

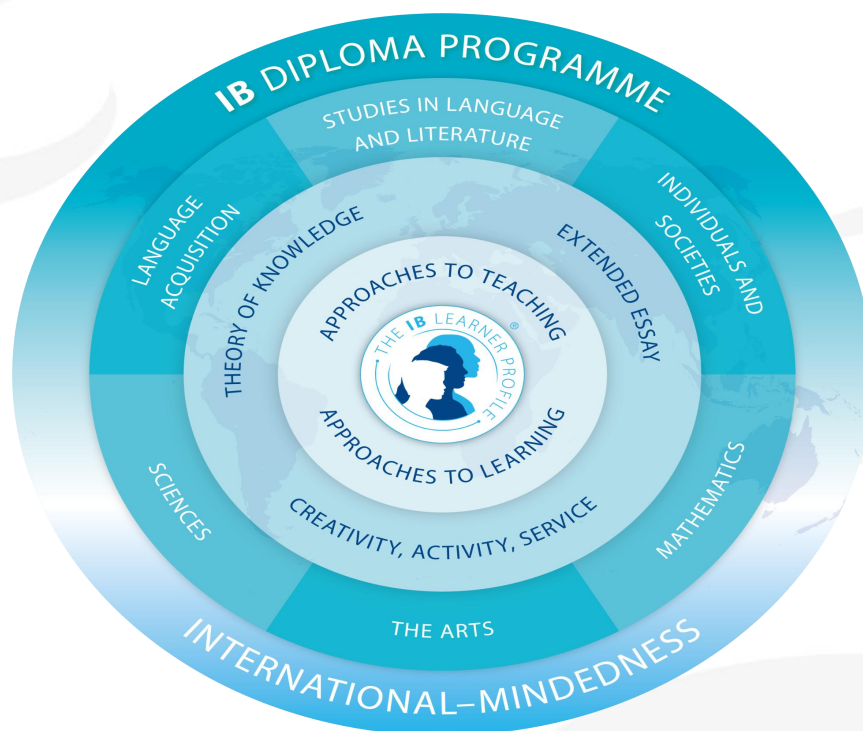


VISHWASHANTI  
GURUKUL  
WORLD SCHOOL



# DP HANDBOOK

2025-2026



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What is the VGWS mission statement?

#### MISSION OF VISHWASHANTI GURUKUL

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.

#### VISION OF VISHWASHANTI GURUKUL

To make 'Vishwashanti Gurukul' a learning community of motivated students with the staff engaged in realizing the children's full human potential and imparting world class education to each student which fosters academic excellence, physical fitness, psychological and spiritual health and social consciousness.



What is IB Learner Profile?

**IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**  
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**  
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**  
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**  
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**  
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.


**CARING**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**  
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**  
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**  
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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### Why did IB adopt the idea of a learner profile?

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be: Inquirers, Knowledgeable, Open Minded, Reflective, Thinkers, Principled, Risk-takers (Courageous), Caring, Communicators and Balanced.

### How do we integrate the IB Learner Profile into our teaching and learning?

The IB Diploma Programme (IBDP) at Vishwashanti Gurukul involves an extensive approach that is in line with the IB philosophy and the unique context of the school in order to integrate the IB Learner Profile into teaching and learning. Encouraging students to become inquisitive, knowledgeable individuals, critical thinkers, effective communicators, principled decision-makers, open-minded global citizens, compassionate members of society, risk-takers, balanced individuals, and reflective learners by applying their knowledge to real-world situations, developing a deep understanding of diverse perspectives and cultures, and providing opportunities to the students for their participation in different events and competitions at local, national and international level is our approach's core. This is complemented by teaching strategies that promote self management, collaboration, reflection, and ethical considerations, preparing the students not only for academic success but also for a life of purposeful contribution to the world.



## How do we assess and reward the development of learner profile attributes during the year?

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At VGWS, we typically assess and reward the development of learner profile attributes through various methods throughout the learning journey, in the following ways:

**Assessment Criteria Integration:** Teachers incorporate the learner profile attributes into their assessment criteria for assignments, projects, and examinations. Students are evaluated not only on their subject knowledge but also on how well they demonstrate these attributes in their work.


**Reflection Activities:** Students are encouraged to engage in reflective activities, such as journaling or portfolio development, where they can assess their own growth in relation to the learner profile attributes. This self-reflection is sometimes accompanied by peer or teacher feedback.

**Extracurricular Activities:** Schools may organize extracurricular activities or service projects that encourage students to demonstrate and develop specific learner profile attributes, such as being caring, principled as well as open-minded communicators. Participation in these activities may be recognized and rewarded.

**Personal Development Plans:** Students create personal development plans that outline goals for growth in academics, sports as well as specific learner profile attributes.

**Integrated Curriculum:** Teachers design lessons and units that intentionally cultivate the learner profile attributes. By weaving these qualities into the curriculum, students have ongoing opportunities to practice and demonstrate them.

**Peer Assessment:** Peer assessment activities can provide students with valuable feedback on how well they are embodying the learner profile attributes. This can include peer evaluations of group work, presentations, or collaborative projects.




By employing these strategies, IBDP schools aim to foster holistic development in students, not only academically but also in terms of their character, values, and interpersonal skills

### How does the IB learner profile help students to set their own goals?

The IB learner profile provides students with a comprehensive framework for personal development, aiding them in setting their own goals. Each attribute within the learner profile, such as being inquirers, knowledgeable, and reflective, offers students guidance on the qualities they should strive to embody. By reflecting on their strengths and areas for growth in relation to these attributes, students can identify specific goals that align with their values and aspirations. The learner profile encourages students to set goals that promote holistic development, both academically and personally. Whether it's improving communication skills, demonstrating greater empathy, or fostering a more balanced approach to learning, the learner profile serves as a roadmap for students to navigate their journey of continuous improvement and self-discovery.

For example: Students can use the learner profile to guide their participation in academic activities, extracurriculars, and service projects. They can set goals that involve demonstrating specific attributes in various contexts, such as being principled in their academic work or caring in their interactions with others.

Overall, the IB learner profile serves as a powerful tool for students to reflect on their values, strengths, and areas for growth, and to set meaningful goals that align with their personal and academic development.



## What is the IB Diploma Programme Model?

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities in India and abroad.



The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK).

This is illustrated by the Diploma Programme model.

Candidates studying for the diploma select six subjects from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

The outermost circle depicts International Mindedness: International Mindedness is integral to the IBDP's mission of developing knowledgeable, compassionate, and principled individuals who contribute to a better and more interconnected world, where being internationally minded is essential for effective global citizenship. The IBDP equips students with the knowledge, skills, and attitudes needed to engage responsibly and ethically in a global society.

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

## What are the subjects Offered at Vishwashanti Gurukul?

The student has to opt for at least three subjects at Higher Level & three subjects at standard level. The selection is one subject from each of the options.

Option	Subject list
Option 1	<ul style="list-style-type: none"> <li>English A Language and Literature HL/SL</li> <li>Hindi A Literature SL</li> </ul>
Option 2	<ul style="list-style-type: none"> <li>Hindi HL/SL</li> <li>French HL / SL / ab initio</li> <li>Spanish HL/SL / ab initio</li> <li>German SL/ab initio</li> <li>English B SL/HL</li> </ul>
Option 3	<ul style="list-style-type: none"> <li>Business Management HL/SL</li> <li>Economics HL/SL</li> <li>Psychology HL/SL</li> <li>Computer Science HL/SL</li> <li>Biology HL/ SL</li> </ul>
Option 4	<ul style="list-style-type: none"> <li>Physics HL/SL</li> <li>Chemistry HL/SL</li> <li>Biology HL/SL</li> <li>Environmental Systems &amp; Societies SL</li> <li>Computer Science HL/SL</li> <li>Design Technology HL/SL</li> <li>Digital Societies SL / HL</li> </ul>
Option 5	<ul style="list-style-type: none"> <li>Mathematics Analysis and Approaches HL / SL</li> <li>Mathematics Applications and Interpretation HL/ SL</li> </ul>
Option 6	<ul style="list-style-type: none"> <li>Visual Arts HL/SL</li> <li>Chemistry HL/SL</li> <li>Business Management HL/SL</li> </ul>

## What is IB Diploma Core?

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In addition to the above subjects, all students wishing to be eligible for the IB Diploma must complete the Core Requirements Theory of Knowledge (TOK), complete an Extended Essay (EE) and all Creativity, Activity and Service (CAS) requirements.

All three parts of the core - extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Programme.

The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.

The interdisciplinary theory of knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.

Participation in the CAS programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students' awareness and appreciation of life beyond the academic arena.

## How to make the right subject choice?

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### Example subject selection

#### What to keep in mind while selecting subjects?

- Students must make the choice of their subjects judiciously after considering several factors.
- They must consider their strengths and interest in the subjects.
- They must also keep in mind the entry requirements for the course in the University they wish to apply to.
- It must be kept in mind that different universities in different countries have different entry requirements.
- It is vital that students make the subject choice after due thought and discussion with parents and UPO.

#### How do we help students in selecting subjects?

- The students are guided in their subject choice by the University Placement Counselor and the DP Coordinator.
- Parents are encouraged to discuss the same with their wards and school.
- Information regarding University entry requirements in India and abroad will be available with the University Placement Counselor.

#### Can students change subjects?

- Students are not permitted to switch subject levels or revise their subject choices beyond the month of August.
- Students must hence make the choice of their subjects after extensive research and in consultation with their parents, teachers, University Placement Counselor and the DP Coordinator.
- Decisions made at this stage will have an impact on their prospects of higher education.

## How is the Assessment and Grading done in IB ?

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The school's assessment procedure aligns with the requirements of the programme and is criterion referenced. The school Assessment Policy found on LMS platform , on Toddle contains detailed information regarding the same. At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

In all the subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers, but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for theory of knowledge and the extended essay.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are principles of the Diploma Programme's assessment strategy. Students are awarded grades on a scale of 1 to 7, 1 being the lowest grade and 7 the highest.

## How are IBDP grades understood within the Indian context?

International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, students applying to Indian universities receive a transcript with IB grades and percentages within 1 working day from the release of results for the May and November session exams. The table below provides the range of IB grades to percentage scores. Universities in India ask for percentage conversion of the predicted grade transcript as well at the time of admission; schools may use this suggested conversion for calculating the equivalent marks on a scale of 1-100 by giving the midpoint of the range indicated for a particular grade.

### IB Grade to Marks Scheme:

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

## What are the core components of the IBDP curriculum?



### Core Components

In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the requirement of theory of knowledge, the extended essay and creativity, activity, service(CAS). A course candidate can now register for one, two or all three core elements.

### Theory of knowledge

A diploma candidate must follow a theory of knowledge (TOK) course. The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across them.

There are two assessment tasks in the TOK course: an essay and a presentation.

The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.

The presentation can be done individually or in a group, with a maximum group size of three. Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Before the presentation each student must complete and submit a presentation planning document (TK/PPD). The TK/PPD is internally assessed alongside the presentation itself, and the form is used for external moderation.

## Extended essay

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A diploma candidate must complete and submit an extended essay (EE), which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 40 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher. The supervisor is generally the subject teacher. For further details regarding the Extended Essay kindly refer to the Extended Essay Handbook.

## Creativity, activity, service

A diploma candidate must engage in creativity, activity, service (CAS) experiences. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Students are encouraged to initiate their own CAS activities. CAS reflections are uploaded on Managebac. For more details kindly refer to the CAS Handbook

## Coherence in the core:

- to support, and be supported by, the academic disciplines
  - to foster international-mindedness
  - to develop self-awareness and a sense of identity.

## How are Special Education Needs addressed in IB?

Inclusive Access Arrangements (IAAs) by the International Baccalaureate (IB) aim to ensure that students with diverse learning needs have equal opportunities to demonstrate their knowledge and skills. IAAs encompass a range of accommodations and adjustments provided to students during IB assessments to support their access and participation.

Here are some common IAAs provided by the IB:

1. **Extra Time:** Students with documented learning difficulties or disabilities may be granted additional time to complete assessments to compensate for their challenges.

2. **Use of Assistive Technology:** Access to assistive technology, such as screen readers, speech-to-text software, or alternative input devices, can be provided to students who require them.


3. **Scribe or Reader:** Some students may require a scribe to write down their responses or a reader to read aloud exam questions. This ensures that the assessment accurately reflects their understanding and knowledge.

4. **Modified Paper Format:** Students may require assessments in a modified format, such as enlarged text or different color contrasts, to better suit their visual needs.

5. **Special Seating Arrangements:** Students with sensory sensitivities or physical disabilities may require specific seating arrangements to optimize their comfort and access during assessments.

6. **Alternative Assessment Formats:** For students with significant disabilities or impairments, alternative assessment formats, such as oral exams, presentations, or portfolios, may be arranged.

7. **Use of Prompt Sheets or Visual Aids:** Some students benefit from the use of prompt sheets, graphic organizers, or other visual aids to support their understanding and organization of information during assessments.




It is important to note that IAAs are not intended to give students an unfair advantage but rather to level the playing field and ensure that assessments accurately measure their knowledge and skills. Schools and IB coordinators work closely with students, parents, and relevant professionals to determine appropriate IAAs based on individual needs and documentation.

#### Overview of the Inclusive Access Arrangements:

The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes. This Access and inclusion policy aims to establish standards and best practices in access and inclusion in IB World Schools so that all students can fully participate in their IB education. All schools are expected to draw upon the principles and practice of provision of access arrangements from this policy to formulate their internal school inclusion policy and practice for learning, teaching and assessment.

#### Access to learning and teaching:

Once a student is admitted into a school, it is the responsibility of the school to meet the student's learning needs. This includes provision of access to learning and teaching with suitable access arrangements. As access arrangements serve to reduce or remove barriers to learning, the first step in planning for access arrangements is to identify the barriers. Observation of the student in the classroom, information from past teachers, parents/legal guardians or the student about previously identified challenges, anecdotal information from parents/legal guardians about what they currently observe at home, combined with reports from professionals such as psychologists and doctors will all help to identify the barriers.



What criteria determine the award of the IB Diploma, and what are the failing conditions?

**Calculation of Diploma points:**

The diploma points are calculated by adding together the grades achieved from each of the six subjects and the core. Candidates receive a grade of 1-7 for each subject and up to three points for the core elements (EE and TOK). Standard level (SL) and higher level (HL) subjects are equally valued in determining the candidate's final points. To achieve a diploma, students must earn at least 24 points and have met the conditions listed below.

The highest score that a candidate can achieve is 45 points. The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core.

## Core points matrix:

For TOK and the EE, candidates receive a grade from A to E. The third element of the core, CAS, does not receive a grade. Completion is assessed by the school.

Candidates can earn between zero and three points towards the overall diploma points. The number of points is calculated using the table below.

		Theory of knowledge				
		A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

## Conditions for achieving the diploma

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A candidate can only receive an IB Diploma if the following conditions are met.

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- The candidate does not have a grade 2 awarded 3 or more times.
- The candidate does not have a grade 3 awarded 4 or more times.
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

## How does the University Placement work?

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Our school is dedicated to assisting students in their journey beyond the Diploma Program, providing comprehensive guidance for domestic and international university applications. Our placement office offers personalized support ensuring students are well-prepared for the application season. The counselors' engaging sessions encompass a comprehensive guide to standardized tests, delving into the variation of higher education across diverse nations. Our counselors also cover essential profile-building techniques, refining essay writing skills, and many other valuable insights to empower student's academic journeys. To go deeper into our comprehensive university placement services, please take a look at our detailed University Placement Handbook.

## What are the research methodologies of the IBDP curriculum?

### Research Methodology

Research methodology in Vishwashanti Gurukul IB 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 uphold academic standards but also equip students with essential skills for their future academic and professional endeavors.

### Research Methodology at Vishwashanti Gurukul School

Each learner usually follow these ten steps when researching-



**Identifying the Research Problem:** Clarify the purpose of the study and define the research questions or objectives.



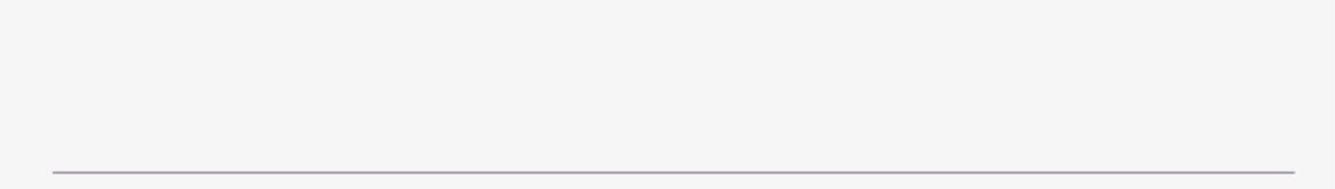
**Review of Literature:** Explore existing knowledge and research on the topic to understand its background, theories, and previous findings.



**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.



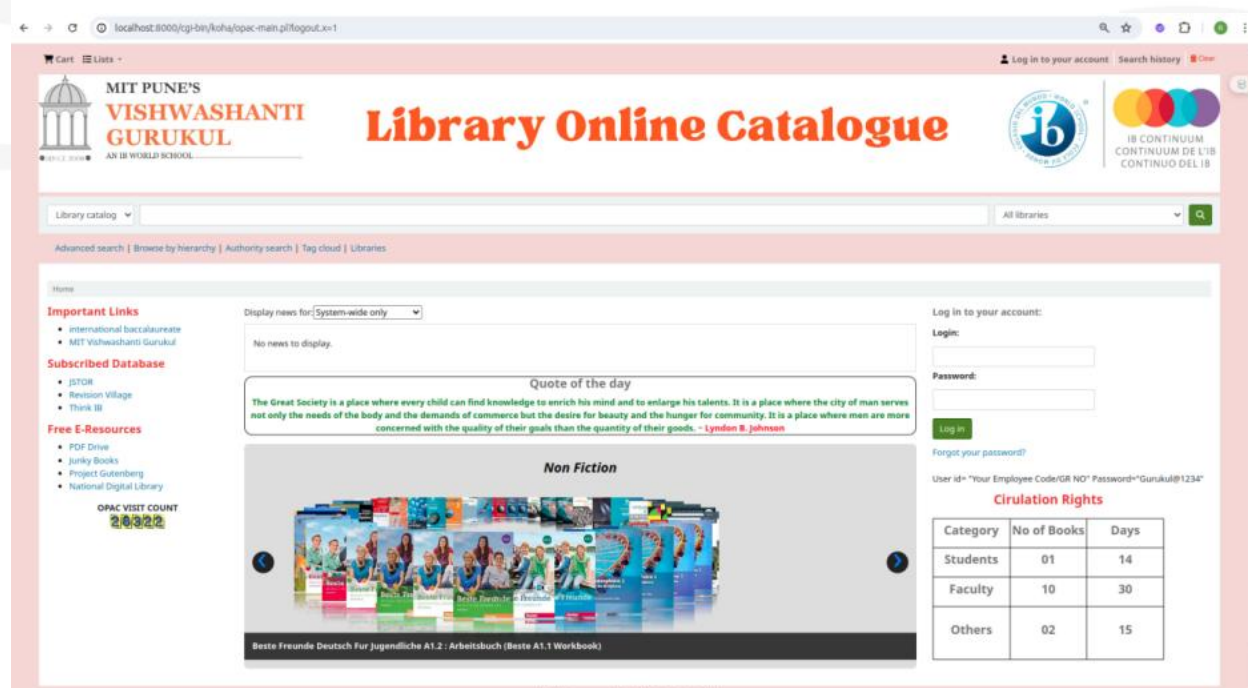
**Reporting and Dissemination:** Communicate the research process, results, and conclusions through a written report, presentation, or publication.



# Role of Library Technologies in Research

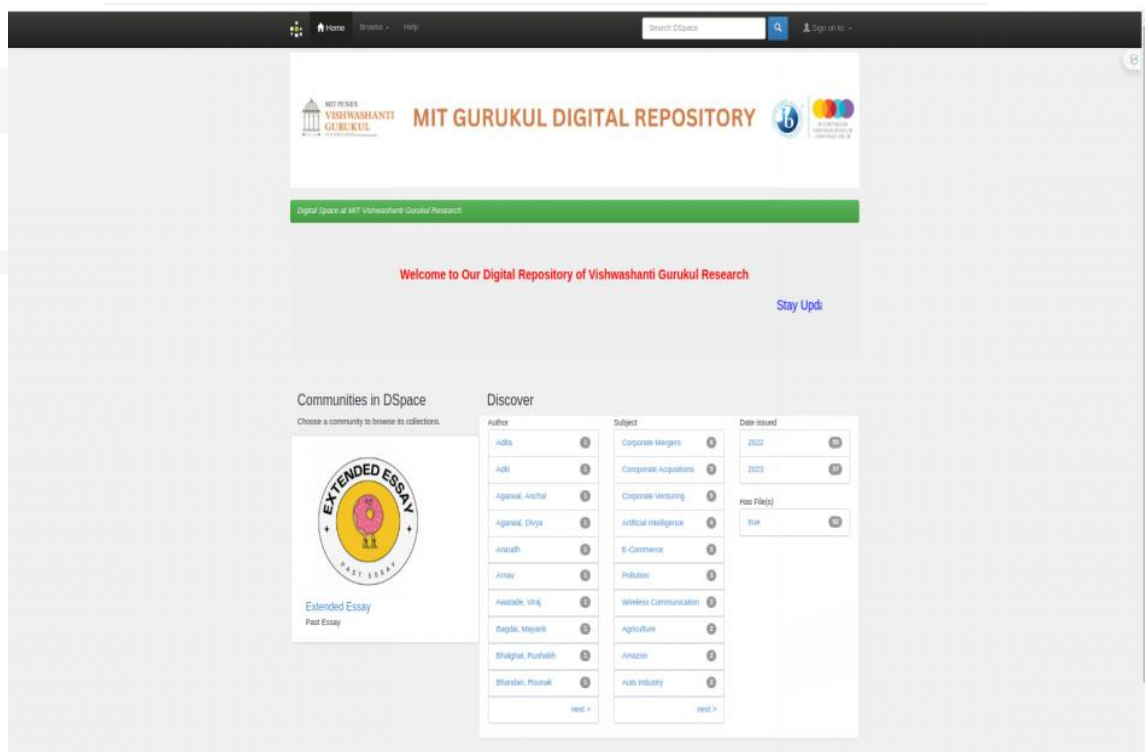
## Library 's Online Catalogue

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 previously researched documents pave the way for new research and save the time of researchers by avoiding repeated research on the topic which have 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 Writers



Name, Subject area Covered, Year of Publications etc.

## What measures ensure academic integrity in the IBDP program?

### Academic integrity

The pillar of Vishwashanti Gurukul IB World School education is academic integrity. As a result, students should adhere to honesty, dignity, and equity throughout their academic journey. Academic integrity also impacts industry virtues and fosters the culture of the same among all individuals involved. The value of academic integrity among students is fundamental to their success and the development of integrity among their peers. It is a way of life at Vishwashanti Gurukul. As part of this tradition, academics are taught self-progress, which encourages honesty in all life journeys and activities.

**Be a content creator, not a content imitator.**

Academic integrity is a responsibility of the whole IB community

Visit our website to find out more: [ib.org/academic-integrity](http://ib.org/academic-integrity)

**Are you completing your IB assignments honestly?**

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB General Regulations: Diploma Programme defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

**EXAMPLES OF MALPRACTICE**

- **Plagiarism** - the representation of the ideas or work of another person as your own.
- **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

**ASK FOR ADVICE**

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

**THINGS TO REMEMBER**

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
- Do it right, remember to cite! Credit where credit is due!

**HOW TO AVOID PLAGIARISM**

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.

The IB takes academic honesty very seriously!

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Although Academic integrity is more ethical in practicing than in a written structured way, yet the school ensures complete academic integrity in practice by using the renowned similarity detector “**Turnitin**”.



## Log in to Turnitin

Email address

Password

Log in

The screenshot shows the Turnitin user interface. At the top, there is a navigation bar with the Turnitin logo and user information. Below the navigation bar, there is a section titled "About this page" with a description. The main content area displays a table of classes for "Vishwashanti Gurukul". The table has columns for "Class Name", "Start Date", "End Date", "Class Summary", "Learning Module", "Age", "Type", and "Status". There are also buttons for "Add Class" and "View Class".

Class Name	Start Date	End Date	Class Summary	Learning Module	Age	Type	Status
Example	10/10/2011	10/10/2011					

## Role of students, teachers and parents in academic integrity:

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### **Teachers** are to ensure that all students

- have a copy, read and understand our school's academic integrity policy, the relevant IB regulations, and possible consequence of academic misconduct;
- suspected instances of student academic misconduct will be reported to the school administration.

### **Students** are to

- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities;
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials;
- abstain from receiving non-permitted assistance in the completion or editing of their work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, paraphrasing programmes, AI chat bots, pre-written essay banks or file sharing websites;
- abstain from giving undue assistance to peers in the completion of their work;
- show a responsible use of the internet and associated social media platforms.

### **Parents and legal guardians** are expected to

- support their children's understanding of IB policies, procedures and subject guidelines;
- support their children in planning a manageable workload so they can allocate time effectively;
- abstain from giving or obtaining assistance in the completion of work to their children.

## Guidance on using AI tool:

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The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use artificial intelligence (AI) tools. AI tools will rapidly become commonplace, but often they are not the most useful piece of software. Text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks.

**Students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own.** Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. **The software must be credited in the body of the text and appropriately referenced in the bibliography.** If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.

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## Guidance on using AI tool:

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In practice, AI tools may be used in the following ways:

- Before writing a piece of work, students should find research material. It is entirely reasonable to use a search engine to do this. AI tools may help in the research process, as they will give students ideas and help them shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.
- **If students use a text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.**
- The in-text citation should contain **quotation marks and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.** The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

## Turnitin

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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.

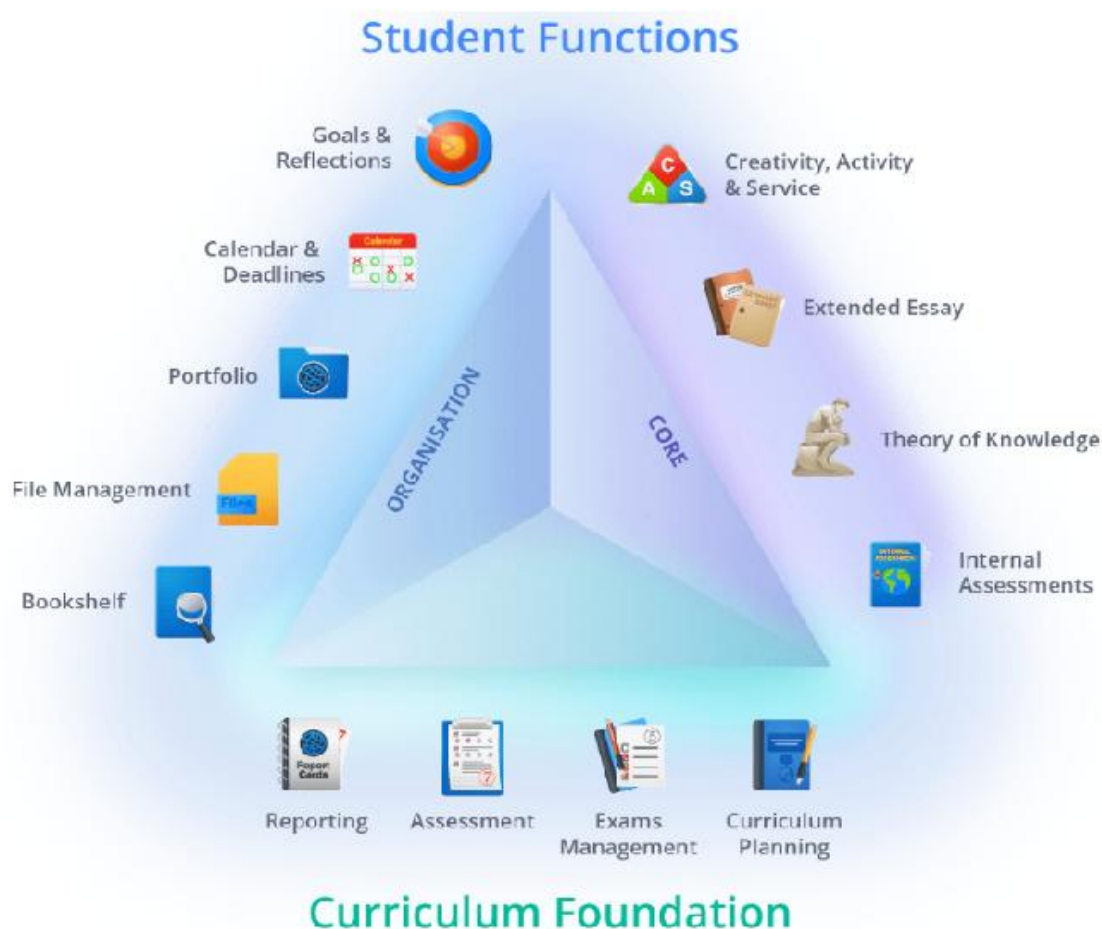
Turnitin has compliance with all relevant global education and industry data privacy standards and are SOC-2 certified for privacy, security and availability. This leads to the compliance of privacy of the teachers and the students accounts along with their documents submitted.

## How is Toddle utilized within the framework of the IBDP ?

Toddle for the IB Diploma provides an all-in-one solution. Toddle provides a mission control for Diploma Core (CAS, EE & ToK) and streamlines all aspects of IB DP coordination from course planning to IBIS exam registration, through to IA management and seamless eCoursework submission.

Parents and students are provided with individual access to Toddle at the beginning of the academic year.

- Student, Parent and Teacher have access
- Each user will have their own login id and password
- The students will be added to their classes in Toddle
- Resources, Announcement, Unit Planners, Assessments are managed
- Term end report cards are generated in Toddle and are downloadable in pdf format.



## Subject Briefs:

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Following are the links to the subject briefs:

Subject	Link
Language A Literature Only SL (Hindi)	<a href="#">Lang A Literature</a>
Lang A: Language and Literature English (HL/SL)	<a href="#">Language A: Language and Literature</a>
Language B (HL/SL)	<a href="#">Language B HL/SL</a>
Language B (ab initio)	<a href="#">Language ab initio</a>
Business Management (HL/SL)	<a href="#">Business Management</a>
Psychology (HL/SL)	<a href="#">Psychology</a>
Economics (HL/SL)	<a href="#">Economics</a>
Digital Society (HL/SL)	<a href="#">Digital Society</a>
Biology (HL/SL)	<a href="#">Biology</a>
Chemistry (HL/SL)	<a href="#">Chemistry</a>
Physics (HL/SL)	<a href="#">Physics</a>
Computer Science (HL/SL)	<a href="#">Computer Science</a>
Design Technology	<a href="#">Design Technology</a>
ESS (SL)	<a href="#">ESS</a>
Math AA & AI (HL/SL)	<a href="#">Math</a>
Visual Arts (HL/SL)	<a href="#">Visual Arts</a>

## GRADE BOUNDARIES:

The grade boundaries set by the IB as per the May – 2023 session.

Higher level overall Grade	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 21	22 - 38	39 - 52	53 - 65	66 - 80	81 - 100

Standard level overall Grade	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 21	22 - 33	34 - 50	51 - 64	65 - 80	81 - 100

Higher level Exhibition Grade	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 16	17 - 20	21 - 24	25 - 30

Standard level Exhibition Grade	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 10	11 - 15	16 - 19	20 - 24	25 - 30

Higher level Comparative Study Grade	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 17	18 - 23	24 - 29	30 - 35	36 - 42

Standard level Comparative Study Grade	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 14	15 - 18	19 - 22	23 - 26	27 - 30

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Higher level Process Portfolio Grade	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 17	18 - 21	22 - 27	28 - 34

Standard level Process Portfolio Grade	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 9	10 - 15	16 - 20	21 - 26	27 - 34

## Deadline Calendar

<u>IA/EE/TOK Deadline Calendar for DP Year-1 &amp;2 (Batch of 2025-2027)</u>		
Month/Year	Date	Submission Component
July 2025	1st Week	Selection of subject Subject orientation and Core components orientation
August 2025	1st Week	Locking the Subject Choices Finalizing the CAs project for individual students
September 2025	16 September 2025	Submission of CAS project by individual students
October 2025	2nd Week	CAS interview
December 2025	9th Dec 2025	Introduction to Extended Essay BY EE Coordinator
December 2025	12th Dec 2025	Writing A Extended Essay proposal to supervisors.
December 2025	15th Dec 2025	Introduction to IA and IO
January 2026	6th January 2026	Eco IA Draft
	8th-9th January 2026	Finalizing the subject and RQ along with the toddle entry
	31 January 2026	Preparation for TOK exhibition
February 2026	27th February 2026	Subject IA finalization
March/ April 2026	31st March /1st April 2026	TOK exhibition
April 2026	7th April 2026	Group 4 project
July 2026	15th July 2026	EE - First reflection

	25th July 2026	Maths IA DP 2 RQ finalizing
		Computer Science IA Experiment
August	1st August 2026	Microeconomics IA final
	21st Aug 2026	<b>VA: 1st draft comparative study</b>
	29th Aug 2026	Bio/ESS IA first draft
September	10th Sep 2026	Psychology IA first draft
	16th Sep 2026	EE interim reflection
	19th Sep 2026	BM first draft
	22nd Sep 2026	<b>Finalizing of TOK titles</b>
October	6th Oct 2026	Macro Eco IA Final draft
	12th Oct 2026	Chemistry IA - First draft
November	9 th Oct 2026	Math IA first draft with Turnitin report
	14th Nov 2026	Psychology IA Final submissions
	18th to 22nd November 2026	<b>English Final Orals</b>
	24th Nov 2026	<b>TOK Essay First Draft</b>
	25th Nov 2026	Biology IA Final ESS IA Final
	30th Nov 2026 30th Nov 2026	DT IA - First Draft CS IA - First Draft
December	2- Dec - 10th Dec 2026	Final Extended Essay (DP2)
	2nd Dec 2026	Chemistry IA - Final draft
	11 Dec 2026	<b>English L&amp;L HL Essay</b>

	14th Dec 2026	Global Economics IA Final
	16th Dec 2026	Physics IA Final submission
January	2nd Jan to 6th Jan 2027	Hindi A literature Final Individual Oral
	9th January 2027	<b>BM IA Final submission</b>
	16th to 20 Jan 2027	Final IO French German Spanish
<b>TOK Essay Final Submission</b>		
February	1st Feb 2027	VA-Comparative Study
	17thFeb 2027	VA - Final Exhibition
	25th Feb 2027	Math Final IA
		CS IA Final Submission DT Final Submission
March	20th March 2027	VA- Final Process Portfolio

## IA/EE/TOK Deadline Calendar for DP Year-2 (Batch of 2024-2026)

Month/Year	Date	Submission Component
July	15th July 2025	EE - First reflection
	25th July 2025	Maths IA DP 2 RQ finalizing
		Computer Science IA Experiment
August	1st August 2025	Microeconomics IA final
	21st Aug 2025	VA: 1st draft comparative study
		Physics IA First draft
	29th Aug 2025	Bio/ESS IA first draft
September	10th Sep 2025	Psychology IA first draft
	16th Sep 2025	EE interim reflection
	19th Sep 2025	BM first draft
	22nd Sep 2025	<b>Finalizing of TOK titles</b>
October	6th Oct 2025	Macro Eco IA Final draft
	12th Oct 2025	Chemistry IA - First draft
November	9 th Oct 2025	Math IA first draft with Turnitin report
	14th Nov 2025	Psychology IA Final submissions

	18th to 22nd November 2025	<b>English Final Orals</b>
	24th Nov 2025	<b>TOK Essay First Draft</b>
	25th Nov 2025	Biology IA Final ESS IA Final
	30th Nov 2025 30th Nov 2025	DT IA - First Draft CS IA - First Draft
December	2- Dec - 10th Dec 2025	Final Extended Essay (DP2)
	2nd Dec 2025	Chemistry IA - Final draft
	11 Dec 2025	<b>English L&amp;L HL Essay</b>
	14th Dec 2025	Global Economics IA Final
	16th Dec 2025	Physics IA Final submission
January	2nd Jan to 6th Jan 2026	Hindi A literature Final Individual Oral
	9th January 2026	<b>BM IA Final submission</b>
	16th to 20 Jan 2026	Final IO French German Spanish
		<b>TOK Essay Final Submission</b>
February	1st Feb 2026	VA-Comparative Study
	17thFeb 2026	VA - Final Exhibition
	25th Feb 2026	Math Final IA
		CS IA Final Submission DT Final Submission
March	20th March 2026	VA- Final Process Portfolio



## School Policies

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Information Directory

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## Frequently Asked Questions

Here are some frequently asked questions (FAQs) for a diploma program:

1. What is a diploma program?
  - A diploma program is a specialized educational program typically offered by colleges or vocational schools. It focuses on providing practical skills and knowledge in a specific field, usually within a shorter timeframe compared to a degree program.
2. How long does a diploma program typically take to complete?
  - The duration of a diploma program varies depending on the institution and the specific program. Generally, diploma programs can range from a few months to two years of full-time study.
3. What are the entry requirements for a diploma program?
  - Entry requirements can vary depending on the institution and the program. However, most diploma programs require applicants to have a high school diploma or equivalent qualification. Some programs may also have specific prerequisites or require applicants to pass an entrance exam.
4. What subjects or fields can I study in a diploma program?
  - Diploma programs cover a wide range of subjects and fields, including business, healthcare, information technology, engineering, hospitality, and many more. There are diploma programs available in almost every industry, providing specialized training for various career paths.
5. Are diploma programs recognized by employers?
  - Yes, diploma programs are recognized by employers, especially in industries where practical skills and hands-on training are highly valued. Employers often appreciate the specialized knowledge and expertise that diploma holders bring to the workplace.
6. Can I transfer credits from a diploma program to a degree program?
  - In some cases, credits earned in a diploma program may be transferable to a degree program, depending on the policies of the institution and the compatibility of the courses. However, this varies between institutions and programs, so it's essential to check with the relevant academic advisors or admissions offices.
7. What are the career prospects after completing a diploma program?
  - Completing a diploma program can open up various career opportunities depending on the field of study. Diploma holders may find employment in entry-level positions related to their area of specialization or choose to further their education by pursuing advanced degrees or certifications.



## Bibliography (APA format)

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<https://www.ibo.org/programmes/diploma-programme/curriculum/>

