



WHY IB?



Image courtesy: <https://blogs.ibo.org/blog/2018/08/31/ib-assessment-through-the-lens-of-the-learner-profile/>

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Why Choose The DP?

The IB DP at SFHS strives to develop students who will build a better world through intercultural understanding and respect. The IB's programs are different from other curricula because they:

- encourage students of all ages to think critically and challenge assumptions
- develop independently of government and national systems, incorporating quality practice from research and the global community of IB schools
- encourage students to consider both local and global contexts and develop multilingual students.

International research shows that there are many benefits to choosing the DP over other 16-19 curricula. For example:

- DP students are better able than their peers to cope with demanding workloads, manage their time and meet the expectations placed on them [1].
- 72% of students taking the DP in China attend one of the world's top 500 universities [1].
- DP students are significantly more likely than their A level peers to attend a top twenty university in the UK and to receive a first-class honors degree [1].

1. <https://www.ibo.org/news/news-list/in-the-ibs-2014-review-of-research-results-find-ib-programmes-to-have-a-positive-impact-on-student-preparedness-for-college-career-and-civic-life/>

Prospects for Tertiary Education



International Education

International universities across the world have rightly recognised the DP as a pre-university program that adequately prepares students for the rigor of tertiary education. The fact that students from **3500 programs across 158 countries submit scores to 3300+ institutions** worldwide is a testament to versatility of the program. In particular, several aspects of the program give a student a head start on their collegiate career, including:

- **Interdisciplinary links** among subjects from different groups, as well as, the ability to combine an in-depth study of the sciences with the humanities. In an interconnected world, students can no longer survive from the vantage point of intellectual confinement and it is essential to explore synergies across disciplines to develop individuals who can innovate holistic, end-to-end solutions.
- **Immersive education through the extended essay**, which strengthens students' skill of independent research and technical writing through the self-directed study. A study at the University of Virginia (UVA) in the United States explored how the experience of completing the extended essay prepares students for university-level research and academic success. In comparison to Advanced Placement (AP) students, former DP students were more likely to report that they: felt prepared for university coursework involving research; had executed a research project at UVA; were proud of their research; intended to conduct future research; and found their IB DP research skills to be important to future success. Given that this is a skill that is not developed formally even at tertiary educational institutes in India, the extended essay helps in contributing to academic knowledge rather than just learning or even interpreting it [2].
- **Experiential learning** through the creativity, activity, service (CAS) program. A study in Argentina, Canada and the United States explored the implementation and impacts of CAS. Both students and coordinators reported a range of impacts of student participation in CAS, including helping students to: develop an ethic of service; become more caring, open-minded and reflective; and develop more self-confidence and maturity [3].

2. <https://www.ibo.org/contentassets/c354b809a8694c4baffd3afa80c56d19/research-dp-core-key-findings-eng.pdf>

3. <https://www.ibo.org/globalassets/publications/become-an-ib-school/research-dp-findings-en.pdf>

Interesting Trivia

- 1000+ colleges across North America have recognition policies, advanced standing, scholarships and college credit for IB DP courses displaying its wide acceptability.
- Results show that 82% of 2013 US DP graduates enrolled in college immediately after graduating from high school, as compared to 66% of all US high school graduates. Three years later, 62% of DP graduates earned a four-year college degree, as compared to 41% of all US students.
- In a tripartite university study conducted between the University of Virginia, University of Hong Kong and the University of Canberra, on average, DP alumni reported higher capacities for a variety of 21st-century skills compared to their non-DP counterparts. IB graduates were also highly positive about their DP learning experiences as preparation for higher education and the development of key skills.

Tertiary Education in India

Much has been spoken about the versatility and acceptability of the DP internationally, but in India, contrary to popular perception, the IB Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India since 1983. This recognition was renewed in 2010 and has been equated with +2 stage (Grade 12) qualification of an Indian Board.

Interesting Trivia

The percentage of transcript requests to Indian universities from IB schools in India has increased substantially from 44% in 2014, 46% in 2015 & 49% in 2016.

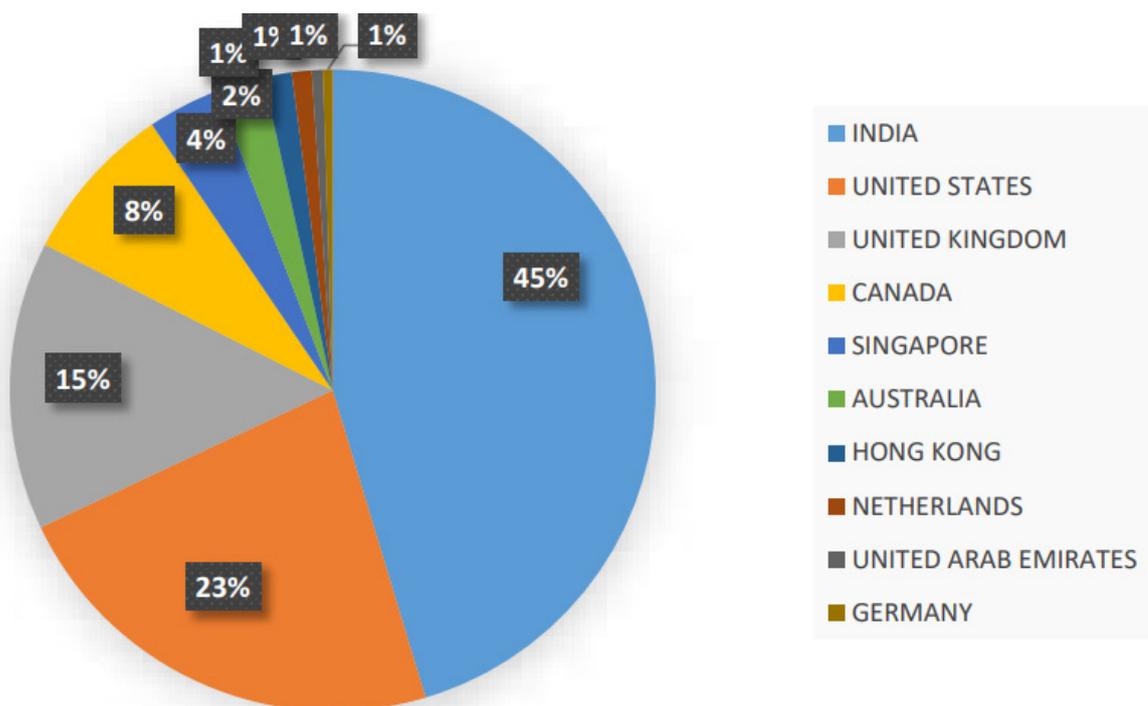
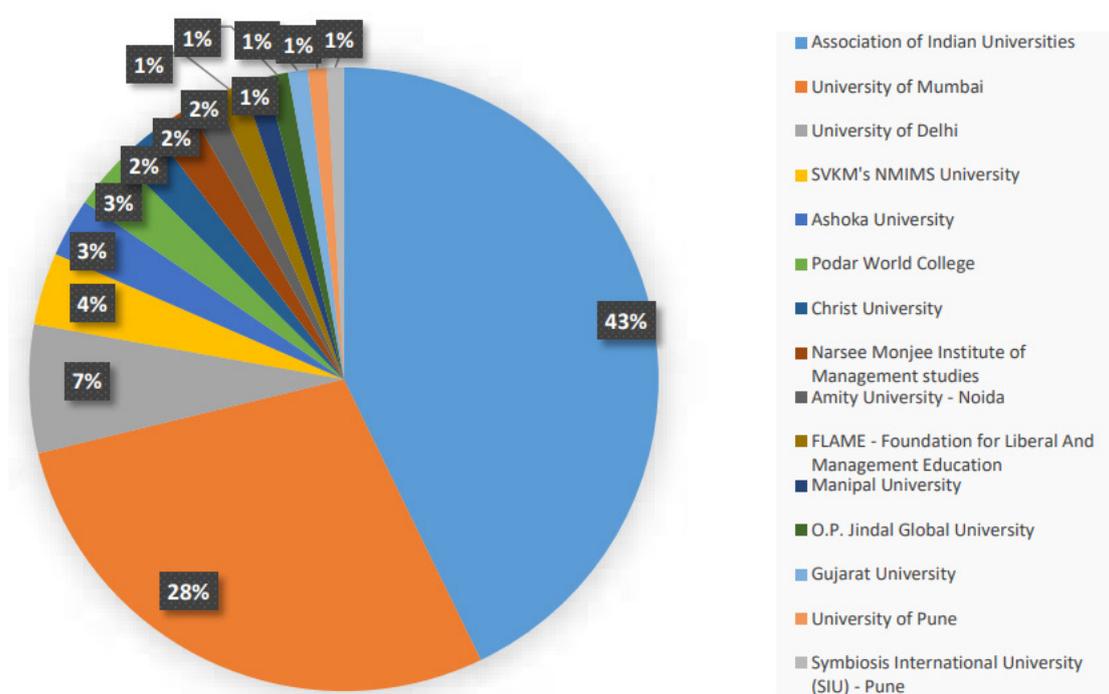


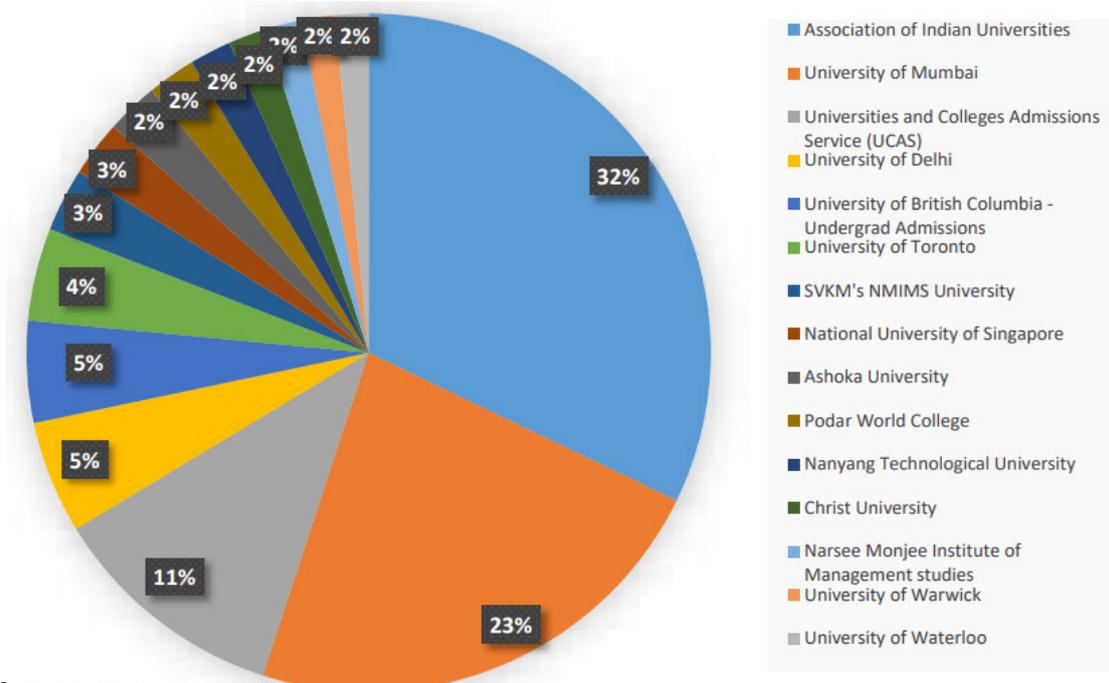
Image courtesy:

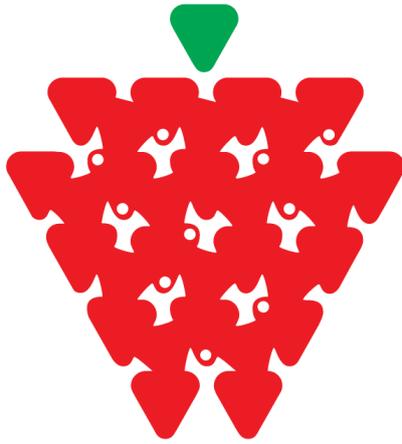
<https://www.ibo.org/contentassets/d883e8b8f46446079f14679a9a6971c3/india-recognition-guide-february-2019-en.pdf>

This increase is in sync with the evolving landscape of education in India, where students and parents are both moving towards a more interdisciplinary and synergistic path of study, with liberal arts universities like Ashoka, OP Jindal and Krea leading the way. In fact, the curriculum of the IB and these contemporary universities share similar pedagogical and assessment practices, while truly celebrating intellectual diversity that the IB exemplifies.



The most popular higher education destinations in India were University of Mumbai, University of Delhi, NMIMS University, University of Pune, Christ University, Ashoka University, Manipal University and VIT University, Amity, FLAME, OP Jindal, Interestingly, 69% of IB DP students in India enrolled at national universities within the country in 2018.





strawberry fields
HIGH SCHOOL

OUR TEAM

IB DP @ SFHS – OUR TEAM

At Strawberry Fields, the IB DP is delivered by an experienced and IB-trained faculty, who is well-versed with the pedagogical requirements and is committed to achieving superior student learning outcomes.



Nisha Kaul

Vice Principal and Head, IBDP, Career Counsellor.

Nisha Kaul, studied Engineering & Business at the University of Pennsylvania, for which she has been an admissions reader and alumni interviewer. Committed to empowering others, upon graduation, she served as a Teach For India Fellow for two years at a low-income government school in New Delhi. She was awarded the prestigious Young India Fellowship from Ashoka University and has consulted extensively at McKinsey & Company as part of their social practice. She remains committed to mentoring students through the college application process, while she aspires to strengthen the alignment of school practices to international standards in education, safety and wellbeing, and professional development.

Smita Satyarthi

Diploma Programme Coordinator

Smita is an engineer by qualification and an educator by choice for the past 10 years. She has been teaching Computer Science with a passion, for the subject and her students, of both the IB DP and the ICSE. She is an examiner for both IBDP and ICSE, a feat that allows her to share best practices across the two curricula. She has a track record of strong student achievement at both the IB DP and ICSE. She has led in-house workshops and is an active member of various IB networks and job-alike forums that strengthen her knowledge of the Diploma Programme. At SFHS, she has also carried out roles of administration that have augmented school systems. She welcomes challenges and looks for solutions with an impressive vigour. With the right combination of a keen eye and a penchant for streamlining systems, she brings her core strengths together as the IB DPC at SFHS.



Swaran Sidhu
IB DP Facilitator

Swaran got involved in the education sector after her own children started international schooling in the United Kingdom. She earned her teaching degree from the University of Sunderland, UK and started her teaching career in the IB Primary Years Programme at the Canadian International School of Hong Kong, where she taught for 7 years before moving to India in 2019. She feels fortunate to be involved with a profession which encourages and requires continuous learning and creativity. In her free time, she enjoys swimming and exploring hiking trails.



Rajinder Kaur
English A Language and Literature and TOK Educator

Rajinder has 18 years of teaching experience in various parts of India, where she has taught the IB DP curriculum in well-known institutions in Chennai and Mumbai. An IB DP Examiner and Moderator, Rajinder has found her passion in perpetuating the IB philosophy, pedagogical practices and learner profile attributes among students, and brings her curriculum-specific expertise to the program at SFHS.



Madhu Sharma
Hindi Educator

With a teaching experience of 28 years, Madhu has been associated with SFHS since 2006, and has driven the IB DP Hindi curriculum at the school. An ICSE examiner, she is committed to helping students explore the synergies across the two curricula and facilitate their expression. She is dedicated towards developing students into more knowledgeable and caring young individuals who will create a better and more peaceful world through intercultural understanding and respect.



Aditi Satyapal

French Educator and CAS Coordinator

Being a certified French trainer, Aditi have taught students of CBSE, ICSE and IB Boards. Prior to joining SFHS, she has was teaching French at the Maven Edu Institute. She has successfully completed the Category II workshop for French ab initio and is currently pursuing the Advanced Diploma in French from Punjab University. She is committed to helping students experience different avenues for engagement and development in her position as the CAS Coordinator.



Mehak Bhalla

French Educator

A dentist by profession, café-owner by choice and a language educator by passion , Mehak has been a part of the school since 2012. She teaches both ISC and IB DP students and believes in inspiring her students to seamlessly communicate in the language. In the classroom, she brings to life her learnings from her immersive educational experience in France. Her characteristic patient attitude is what helps her students maximize their academic performance.

Ritu Pande

History and TOK Educator

Ritu is a certified International educator for IB History, IB TOK and CIE. She has also been an IBDP History examiner since 2017. She started as a teacher for national curriculum, and after a decade plus of teaching at various levels, upgraded her qualifications to understand the trends of global education to keep students aligned with integrated skills and competencies. She brings to SFHS her teaching experience of 20+ years.



Shivani Dwivedi
Economics educator

Shivani completed her M.Com in 2012 and qualified UGC-NET in 2013. She brings to SFHS a teaching experience of 6 years at tertiary education institutes in the region. Passionate about the real-world applications of her subject, she has attended and presented research papers in different seminars organized by UGC at the national level. She also has one research paper published in an international journal to her credit.



Kanika Chawla
Psychology Educator and Extended Essay Coordinator



Kanika is a certified international educator for IB Psychology, with a teaching experience of 12+ years. She has consistently developed a training approach and course materials according to the grasping power and learning abilities of the students. Her expertise lies in explaining the concepts of psychology by making use of the day-to-day life examples and past instances. She brings to the classroom her belief that every child is unique and deserves a caring, inspiring, and engaging atmosphere in which to grow emotionally, intellectually, and socially.

Neelima Singh
Psychology Educator

Neelima holds a Masters in Psychology from Delhi University. After the initial industrial exposure to multinational companies, she transitioned to teaching, opening the doors for the students to a new realm of Psychology and helping them build their interest in the subject that goes beyond just learning about oneself, but also understanding the environment around them. She strives to develop an interesting and interactive classroom so that education becomes enjoyable.



Preeti Walia

Business Management Educator

A certified international IB educator and an MBA-degree holder, Preeti carries twenty years of teaching experience at undergraduate, post-graduate and senior-secondary levels. She strives to build an expertise in her operational field by way of accelerating learning & innovative practices and believes that the IB provides the right platform for exploration & nurturing creativity.



Jolly Raizada

Biology and Environmental Systems and Societies Educator

Jolly is a fully qualified and experienced Biology and ESS Teacher who has 14 years+ of experience teaching a variety of curricula, including GCSE, CBSE, ISC and IBDP, in India and the UK. She has a Masters degree in Plant Biology from Banaras Hindu University, India, which she has supplemented with a variety of workshops globally. She believes that laboratory activities are an essential component of the science education, which require students to become inquirers, applying their own skills and creativity. She brings a range of tools, resources and best practices as a result of her active interactions with educators from different countries.



Puja Goyal

Chemistry Educator

A certified international educator for IB Chemistry, Puja has completed her B.Sc. (H.S.) and M.Sc. (H.S.) from Panjab University. She has previously taught the CBSE and ICSE curricula and has enjoyed the transition to International Baccalaureate curriculum, which, she believes offers students a broader academic experience.



Rajinder Singh Randhawa
Physics Educator

Rajinder brings learnings from his vast teaching experience of 23 years to the DP at SFHS, where he has married his in-depth subject knowledge with the outward looking pedagogical practices of the IB. He holds an M.Sc. with a research interest in High Energy Physics and, with his Category II certification, looks forward to inspiring students to innovating solutions by leveraging fundamental principles.



Arshpreet Kaur
Physics Educator

Arshpreet holds a PhD in Physics from Guru Nanak Dev University with a research interest in investigating property correlations in tellurite glasses containing heavy metal oxides. She teaches both ISC and IB DP students at SFHS, allowing her to explore the synergies and share best practices between both curricula. She feels most alive in a laboratory setting and strongly encourages her students to engage in experimental physics.

Rakesh Sharma

Mathematics Applications and Interpretations

A certified international educator for IB MAI, Rakesh has previously served as the HoD and Principal at the Indian School, Oman, before working as the Head, CBSE at the Kasiga School, Dehradun and Director, DPS Yamunanagar. Most notably, he has also been an honorary counsellor at the Embassy of India, Sultanate of Oman. With a teaching career that spans over 35 years, he has reinforced his commitment to international pedagogical practices in Mathematics.



Rohit Gupta

Mathematics Analysis and Approaches Educator

Rohit's career in education spans to about a decade within national and international curricula as well as educational services. He holds an engineering degree from PEC, Chandigarh and an MBA from UBS, Panjab University. He has successfully completed the IB Mathematics Category 2 workshop for the new curriculum. He is also part of the International Mathematics IB teachers Community where he has hosted many webinars and educated new teachers about the methodology, resources, pedagogy, books, use of GDC for IB Mathematics. He is focused on developing critical thinking among students.



Geeta Passi

Art Educator

Geeta teaches students of both the ICSE and IBDP and enjoys merging both the curriculum practices to suit their needs. A post graduate from Govt. College of Art Chandigarh, she also brings her experience in advertising and freelancing as a portrait artist. She enjoys teaching art to students in a manner that helps them to understand themselves better and develop a thinking process of their own.