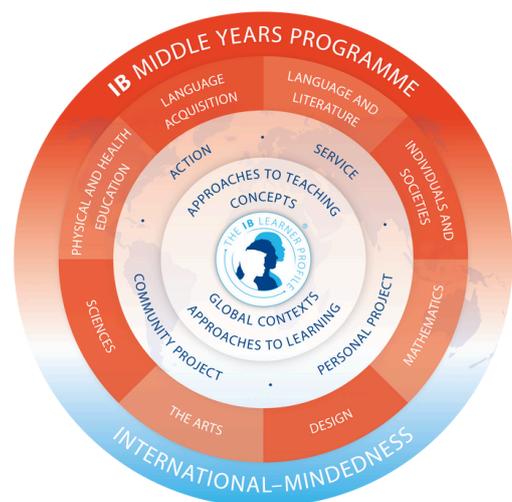
Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical, and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

At Vishwashanti Gurukul World School, the Middle Years Programme (MYP) provides a natural progression from the Primary Years Programme, and acts as preparation for – and a precursor to – the Diploma Programme. It also articulates well with other academic programmes around the world in terms of both, curriculum and holistic development.

## MYP Model

IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



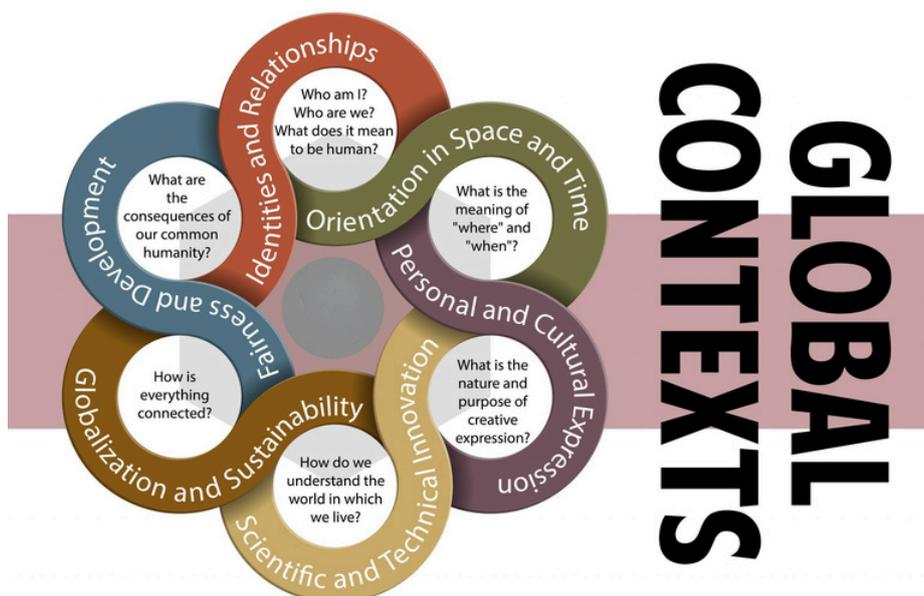
## MYP Global Contexts

In the MYP, learning contexts should be (or should model) authentic world settings, events, and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme.

Students in the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Teachers can impact student learning by providing engaging and inspiring global contexts that contribute towards the development of the attributes of the IB learner profile. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action. This contextual learning helps teachers and students answer the important question “Why are we learning this?”

In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges faced by young people in the world today, encouraging them to develop creative solutions and understanding. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

Essentially, the global contexts are lenses through which students and teachers explore issues within each unit of learning. They help focus and shape units of learning, while also acting as useful tools for examining the world around us.



# IB Learner Profile Attributes



# Approaches to Teaching Learning

## Approaches to Learning

Approaches to Learning (ATL) are essential skills in the IB Middle Years Programme (MYP), designed to help students master the process of learning itself. These skills are meant to be integrated across different subjects, providing a unified framework for teachers and students to discuss and enhance learning strategies.

## What are ATL (Approaches to Learning) skills?

ATL skills encompass a range of abilities that empower students to become effective learners. These skills include critical thinking, communication, collaboration, research, self-management, and reflection. Through various activities and experiences, students develop these skills to navigate learning challenges successfully.

## Activities to Enhance ATLs

- **Collaborative Projects:** We assign students various Group tasks requiring teamwork and communication.
- **Research Projects:** Multiple opportunities are given to students to conduct independent research, collaborative research and to evaluate information critically.
- **Problem-Based Learning:** Students are engaged in real-world problems to foster critical thinking and problem-solving.
- **Reflective Journals:** Students write regular reflections on their learning experiences to enhance self-awareness and metacognition.

## Why are ATL skills important? (IB's perspective)

ATL skills are crucial for holistic student development as they enable learners to adapt to diverse challenges, become lifelong learners, and thrive in an ever-changing world. These skills align with the IB's mission to develop inquiring, knowledgeable, and caring young people who contribute positively to society.

## Incorporating ATL skills in planning and teaching:

Teachers at MIT VGS integrate ATL skills into lesson planning by identifying opportunities within the curriculum to explicitly teach and practice these skills. They scaffold learning experiences, provide feedback, and model effective strategies to support students' development of ATL skills.

## Assessing and Reporting ATL skills

Assessment of ATL skills is ongoing and varied, including observations, self-assessments, peer evaluations, and task-specific rubrics. Teachers provide constructive feedback and track students' progress in developing ATL skills. Reports may include narratives highlighting students' strengths and areas for growth in ATLs.

## Encouraging goal-setting for ATL skill development

Students are encouraged to set goals for ATL skill development through regular reflection on their learning experiences. They identify areas for improvement, establish specific, measurable goals, and create action plans to achieve them. Teachers provide guidance and support in goal-setting and monitor students' progress toward their ATL goals. ATL skills are fundamental to the IB's educational philosophy, fostering students' growth as independent, lifelong learners through intentional teaching, assessment, and goal-setting practices.

| <br><b>THINKING SKILLS</b>  | <br><b>SOCIAL SKILLS</b>  | <br><b>COMMUNICATION SKILLS</b>   | <br><b>SELF-MANAGEMENT SKILLS</b>   | <br><b>RESEARCH SKILLS</b>   |
|--|--|--|---|---|
| Critical Thinking<br>Creative Thinking<br>Transfer   | Collaboration  | Communication  | Organization<br>Affective Skills<br>Reflection  | Information Literacy<br>Media Literacy  |
| <ul style="list-style-type: none"> <li>• Acquisition of Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Dialectical thought</li> <li>• Metacognition</li> </ul> | <ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Group decision-making</li> <li>• Adopting a variety of group roles</li> <li>• Respecting others</li> <li>• Cooperating</li> <li>• Resolving conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> <li>• Presenting</li> <li>• Non-verbal communication</li> </ul> | <ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Fine motor skills</li> <li>• Spatial awareness</li> <li>• Organization</li> <li>• Time management</li> <li>• Safety</li> <li>• Healthy lifestyle</li> <li>• Codes of behavior</li> <li>• Informed choices</li> </ul> | <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Observing</li> <li>• Planning</li> <li>• Collecting data</li> <li>• Recording data</li> <li>• Organizing data</li> <li>• Interpreting data</li> <li>• Presenting research findings</li> </ul> |

## Approaches to Teaching

Approaches to Teaching (ATT) play a pivotal role in shaping students' learning experiences and outcomes. ATT encompasses various instructional strategies, methodologies, and pedagogical approaches employed by educators to facilitate meaningful and engaging learning opportunities. By embracing diverse ATT methodologies such as inquiry-based learning, collaborative learning, and differentiated instruction, educators cater to students' individual needs, interests, and learning styles.



ATT fosters the development of critical thinking, communication, collaboration, and self-management skills, which are integral to students' academic success and personal growth. Moreover, ATT aligns with the IB's mission to promote international-mindedness, intercultural understanding, and the development of lifelong learners who are equipped to navigate an increasingly complex and interconnected world. Through intentional integration of ATT principles into classroom practice, the MYP aims to empower students to become active, reflective, and responsible global citizens.

### **What is Inquiry-based teaching? How do we incorporate it at VGWS in our classrooms?**

Inquiry-based teaching is an approach that emphasizes students' active engagement in the learning process through exploration, investigation, and critical thinking. It encourages students to ask questions, seek answers, and construct their understanding of concepts and topics.

## Here's how it is done at VGWS:

- Posing open-ended questions: Instead of providing all the answers, teachers ask thought-provoking questions that encourage students to think critically and inquire further. These questions stimulate curiosity and promote investigation.
- Encouraging exploration: Students are provided opportunities to explore topics through various resources such as books, articles, multimedia, experiments, and discussions. They investigate different perspectives and draw their conclusions. They are supported as they formulate hypotheses, design experiments, gather data, and analyze results.
- Promoting collaborative learning: Teachers encourage collaboration among students by assigning group projects, discussions, and problem-solving tasks. Collaborative learning fosters communication skills, teamwork, and the exchange of ideas.
- Integrating real-world connections: Relating classroom content to real-world issues, problems, and applications. Students are encouraged to explore how concepts studied in class are relevant to their lives and the world around them. This fosters meaningful learning experiences and promotes students' understanding of the broader context.
- Inquiry-based assessments: Assessments that require students to demonstrate their understanding through inquiry-based tasks such as research projects, presentations, debates, case studies, or investigations are designed to assess not only their knowledge but also their ability to inquire, analyze, and communicate effectively.
- Scaffolding and support: Scaffolding and support is provided as needed to guide students through the inquiry process. This includes providing background information, modeling inquiry strategies, offering feedback, and facilitating reflections on the learning process.
- Fostering a supportive learning environment: A classroom culture is created where questioning is encouraged, mistakes are seen as opportunities for learning, and diverse perspectives are valued.
- By incorporating these strategies, we create an engaging and enriching learning experience that promotes inquiry, critical thinking, and lifelong learning skills in MYP students.

## TEACHING BASED ON FEEDBACK.

### How do we incorporate it at VGWS in our classrooms?

- Feedback is valued, solicited, and used to enhance learning outcomes. Here's how we incorporate feedback effectively:
- Providing timely and constructive feedback: Teachers offer feedback promptly and ensure that it is specific, actionable, and focuses on both strengths and areas for improvement.
- Using a variety of feedback methods: Feedback is offered through various channels such as verbal feedback during class discussions, written comments on assignments, peer feedback, self-assessment, and one-on-one conferences as, different students respond better to different types of feedback.
- Setting clear expectations: Expectations for assignments, projects, and class participation criteria are clearly communicated. This helps students understand what they need to do to meet the desired standards and makes feedback more meaningful.
- Encouraging self-assessment and reflection: Students reflect on their learning progress, strengths, and areas for growth. They are encouraged to assess their work against established criteria and set goals for improvement based on feedback received.
- Promoting peer feedback and collaboration: We incorporate peer review activities where students provide feedback to their classmates' work. Peer feedback encourages students to critically evaluate others' work, develop communication skills, and learn from each other's perspectives.
- Using formative assessment: Formative assessments, such as quizzes, polls, exit tickets, and class discussions, provide valuable insights that can inform instructional decisions and interventions.
- Involving students in the feedback process: We encourage students to actively seek feedback on their work and participate in discussions about how to improve. They ask questions, clarify doubts, and engage in dialogue with teachers and peers.
- Tracking and monitoring progress: We use assessment data to identify trends, patterns, and areas where students may need additional support or enrichment.
- Adjusting instruction based on feedback: We use feedback from assessments to adjust teaching strategies, lesson plans, and instructional materials, thereby tailoring instruction to address students' learning needs, preferences, and interests.
- Fostering a growth mindset: We encourage a growth mindset where mistakes are seen as opportunities for learning and feedback is embraced as a means for improvement.
- Thus, we create a supportive learning environment where students feel comfortable taking risks, receiving feedback, and persevering through challenges.

## WHAT IS PROJECT-BASED TEACHING?

Project-based teaching is an instructional approach that centers around students completing extended tasks or projects that require them to engage in real-world problem-solving, collaboration, critical thinking, and creativity. These projects often involve students working independently or in groups to investigate, design, create, or solve a particular challenge or question.

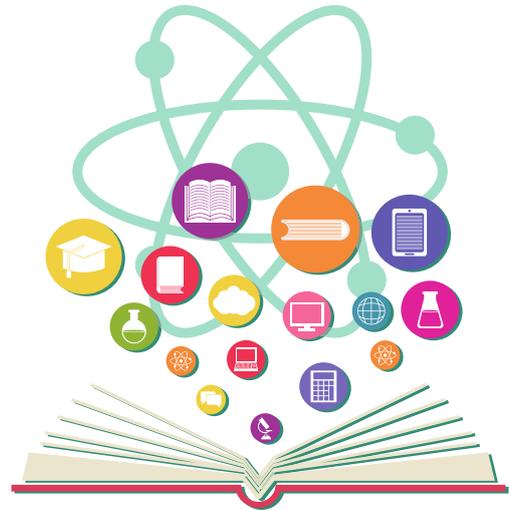


## How do we incorporate Project-based teaching at VGWS in our classrooms?

- We choose project topics that are relevant to students' interests, curriculum goals, and real-world applications. Topics are engaging and provide opportunities for inquiry, exploration, and creativity.
- We encourage students to take ownership of their learning by allowing them to make decisions about their projects, such as selecting topics, setting goals, and designing project plans, ensuring independence, creativity, and self-direction.
- We encourage collaboration among students by assigning group projects or providing opportunities for peer feedback and teamwork. Collaboration helps students develop communication skills, teamwork, and empathy while working towards common goals.
- Integrate multiple disciplines: Design projects that integrate concepts, skills, and content from multiple subject areas. Interdisciplinary projects provide opportunities for students to make connections between different disciplines and see the relevance of their learning across various contexts.
- We incorporate reflection activities throughout the project process to help students monitor their progress, evaluate their learning, and identify areas for improvement. Students reflect on their successes, challenges, and growth as learners.
- Celebrate and showcase student work: Students share their projects with their peers, teachers, parents, and the broader community. We celebrate student achievements and showcase their work through presentations, exhibitions, or digital portfolios.

## WHAT IS EXPERIENTIAL LEARNING?

Experiential learning is an educational approach that emphasizes learning through direct experience, reflection, and active engagement with the material. It involves students participating in hands-on activities, simulations, experiments, field trips, and real-world projects to deepen their understanding of concepts and develop practical skills.



### How do we incorporate it at VGWS in our classrooms?

- **Hands-on activities and experiments:** Students explore concepts and principles in a tangible way.
- **Simulations and role-playing:** Role-playing encourages empathy, critical thinking, and decision-making as students take on different perspectives and roles.
- **Field trips and outdoor education:** Field trips provide opportunities for authentic learning experiences and firsthand observation of concepts in action.
- **Service learning and community engagement:** Service-learning projects allow students to apply classroom learning to real-world issues and contribute to their communities.
- **Problem-based learning:** Authentic, real-world problems or challenges require them to apply their knowledge and skills to find solutions. Problem-based learning fosters critical thinking, collaboration, and creativity as students work together to address complex issues.
- **Differentiated instruction:** Students engage in experiential learning activities that cater to their individual interests, learning styles, and abilities.
- By incorporating experiential learning in our classrooms, we create engaging, authentic, and meaningful learning experiences that foster deep understanding, critical thinking, and lifelong learning skills in students.

## WHAT IS COLLABORATIVE LEARNING?

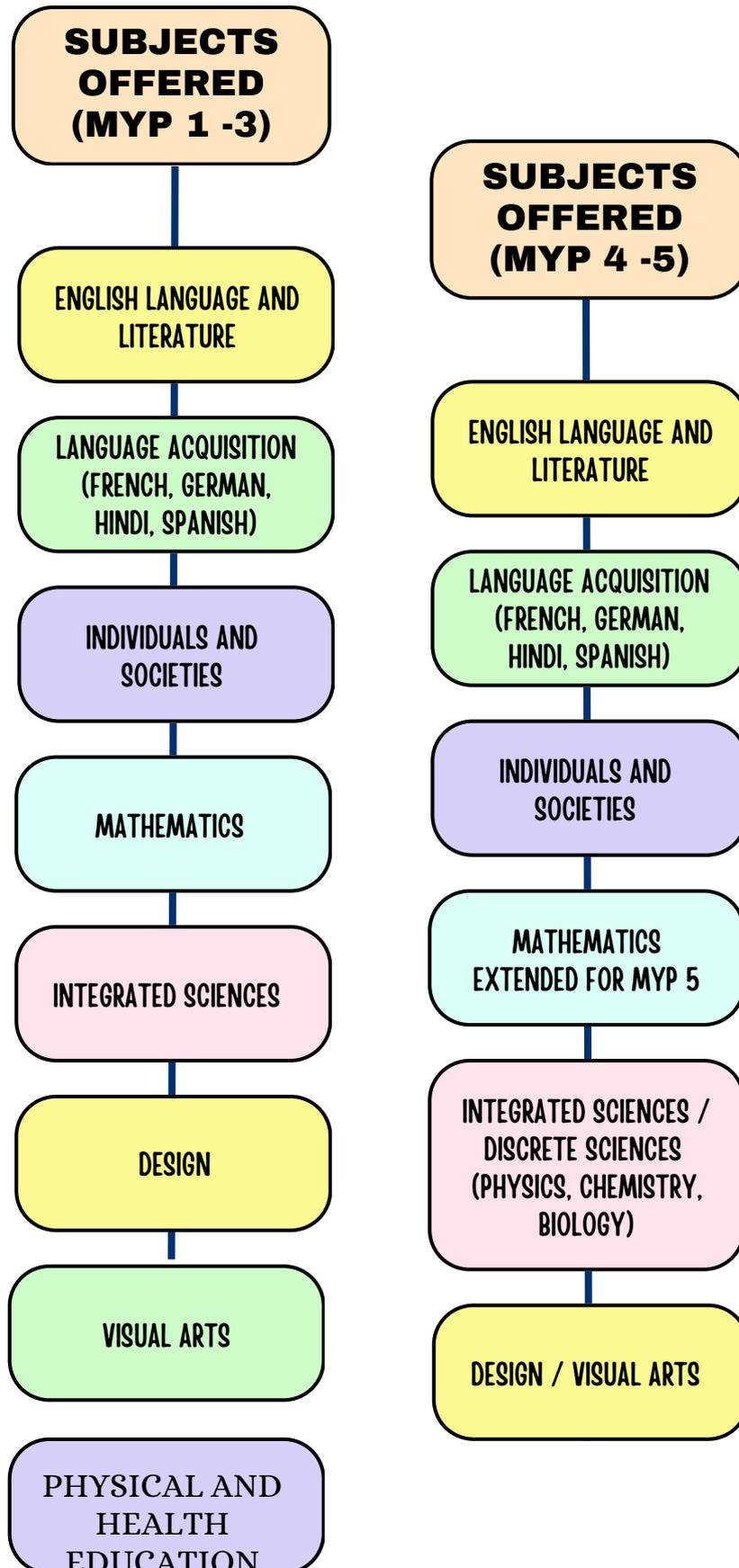
Collaborative learning is an educational approach where students work together in groups or teams to achieve shared learning goals. It involves active participation, mutual support, and shared responsibility for learning outcomes. Collaborative learning promotes critical thinking, communication skills, teamwork, and social interaction among students.



### How do we incorporate it at VGWS in our classrooms?

- **Group activities and projects:** We design group activities and projects that require students to work together to solve problems, complete tasks, or create products.
- **Peer teaching and tutoring:** We encourage students to teach and learn from each other through peer teaching and tutoring activities.
- **Think-pair-share:** Students think individually about a question or prompt, then pair up with a partner to discuss their thoughts before sharing with the whole class.
- **Collaborative writing and editing:** Students work together to brainstorm ideas, outline content, and edit each other's writing, promoting peer feedback, revision skills, and collective ownership of the final product.
- **Reflection and debriefing:** Students reflect on their collaborative learning experiences and evaluate their group dynamics and processes. Debriefing sessions allow students to discuss what worked well, what could be improved, and what they learned from working together.

# SUBJECTS OFFERED



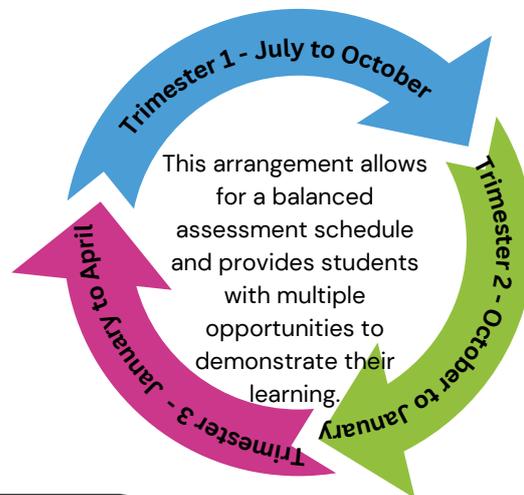
*The option to select Integrated Sciences or Discrete Sciences is not available for 2024-25 batch of MYP 5.*

Vishwashanti Gurukul's assessment system is designed to provide a holistic view of student learning and development. By utilizing a combination of formative and summative assessments, criteria-based grading, research-based tasks, and project-based tasks, we aim to create an engaging and comprehensive educational experience.

## At Vishwashanti Gurukul, we follow a trimester system.

Each trimester features a mix of formative and summative assessments, enabling teachers to monitor student progress and provide meaningful feedback.

### Trimester Pattern



#### Formative Assessment

Formative assessments are ongoing and intended to guide learning by providing immediate feedback to students. These assessments contribute 50% to final grades and are crucial for skill development and learning improvement.

**Examples of Formative Assessment:** Discussions, quizzes, role-play, and practice exercises. Formative assessments are integrated into classroom activities to support a continuous learning process, encouraging students to refine their skills and knowledge.

#### Summative Assessment

Summative assessments evaluate student learning at the end of an instructional period. These assessments contribute to trimester grades and are based on specific criteria to ensure consistency across the MYP curriculum.

Teachers use criteria-based assessment to evaluate these tasks, allowing students to understand where they stand in terms of their academic progress.

# Subject Criteria

| SUBJECTS  | CRITERION A               | CRITERION B              | CRITERION C               | CRITERION D                                |
|---|---------------------------|--------------------------|---------------------------|--|
| Language & Literature                                   | Analysing                 | Organizing               | Producing text            | Using language                             |
| Language Acquisition                                    | Listening                 | Reading                  | Speaking                  | Writing                                    |
| Integrated Humanities (I&S)                             | Knowing and understanding | Investigating            | Communicating             | Thinking critically                        |
| Sciences  | Knowing and understanding | Inquiring and designing  | Processing and evaluating | Reflecting on the impacts of science       |
| Physics, Chemistry, Biology (Discrete Science MYP 4 &5) | Knowing and understanding | Inquiring and designing  | Processing and evaluating | Reflecting on the impacts of science       |
| Mathematics   | Knowing and understanding | Investigating patterns   | Communicating             | Applying mathematics in real-life contexts |
| Arts  | Investigating             | Developing               | Creating or performing    | Evaluating                                 |
| Physical and Health Education                           | Knowing and understanding | Planning for performance | Applying and performing   | Reflecting and improving performance       |
| Design  | Inquiring and analysing   | Developing ideas         | Creating the solution     | Evaluating                                 |
| Interdisciplinary Learning                              | Evaluating                | Synthesizing             | Reflecting                | NA   |
| Personal Project  | Planning                  | Applying skills          | Reflecting                | NA   |

# Individual Development Plan

## What is an IDP (Individual Development Plan)?

An Individual Development Plan (IDP) is a roadmap students create to set goals, focus on strengths, and improve weaknesses. With an IDP, you're intentionally working to boost skills and knowledge for your career. It helps you keep track of progress and set new goals every trimester.

### Who makes the IDP?

The students make their own IDPs and share with their respective homeroom teachers and parents.

### Why goal setting is important?



## How do we train students in Goal Setting?

We train students in goal setting by:

- Introducing the concept and importance of goal setting.
- Teaching the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).
- Guiding self-reflection to identify meaningful goals.
- Breaking down goals into manageable tasks.
- Helping create action plans with deadlines.
- Monitoring progress and adjusting plans as needed.
- Providing ongoing support and encouragement for persistence and resilience.

## Who all have access to the IDP documents?

The students share their IDP plans with their respective homeroom teachers; that way the homeroom and the coordinators will have access to the documents.

## How do we track the progress of goals?

01

### Define Metrics:

The school identifies specific metrics such as exam scores, attendance rates, and student feedback to gauge progress towards academic goals.

02

### Regular Check-Ins:

HRTs, Subject teachers and career counsellors hold monthly meetings to review each student's performance, discuss progress and make any necessary adjustments to the plan.

03

### Documentation:

The school maintains detailed records of student achievements, teacher interventions, and any changes to curriculum or teaching methods in response to progress or challenges.

04

### Adjust as Needed:

Teachers remain flexible in their approach by providing additional support, or offering enrichment opportunities based on student performance and feedback.

05

### Seek Feedback:

The school encourages open communication with students, parents, and staff members through surveys, parent-teacher conferences to ensure alignment with community expectations and address any concerns promptly.

## What are the different levels in the subject of Language Acquisition?

Language Acquisition has three levels: Emergent, Capable, and Proficient.

### How are students placed in these levels?

- **Returning Students:** At the beginning of the academic year, teachers conduct a Prior Knowledge Assessment (PKA) in listening, reading, speaking, and writing. This assessment can be formal (tests) or informal (observations). It may use previous student work or uninformed methods (without prior knowledge of the student's level) to get a well-rounded picture of the student's proficiency. Based on the PKA results, teachers will recommend the most suitable level for the student to continue with for the year.
- **New Students:** Students new to the school will be placed in a level based on their previous language exposure in Group 2 (previous grades). Based on this information, the teachers will determine the appropriate level (Emergent, Capable, or Proficient).

## Can students change their language?

**Change of Language:** Students who wish to switch languages within Group 2 at any grade level may be allowed to change at the discretion of the respective coordinator. This decision will be based on the student's prior language experience and their potential for success in a new language.

## Can students change their level?

Yes, students can change their level, but ideally, this happens at the end of the academic year.

- **Mid-Year Level Changes:** In exceptional cases, a student's teacher may recommend a level change after discussion with the Head of Department and the MYP Coordinator. This decision will be based on the student's progress and their potential for success in a new level.
- **End-of-Year Level Changes:** Level changes are more likely to occur at the end of the academic year when teachers have a more complete picture of the student's abilities. This allows for a smoother transition into the following year's program.

### Who should I contact if I have questions about my child's level placement?

Please contact your child's language acquisition teacher or the MYP Coordinator for any questions regarding level placement.

# Design

In the Middle Years Programme (MYP), Product Design and Digital Design are integral components of the curriculum, offering students an opportunity to explore and develop their creativity, critical thinking, and problem-solving skills. These subjects are compulsory until MYP 3 and then become optional in MYP 4 and 5, allowing students to pursue their interests and strengths.

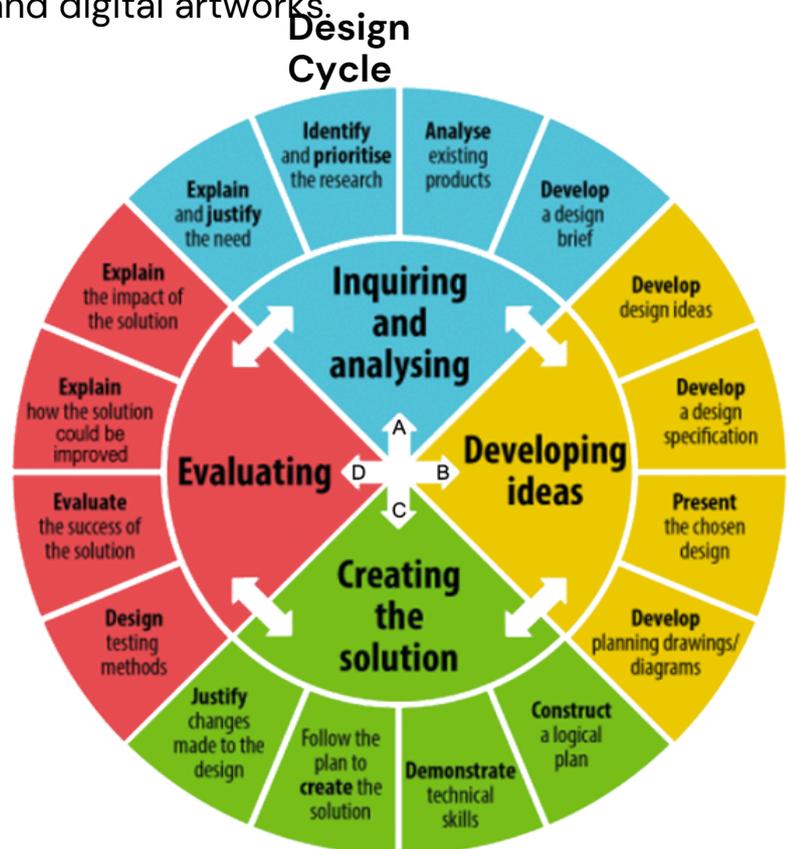
Throughout the MYP, students engage in hands-on projects and design challenges that encourage them to apply design thinking principles and techniques. In Product Design, students learn about the design process, from ideation to prototyping, as they create innovative solutions to real-world problems. They explore various materials, tools, and technologies while considering factors such as function, aesthetics, and sustainability.

Students also delve into Computer-Aided Design (CAD) Modelling as a key component of the curriculum. CAD Modelling is an essential tool that allows students to digitally create, visualize, and refine their design concepts in three dimensions.

Similarly, in Digital Design, students delve into the world of digital media and technology, learning about graphic design, app development, website development, coding, and more. They develop their digital literacy skills and explore different software applications to create interactive websites, animations, and digital artworks.

In both Product Design and Digital Design, emphasis is placed on interdisciplinary learning, where students integrate concepts and skills from various subjects to address complex challenges. They collaborate with their peers, receive feedback from teachers, and reflect on their design processes to refine their work.

Overall, Combined Design in the MYP provides students with a rich and engaging learning experience, equipping them with essential skills and knowledge for future academic and professional pursuits in the rapidly evolving fields of design and technology.



## Personal Project MYP 5

The personal project provides an opportunity for students to undertake an independent and age-appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to demonstrate and strengthen their approaches to learning (ATL) skills. Each student develops a personal project independently.

The personal project is truly personal because each student sets their own goal based on something that they find interesting. Students may draw inspiration from their prior experience in the MYP, such as:

- a global context that they find particularly compelling
- a service as action experience that they would like to build on
- a unit of inquiry that they would like to explore further.

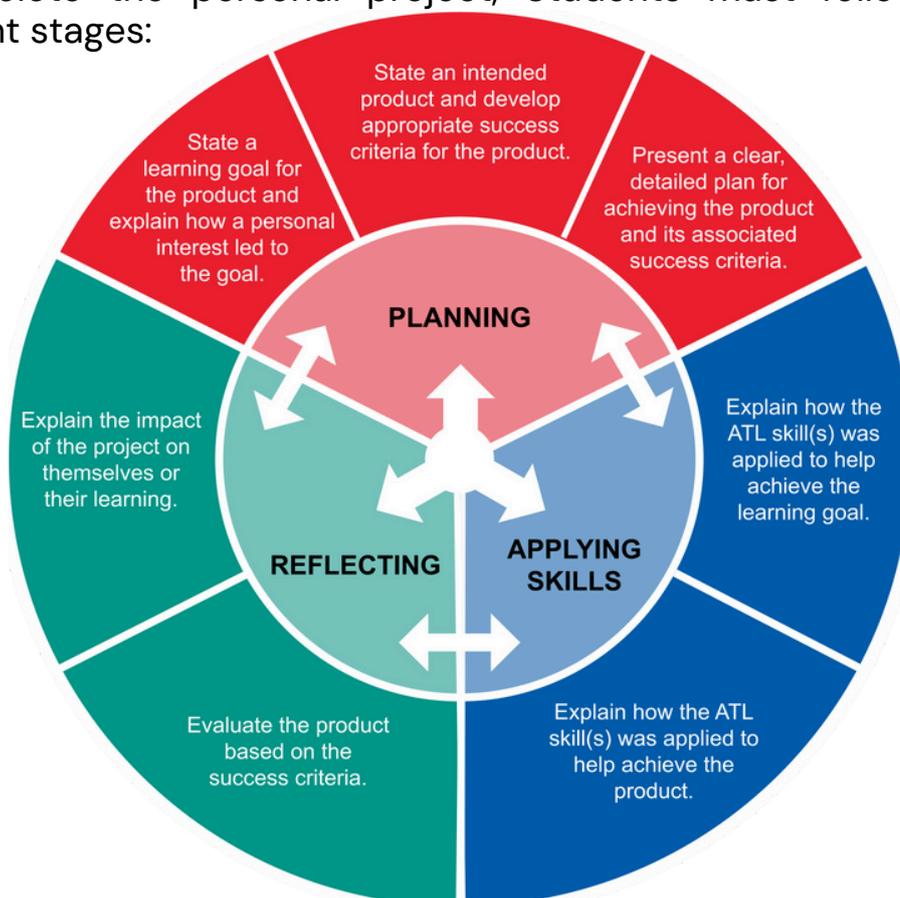
Similarly, students may draw inspiration from their interests and hobbies outside school. They may also consider developing new ones.

The project consists of two interrelated parts:

- a learning goal (what the student wants to learn)
- a product/Service (what the student wants to create)

### Stages

To complete the personal project, Students must follow the three important stages:



## Research Methodology

What are the research methodologies of the IBDP curriculum?

### Research Methodology

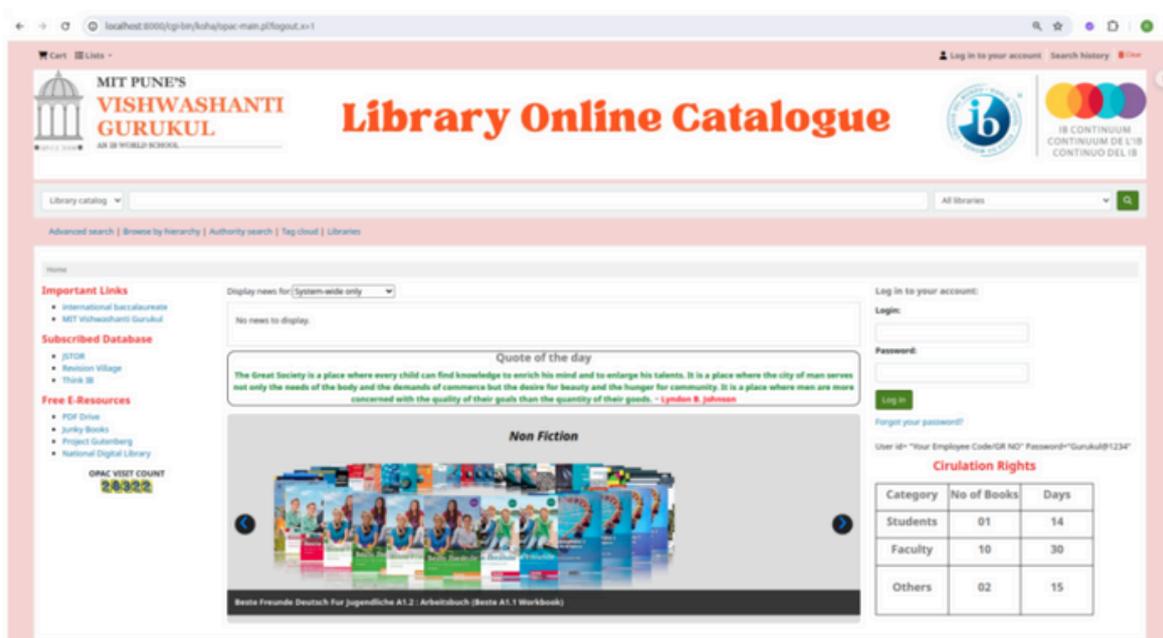
Research methodology in Vishwashanti Gurukul World School is a critical aspect of academic investigation and study. In today's educational landscape, the methodology used in research plays a crucial role in ensuring the credibility and validity of scholarly work. Vishwashanti Gurukul IB World School is known for rigorous academic standards, placing a strong emphasis on research methodology to foster a culture of academic integrity and excellence. Adhering to established guidelines such as the APA 7th style ensures that research is documented and cited properly, while tools like Turnitin help in detecting and preventing plagiarism. By employing robust research methodologies, our school not only upholds academic standards but also equips students with essential skills for their future academic and professional endeavors.

### Research Methodology at MIT Vishwashanti Gurukul School

- Identifying the Research Problem: Clarify the purpose of the study and define the research questions or objectives.
- Review of Literature: Explore existing knowledge and research on the topic to understand its background, theories, and previous findings.
- Formulating a Hypothesis: Develop a testable statement or prediction based on the research problem and literature review.
- Designing the Research: Decide on the research design (e.g. experimental, correlational, qualitative) and select appropriate methods and tools for data collection.
- Sampling: Determine the target population and select a representative sample to study.
- Data Collection: Gather data using various techniques such as surveys, interviews, experiments, or observations.
- Data Analysis: Analyze the collected data using appropriate statistical or qualitative methods to draw meaningful conclusions.
- Interpretation of Results: Interpret the findings in the context of the research questions and hypothesis, considering their implications and limitations.
- Drawing Conclusions: Summarize the key findings and assess their significance in relation to the research problem.
- Reporting and Dissemination: Communicate the research process, results, and conclusions through a written report, presentation, or publication.

### Library's Online Catalogue

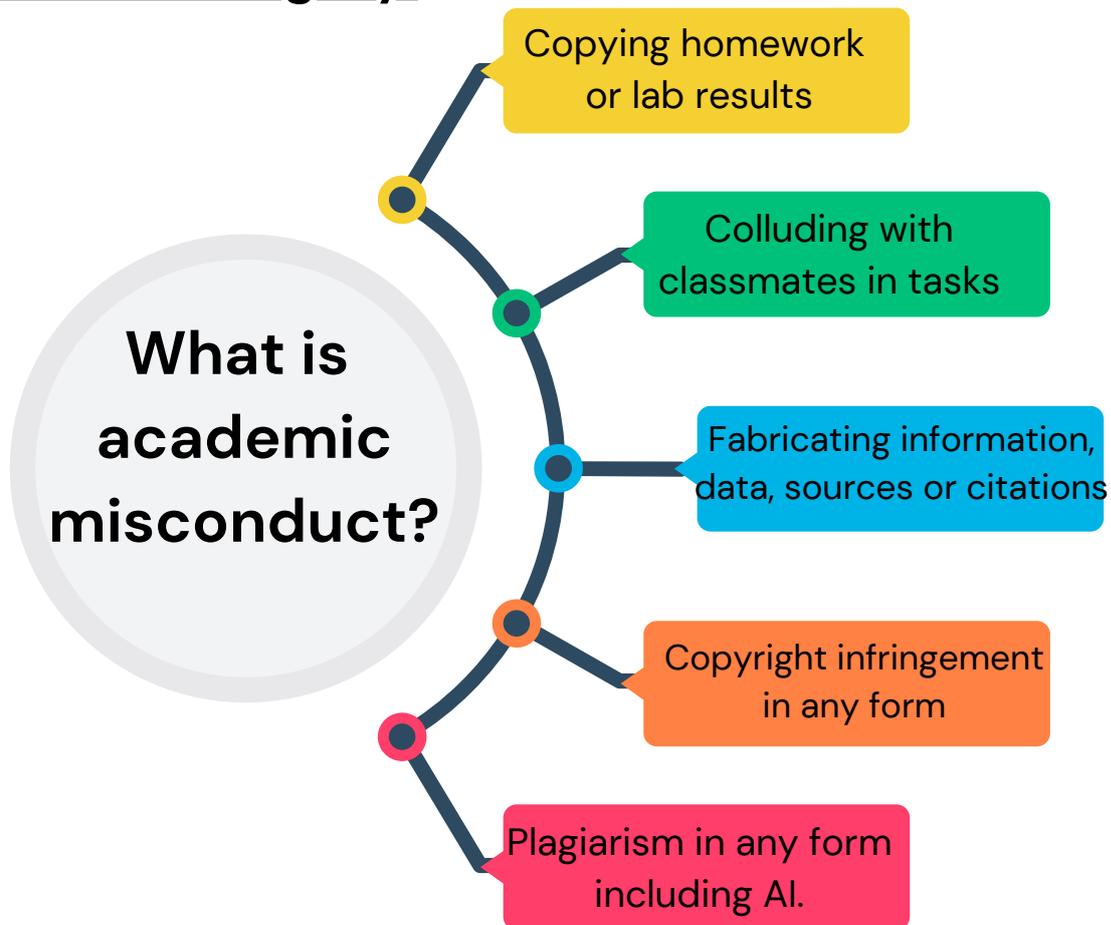
The MIT Vishwashanti Gurukul Library boasts a comprehensive collection comprising approximately 15,000 printed documents, supplemented by printed journals, magazines, and subscribed databases like JSTOR, Think IB, and Revision Village. The library's automated platform serves as an initial research aid for learners. This platform not only displays real-time availability of resources but also facilitates primary research by enabling searches based on author names, titles, and keywords. Additionally, the online catalog system provides metadata published in book inner pages and offers circulation history to users.



### Library's Digital Archive

The preservation and conservation of scholarly content is an asset for any academic institution, such as previously researched documents paving the way for new research and saving the time of researchers by avoiding repeated research on the topic which has already been done. The MIT Vishwashanti Gurukul Library has an in-house digital archive for the same. The internationally acclaimed technology 'DSpace' is developed by MIT University, USA in association with HP Labs, and serves the MIT Vishwashanti Gurukul Library. The archive is arranged according to Writer's Name, Subject area Covered, Year of Publications etc.

## Academic Integrity:



### **How do we check for academic integrity at VGWS?**

Vishwashanti Gurukul has Turnitin as the platform for checking academic integrity of the students deliverables.

Turnitin is an Internet-based similarity detection service which identifies unoriginal work instantly by comparing student submissions against the world's largest collection of internet, academic, and student paper content. Turnitin's easy-to-use Similarity Report to build checks into educator and student workflows that detect and deter plagiarism, and cultivate citizens of integrity across your institution.

The advanced AI writing detection technology is highly reliable and proficient in distinguishing between AI- and human-written text and is specialized for student writing. It is integrated into the school's plagiarism detection workflow for a seamless experience.

Turnitin has compliance with all relevant global education and industry data privacy standards and are SOC-2 certified for privacy, security and availability. This leads to the compliance of privacy of the teachers and the students accounts along with their documents submitted.

# Service As Action (SAA)

## What is Service as Action (SAA) in the MYP?

Service as Action (SAA) is a core component of the IB MYP that encourages students from MYP 1 TO 5 to actively engage in meaningful service activities within their community. It promotes the idea of taking action to make a positive difference in the lives of others and the environment. Service as Action (SAA) is a foundational element of the IB Middle Years Programme (MYP), aiming to develop caring community members who actively work to make a positive impact on others and the environment. It involves engaging with the local community through various projects and activities while reflecting on the experience.

## What is the purpose of SAA in the MYP?

The purpose of SAA is to cultivate students' awareness of their strengths and areas for growth, develop new skills through challenges, and foster a sense of responsibility towards their community. It encourages students to discuss, evaluate, and plan activities, persevere in action, collaborate with others, and consider the ethical implications of their actions.

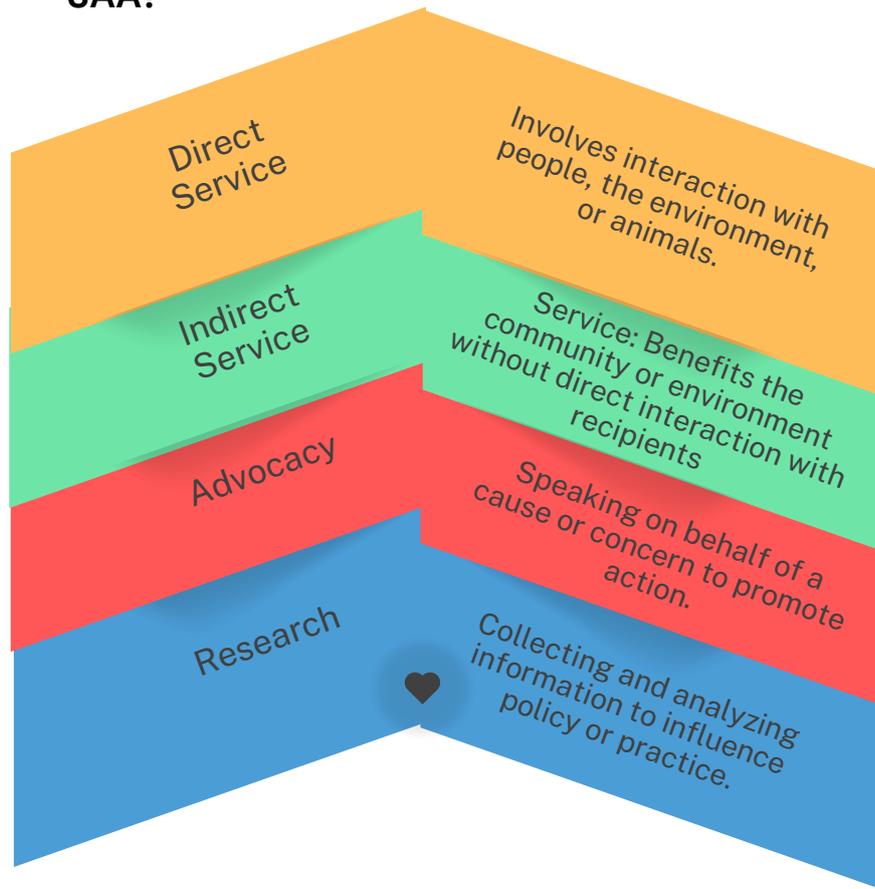
## How does SAA relate to the IB learner profile?

SAA is closely aligned with the IB learner profile, which outlines the attributes that IB learners strive to develop. Through SAA, students have the opportunity to demonstrate attributes such as being caring, principled, and reflective as they engage in service activities. The primary purpose of SAA in the MYP is to foster a sense of responsibility, empathy, and global citizenship among students.

## What are the SAA learning outcomes for service?



## What are the types of services in SAA?



## How is SAA related to the SDG goals?

Service as Action (SAA) activities in the IB MYP closely align with the Sustainable Development Goals (SDGs) as they address local and global issues corresponding to the SDGs, fostering awareness and advocacy among students and the community while promoting a holistic approach to sustainable development. By engaging in SAA, students contribute to the global agenda of achieving the SDGs, advocating for social justice and environmental sustainability, and working towards lasting positive impact in communities, thus embodying the principles and objectives outlined in the SDGs.

## How is SAA related to the ATL skills?

Service as Action (SAA) in IB MYP activities is closely intertwined with the Approaches to Learning (ATL) skills, encompassing communication, thinking, social, self-management, and research skills.

## What are the five stages of SAA?



## How does SAA contribute to the holistic development of students in the MYP?

SAA contributes to the holistic development of students by providing opportunities for them to develop important skills such as communication, collaboration, and leadership. It also fosters qualities such as empathy, compassion, and social responsibility, which are essential for success, both within and beyond the classroom. The purpose of Service as Action (SAA) for an IB MYP student is to cultivate a sense of social responsibility and global citizenship while bridging classroom learning with real-world applications. By actively engaging in service projects, students not only address community needs but also develop essential life skills such as communication, collaboration, critical thinking, and self-reflection. Through SAA, students learn to empathize with others, appreciate diverse perspectives, and become proactive contributors to positive change in their communities. Ultimately, SAA aims to nurture well-rounded individuals who are academically proficient, socially conscious, and compassionate members of society, prepared to make meaningful contributions to the world around them.

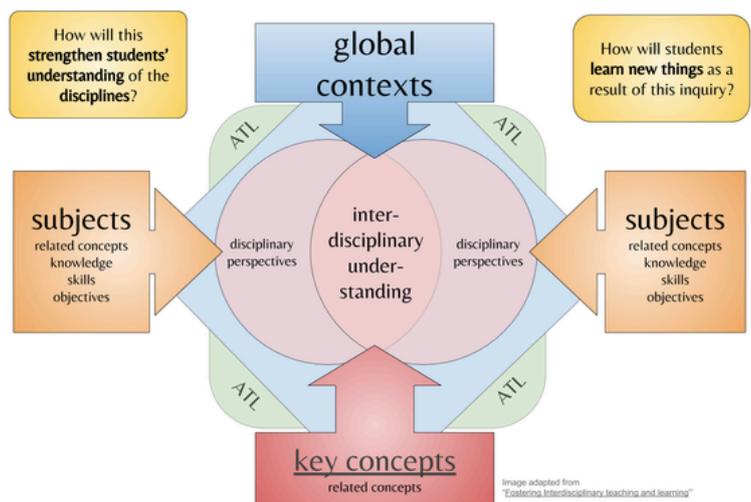
## What is an IDU?

At VGWS, we believe in providing a holistic and engaging learning experience for our students. One of the ways we achieve this is through our Interdisciplinary Units (IDUs). IDUs are an integral part of the International Baccalaureate (IB) curriculum, which we follow, and they offer a unique opportunity for students to explore connections between different subjects and real-world issues.

*Connected curriculum in IB programmes*

| PYP                      | MYP                                       | CP  | DP  |
|--------------------------|---|---|---|
| (3–11 years old)         | (11–16 years old)                         | (16–19 years old)                         | (16–19 years old)                         |
| <b>Transdisciplinary</b> | <b>Disciplinary and Interdisciplinary</b> | <b>Disciplinary and Interdisciplinary</b> | <b>Disciplinary and Interdisciplinary</b> |

In each year of the programme, students are engaged in at least one collaboratively planned interdisciplinary unit that involves at least two disciplines either from the same subject group (for example, history and geography) or from two different subject groups (for example, visual arts from arts, and biology from sciences). In each year of the programme, all the three objectives (every strand) of interdisciplinary learning are addressed at least once per year.



## How are IDUs implemented at VGWS?

At VGWS, IDUs are implemented through a collaborative effort between teachers from different subject areas. Teachers work together to design units of study that integrate their respective subjects in a meaningful way. This collaboration ensures that the IDUs are rigorous, relevant, and engaging for students.

### Benefits of IDUs for students

- Develops a deeper understanding of concepts by exploring them from multiple perspectives.
- Develops mental flexibility that prepares students to be lifelong learners
- Promotes intellectual rigour by providing a holistic approach to the study of real- world issues, ideas and challenges
- Encourages critical thinking and creativity.
- Promotes collaboration and communication skills.
- Helps students make connections between different subjects and real- world issues.
- Prepares students for the challenges of the 21st century by developing skills such as research, analysis, and problem- solving.

### Conclusion

At VGWS, IDUs are an integral part of our commitment to providing a holistic and engaging learning experience for our students. By integrating different subjects and exploring concepts from multiple perspectives, IDUs help students develop a deeper understanding of the world around them and prepare them for success in the 21st century.

## E-Assessment

In the ever-evolving landscape of education, the International Baccalaureate (IB) Middle Years Programme (MYP) stands out as a rigorous and holistic framework designed to empower students with a global perspective and critical thinking skills. At the heart of the MYP lies the e-Assessment, a culmination of students' learning journey in the program. In this handbook, we delve into the intricacies of the IB MYP e-Assessment, providing students with valuable insights and strategies to excel in this pivotal stage of their academic pursuit.

“Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted. ”

(Albert Einstein/William Cameron 1963)

### What does on-screen assessment look like?

On-screen assessment is literally just doing an examination on a computer. It does not mean multiple choice or drag-and-drop (although we can include those if appropriate). The starting point has been to have our current style of examination papers on a computer. From there we will start to improve the assessments by including interactive questions that make the examination more authentic or more accessible for students. In the MYP E assessment, we have already started to explore the potential offered by on-screen assessments.

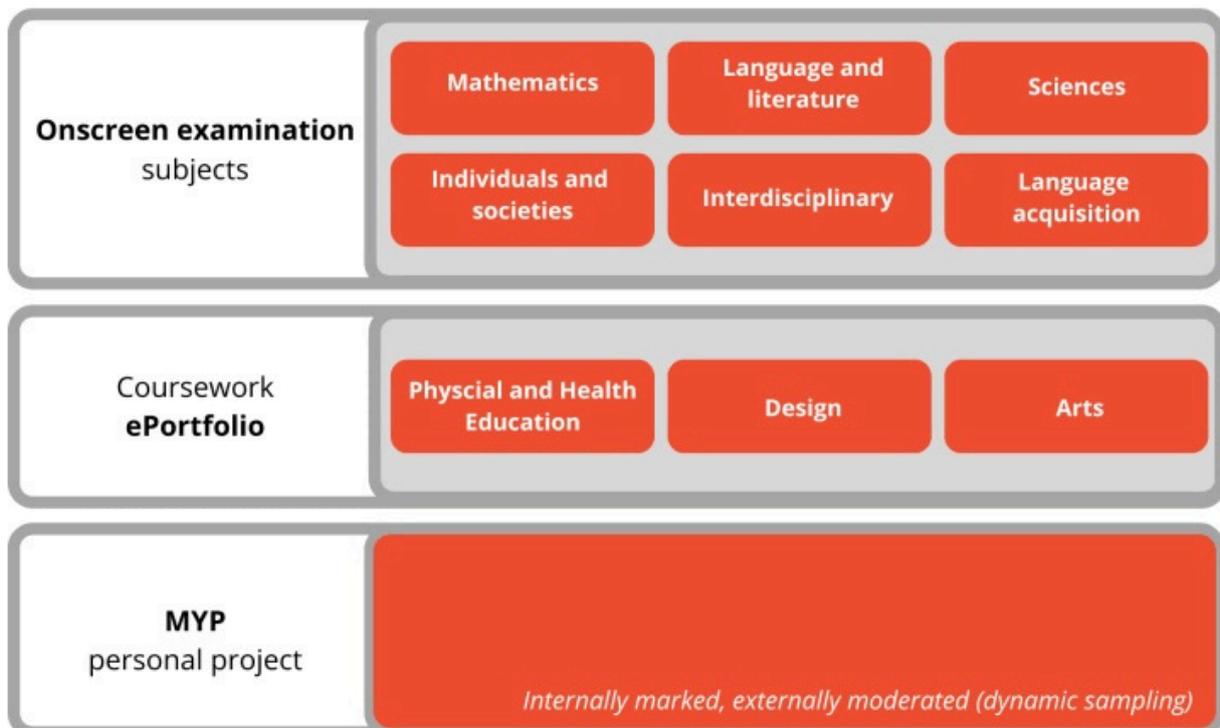
### What is e-assessment?

In practical terms, on-screen assessments mean each candidate needs their own computer in an examination. However, they do not need to be connected to the internet as the examinations are loaded on to the computers beforehand. The current model employed in the MYP is that the examination software “locks down” the computer while it is running and records any occasions where the software is interrupted for any reason (the invigilator can restart in cases of genuine disruption).

# Understanding the IB MYP e-Assessment

The IB MYP e-Assessment is a unique evaluation system that assesses students' understanding and application of the MYP curriculum. It consists of a combination of on-screen examinations, ePortfolios, and collaborative tasks, designed to gauge students' knowledge, skills, and competencies across various subject areas.

- On-screen Examinations:** These assessments are conducted online and are structured to test students' knowledge and understanding of subject-specific content. The examinations typically include a mix of multiple-choice questions, short-answer responses, and extended responses, allowing students to demonstrate their depth of knowledge and critical thinking skills.
- ePortfolios:** The ePortfolio is a digital platform where students curate and showcase their work, reflecting on their learning journey and demonstrating their skills and understanding across different subject areas. It provides students with an opportunity to engage in self-reflection, document their progress, and present evidence of their achievements.



# Preparing for Success in IB MYP e-Assessment

Achieving success in the IB MYP e-Assessment requires careful preparation and a strategic approach. Here are some key strategies to help students navigate this challenging yet rewarding process

- Familiarize Yourself with the Assessment Format:
- Develop Effective Study Habits
- Utilize Available Resources
- Seek Support and Guidance
- Manage Your Time Effectively
- Practice Digital Literacy Skills:
- Stay Calm and Confident

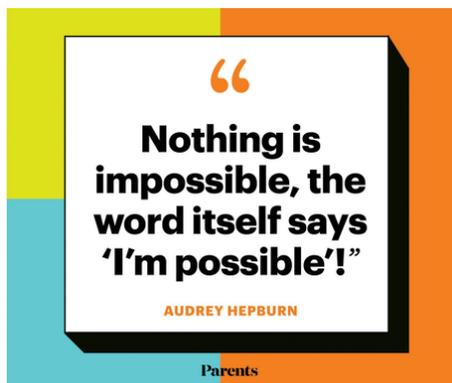


MYP-published assessment criteria are described as holistic, in that they offer general, qualitative value statements about student achievement. Task-specific clarifications are useful in bringing a level of clarity to the assessment criteria. Each task-specific clarification is derived from the published MYP assessment criterion. Task specific clarifications may be given orally or in written form.

## Conclusion

The IB MYP e-Assessment is a challenging yet rewarding experience that provides students with an opportunity to showcase their knowledge, skills, and understanding across various subject areas. By understanding the assessment format, developing effective study habits, utilizing available resources, seeking support and guidance, managing time effectively, practicing digital literacy skills, and staying calm and confident, students can navigate the e-Assessment process successfully and achieve their academic goals. Embrace the journey, stay focused, and remember that your hard work and dedication will ultimately lead to success in the IB MYP e-Assessment and beyond.

## English Language Support Classes



English Language Support Classes are designed to enhance students' language skills and reinforce the fundamentals of language on a weekly basis. These sessions are instrumental in refining language proficiency and grammar usage among students.

The primary aim of these classes is to assist vernacular medium students in building confidence and bridging the language gap. By providing tailored support, students from diverse linguistic backgrounds can navigate the complexities of English more effectively.

Moreover, these sessions offer an additional opportunity for students to delve into foundational concepts and engage in personalized language learning. Conducted by language experts and subject teachers, these classes ensure a comprehensive approach to language development.

Through regular participation in English Language Support Classes, students can sharpen their language abilities, gain confidence in communication, and lay a solid foundation for academic and professional success.

## Reading Program at VGWS

Reading broadens horizons, offering new perspectives and insights while nurturing imagination. It fosters empathy, sharpens minds, and enhances communication. Beyond intellect, it promotes personal growth and connections, empowering individuals to navigate life with wisdom and understanding.



The **more** that you read, the **more** things you will know. The **more** that you learn, the **more** places you'll go.

**Dr. Seuss**

Daily Quotes// taigroup.net

To ensure that our students develop the habit of reading, we have started the Reading Program at Vishwashanti Gurukul. It is mandatory for all students to issue at least one book per month and write their reflections in the reading journals provided to them. (The students can issue up to three books at one time from the library.) These journals will focus on different stages of their reading experiences: initial reading, while reading, and after reading.

Students will also reflect on real-life connections with respect to the books they read. This approach will enhance comprehension and promote critical thinking. Regular entries in the reading journal will reinforce understanding and engagement with the texts, help track progress, and foster self-expression and creativity. In the wise words of 'Edmund Burke' -"To read without reflecting is like eating without digesting."

The students have received the reading journals. This Reading Program aligns with the academic year's planning, where we aim to focus on reading more comprehensively. During summer vacations, students will use these journals to write their reading reflections. We encourage students to issue books from the library regularly and develop the habit of reading every day.



## What is the role of a career counsellor at VGWS?

**Introduction to Career Concepts:** Help students understand different career paths, job roles, and industries.

**Interest Assessments:** Conduct assessments to identify students' interests, strengths, and potential career interests. Organise and train students for PSAT exams.

**Exposure to Careers:** Organize career days, guest speaker sessions, and field trips to provide real-world insights into various professions.

**Subject Selection Advice:** Assist students in selecting subjects that align with their interests and potential career paths, ensuring a well-rounded academic experience.

**Setting Short-term and Long-term Goals:** Guide students in setting realistic academic and career goals, and developing plans to achieve them.

**Help in developing Decision-making Skills:** Teach students effective decision-making strategies to help them navigate choices related to their education and future careers.

**Workshops and Seminars for students and parents:** Conduct workshops for parents to educate them about the importance of career planning and how they can support their children.

**Opportunities for Engagement:** Facilitate internships, volunteer opportunities, summer programs and extracurricular activities that allow students to explore their interests and gain practical experience.

**Transition Preparation:** Prepare students for the transition to the Diploma Programme (DP) or other post-MYP educational paths by helping them understand the requirements and expectations.

**Guide and monitor the creation of online portfolios for the students**



## Do's and Don'ts



### MIT Vishwashanti Gurukul No Bullying Policy

At MIT Vishwashanti Gurukul, an IB World School, we are committed to creating a learning environment where every student feels safe, respected, and valued. Our No Bullying Policy is designed to ensure the well-being and dignity of all members of our school community.

Guidelines:

- **Zero Tolerance for Bullying:** Bullying in any form, including physical, verbal, emotional, social, or cyberbullying, will not be tolerated. This includes teasing, name-calling, spreading rumours, exclusion, intimidation, harassment, or any behaviour intended to cause harm or distress to another person.
- **Support and Reporting:** Students who experience or witness bullying are encouraged to report it promptly to a teacher, counselor, or other trusted adults. All reports will be taken seriously and handled with confidentiality, sensitivity, and respect for the well-being of the individuals involved.
- **Investigation and Intervention:** Upon receiving a report of bullying, the school will conduct a thorough investigation to gather information and determine appropriate actions. Interventions may include counseling, mediation, disciplinary consequences, and support for both the victim and the perpetrator to address the underlying issues and prevent further harm.
- **Prevention and Education:** The school will provide ongoing education and training to students, staff, and parents to raise awareness about bullying, promote positive behaviours, develop empathy and conflict resolution skills, and create a culture of respect and kindness.
- **Consequences:** Students who engage in bullying behavior will face consequences, which may include but are not limited to counseling, disciplinary action, suspension, or expulsion, in accordance with the severity and frequency of the behaviour and the school's disciplinary policies.

By enrolling at MIT Vishwashanti Gurukul, students and parents agree to uphold and support the No Bullying Policy and to work together with the school community to create a safe, inclusive, and nurturing learning environment for all.

Together, we can build a school community where every student can thrive academically, socially, and emotionally, free from the fear of bullying and harassment.



### MIT Vishwashanti Gurukul No Touch Policy

At MIT Vishwashanti Gurukul, an IB World School, we are dedicated to maintaining a safe and respectful learning environment for all members of our community. Our No-Touch Policy is established to ensure the physical and emotional well-being of students and staff.

#### Principles:

1. **Respect for Personal Boundaries:** Every individual has the right to personal space and autonomy over their body. Respecting personal boundaries is fundamental to fostering a culture of mutual respect and safety.
2. **Safety:** Physical contact, even if well-intentioned, can sometimes be unwelcome or inappropriate. Prioritizing safety means refraining from actions that may cause discomfort, anxiety, or harm to others.

#### Guidelines:

1. **No Unwanted Physical Contact:** Students and staff are expected to refrain from any form of physical contact. This includes, but is not limited to, hugging, kissing, touching, patting, poking, or any other form of physical interaction.
2. **Consent:** Respect the autonomy and preferences of others regarding physical contact. Always seek explicit consent before initiating any form of physical interaction, and be mindful of cultural or personal differences in attitudes towards touch.
3. **Professional Boundaries:** Staff members are required to maintain professional boundaries with students at all times. This includes refraining from engaging in any form of physical contact that may be misconstrued or inappropriate in a professional setting.
4. **Exceptions:** In certain situations where physical contact is necessary for safety or medical reasons, such as administering first aid or providing assistance to students with disabilities, contact should be minimal, respectful, and conducted with consent whenever possible.
5. **Reporting and Support:** Any incidents of unwanted or inappropriate physical contact should be reported immediately to a teacher, counselor, or designated staff member. Reports will be taken seriously, and investigated promptly, and appropriate support and interventions will be provided to ensure the well-being of the individuals involved.

By adhering to the No-Touch Policy, we reaffirm our commitment to creating a safe, respectful, and inclusive learning environment where all members of the school community can thrive and feel valued.

### MIT Vishwashanti Gurukul Discipline Policy

Students are the leaders of the future and represent the school. It is, therefore, expected that there is a certain decorum that is followed in the school by the students. Academic discipline implies the necessary foundation of how a student conducts himself/ herself in the school premises.

There is a set of essential agreements that a student body and teachers simultaneously come to that needs to be followed in the school and classroom. This helps them to take the first step of being good human beings.

#### Use of school property:

The students must respect the furniture in the class. This includes the desks and chairs, the blackboard, the WIFI adapter, and the switches. Scribbling on the desks, chairs, and whiteboards is not encouraged. It is important to take ownership to switch off all the lights and fans when the last person leaves the classroom.

#### Reporting time:

Being on time at Gurukul helps students succeed in life by allowing them to plan ahead, establish an effective routine, and be ready for their assignments after attending the roll call in the home rooms. A student who arrives on time is more prepared to handle their daily tasks than someone who waits until the last minute and reports late. This acts as a motivator for them to make other positive adjustments in their student and personal lives and aids in thwarting any early instances of sloth and bad behaviour.

- 01 Discipline helps you stay focused on your goals
- 02 Discipline helps you avoid emotional decisions
- 03 Discipline helps you manage your resources effectively
- 04 Discipline helps you maintain consistency
- 05 Discipline helps you learn from your mistakes

## Accepting the differences– Promoting International Mindedness and embracing the different cultures of the world.

At MIT VGWS, we believe that diversity is not only something to be acknowledged but celebrated. Our commitment to promoting international mindedness lies at the heart of our educational philosophy. In this handbook, we outline our approach to accepting differences, fostering a culture of inclusion, and embracing the rich tapestry of cultures that make up our global community.

### Understanding International Mindedness:

International mindedness is more than just awareness of cultural differences; it is a mindset that values and respects diversity in all its forms. It involves developing a sense of empathy, open-mindedness, and curiosity about the world beyond our immediate surroundings. At MIT VGWS, we strive to cultivate these qualities in our students, preparing them to thrive in an increasingly interconnected world.

### Promoting Acceptance and Inclusion:

Creating an inclusive environment begins with recognizing and challenging our own biases. Through curriculum, discussions, and extracurricular activities, we encourage students to explore their own cultural identities while also learning about and respecting the identities of others. Our aim is to create a safe space where every individual feels valued and supported, regardless of their background.



## **Accepting the differences– Promoting International Mindedness and embracing the different cultures of the world.**

### **Celebrating Cultural Diversity:**

One of the hallmarks of MIT VGWS is our celebration of cultural diversity. From multicultural festivals to guest speakers from around the world, we provide numerous opportunities for students to engage with different cultures and perspectives. By actively participating in these events, students not only gain a deeper understanding of the world but also develop friendships that transcend cultural boundaries.

### **Embracing Global Citizenship:**

As an IB World School, we are committed to nurturing global citizens who are equipped to tackle the challenges of the 21st century. Through service learning projects, we encourage students to take an active role in making a positive impact on their local and global communities. By working together across cultures and continents, our students learn the importance of cooperation and solidarity in addressing global issues.

### **Conclusion:**

At MIT Vishwashanti Gurukul, we believe that diversity is not a barrier but a source of strength. By embracing the differences that make us unique, we can create a more inclusive and harmonious world for future generations. We invite you to join us on this journey towards greater understanding, acceptance, and international mindedness.

## Discover Your Passion, Expand Your Horizons

### IMPORTANCE OF EXTRACURRICULAR ACTIVITIES AT VGWS

Extracurricular activities are integral to the mission and ethos of an IB MYP school, aligning closely with the mission, vision and learner profile attributes of IB and the school. These activities provide students with opportunities to embody characteristics such as being principled, open-minded, and balanced. By participating in a variety of extracurricular pursuits, students develop a strong sense of integrity and ethical responsibility, essential traits emphasized by the IB mission. Moreover, extracurricular activities encourage students to be open-minded by exposing them to diverse perspectives, cultures, and experiences. They promote balanced development by allowing students to engage in physical, creative, and service-oriented pursuits, fostering holistic growth beyond academic achievement. Through these activities, students not only enhance their academic learning but also cultivate lifelong skills and values that align with the IB mission of creating knowledgeable, caring, and internationally-minded individuals.

#### **What are extracurricular activities, and why are they important in an IB MYP school?**

Extracurricular activities refer to activities pursued outside the regular academic curriculum. In an IB MYP school, they hold significant importance as they contribute to holistic student development, aligning with the program's philosophy of fostering well-rounded individuals.

#### **How do extracurricular activities complement the IB MYP curriculum?**

Extracurricular activities complement the IB MYP curriculum by providing students with opportunities to apply the knowledge and skills they acquire in the classroom to real-world contexts. They enhance students' understanding of concepts and promote the development of the IB learner profile attributes such as communication, collaboration, and risk-taking.

## **What are the benefits of participating in extracurricular activities for students?**

Participation in extracurricular activities offers numerous benefits, including:

- Development of leadership skills
- Enhancement of time management and organizational skills
- Promotion of physical and mental well-being
- Opportunities for socialization and making new friends
- Exploration of interests and passions outside the academic realm
- Building of a well-rounded profile for college and career readiness.

## **How do extracurricular activities support the IB MYP's emphasis on international-mindedness?**

Extracurricular activities provide platforms for students to engage with diverse perspectives, cultures, and global issues, thereby promoting international-mindedness. Through activities such as Model United Nations, cultural exchange programs, and service learning projects, students develop empathy, respect, and understanding for different cultures and communities.

## **How can parents support their children's participation in extracurricular activities?**

Parents can support their children's involvement in extracurricular activities by:

- Encouraging them to explore a variety of interests and activities
- Providing logistical support such as transportation and necessary resources
- Attending and actively participating in school events and activities
- Balancing academic responsibilities with extracurricular commitments
- Recognizing and celebrating their children's achievements and contributions outside the classroom.

## **What role do teachers and school staff play in facilitating extracurricular activities?**

Teachers and school staff play a crucial role in facilitating extracurricular activities by:

- Providing guidance and mentorship to student-led clubs and organizations
- Collaborating with external partners and community organizations to offer diverse extracurricular opportunities
- Creating a supportive environment that encourages student participation and engagement
- Recognizing and celebrating student achievements in extracurricular activities through awards, accolades, and public recognition.

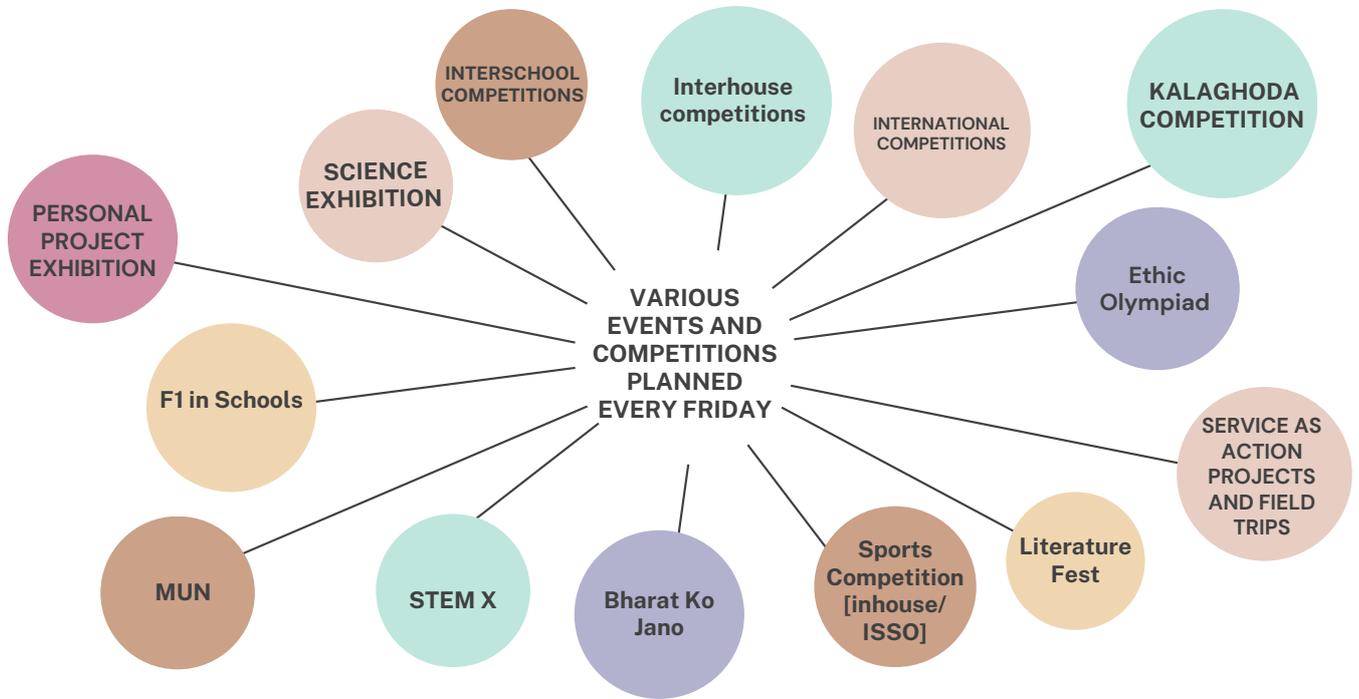
## **How does the school ensure a balance between academic pursuits and extracurricular involvement?**

The school promotes a balanced approach to student life by:

- Offering a wide range of extracurricular activities that cater to diverse interests and passions
- Encouraging students to prioritize their commitments and manage their time effectively
- Providing academic support and resources to help students maintain academic excellence while participating in extracurricular activities
- Encouraging open communication between students, parents, teachers, and school administrators to address any concerns or challenges related to balancing academic and extracurricular commitments.

# EXTRACURRICULAR ACTIVITIES PLANNER FOR THE ACADEMIC YEAR 2024-2025

## VARIOUS EVENTS AND COMPETITIONS PLANNED EVERY FRIDAY



## Discover Your Passion, Expand Your Horizons

Purpose of the skills development program.

This performing arts skill development program provides a comprehensive education that fosters students' creative, intellectual, and emotional growth. Through this program Vishwashanti Guruukul is trying to Promote Cultural Awareness and Appreciation for various performing arts. By engaging in this program students will build confidence and self-esteem through performance and presentation opportunities. They will learn teamwork, collaboration and social skills. Participating in this program will encourage students to explore and develop their creative potential through dance, music, and drama.

This skills development program aims to:

- Create a dynamic and inclusive learning environment that values and nurtures every student's artistic talent and personal growth.
- Develop well-rounded individuals who possess a deep appreciation for the arts, enhanced communication skills, and a strong sense of cultural awareness.
- To develop students' proficiency in dance, music, and drama through structured learning and practice.
- To provide students with opportunities to explore various styles and genres within each discipline.
- Enhance Artistic Skills

## Skills Development In Dance

In this program we are offering Indian classical (Bharatnatyam, Kathak and western dance- Hip-hop, free style, Modern contemporary styles) for students.

For both the Dance styles students will learn the technical and performance skills as follows.

|                         |  |
|-------------------------|--|
| Dance Styles            | Indian Classical (Bharatnatyam, Kathak),<br>Western Dance (Hip-hop, Free Style, Modern Contemporary Styles)    |
| Technical Proficiency   | Dance techniques, Posture and Alignment, Balance and Coordination, Movement techniques, Exploration of styles  |
| Choreography            | Ability to create and compose original dance pieces  |
| Performance             | Skills in stage presence, expression, and audience engagement.   |
| Physical Fitness        | Enhanced coordination, flexibility, strength, and endurance.   |
| Rhythm and Musicality   | Ability to move in sync with music, understand timing, express musical nuances, development of rhythm accuracy |
| Expression and Artistry | Conveying emotion and narrative through dance, developing facial expressions, body language, and dynamics      |
| Interaction with Peers  | Cohesive group performances, partner work, group choreography, and ensemble exercises                          |

## Skill Development In Music

In our music program, students explore various musical genres and instruments tailored to their interests. Vocal subjects encompass Hindustani and Western classical, light vocals, and diverse singing styles. Instrumental options range from tabla and percussion to Western instruments like drums, cajon, guitar, and ukulele, as well as harmonium and piano. Our curriculum harmonizes tradition with innovation, covering music theory, voice culture, production, and sound. Learning extends beyond textbooks through interactive activities, games, and laughter, fostering a lifelong love for music.

|                                       |  |
|---------------------------------------|--|
| <p>Developing Musicality</p>          | <p>Music Listening : Improving listening skills, listening to different genres around the world, cultivating an open-minded attitude, responding. Knowing the Instrument : Knowing the body parts, Creating muscle memory, Taking care of instruments, daily practice.</p> |
| <p>Music Theory</p>                   | <p>Musical notations, Notation styles, History of music, Artist’s biographies. Developing a deep understanding of the subject.</p>   |
| <p>Creating</p>                       | <p>Progressing from imitation to creation, creating new ideas, Improvisations, expressing creatively, creating.</p>  |
| <p>Performance and collaborations</p> | <p>Developing social skills, Communication skills, collaborative skills and teamwork, and building confidence through group performances.</p>  |

## Skill Development In Drama

Participating in drama activities offers a wide range of benefits, impacting personal development, academic performance, and social skills. Learning Drama will teach you how to balance and fosters effective time management. It also teaches students to prioritize and organize well.

|                 |   |
|-----------------|---|
| Acting          | Development of acting techniques, character portrayal, and improvisation skills.  |
| Script Analysis | Exploring and encouraging students to read, interpret, and perform scripts.   |
| Script writing  | Guiding and encouraging students for script writing for performance.  |
| Stagecraft      | Provide knowledge and understanding about stage dynamics and stage production elements such as lighting, sound, and set design. |
| Public Speaking | Enhanced skills in articulation, projection, and audience engagement.   |

## Clubs

At Vishwashanti Gurukul, we're committed to our school's mission of offering resource-based education with global prospects, all while nurturing Indian values and philosophy. Rooted in these principles, our clubs aim to cultivate curious, knowledgeable, and empathetic young individuals who value intercultural understanding and respect. Aligned with MIT Vishwashanti Gurukul's values of holistic education and cultural enrichment, our activities aim to foster a deep appreciation for the arts while nurturing students' intellectual growth and well-being.