

पुणे जिल्हा परिषद, पुणे

शिक्षण विभाग प्राथमिक

नमुना १

शाळा मान्यतेसाठी स्वप्रतिज्ञापत्र अर्ज
व नुतनीकरण प्रस्ताव साठी

स्व मान्यता मागणी वर्ष २०२५ ते २०२८



महाराष्ट्र शासन राजपत्र असाधारण भाग चार ब, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

संस्थेचा जा.क. VGS/2025/ADMIN/06

दिनांक : 0६/१०/२०२५

परिशिष्ट - दोन

नमुना १

शाळा मान्यतेसाठी स्व-प्रतिज्ञापत्र व अर्ज
(पहा नियम 11 च पोट-नियम(1))

प्रति,
मा. शिक्षणाधिकारी (प्राथ)
पुणे जिल्हा परिषद, पुणे

महोदय/महोदया,

मी सन २००६ या शालेय वर्षाच्या प्रारंभापासून (शाळेचे नाव)
विश्वशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता हवेली, जिल्हा पुणे, या शाळेस स्व-मान्यता
प्रमाणपत्र (नमुना-२) मिळण्यासाठी, वालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क
अधिनियम, २००९ याच्या अनुसूचे मध्ये विहित केलेली मानके व प्रमाणके यांच्या
अनुपालनासंबंधात एक प्रतिज्ञापत्र व प्रपत्रातील अर्ज या सोबत पाठवित आहे.

स्व मान्यता मागणी वर्ष २०२५ ते २०२८

सोबत सहपत्र

स्थळ पुणे

दिनांक ०६.१०.२०२५

M. J. Dharmy

मुख्याध्यापक



आपला विश्वासू,

K. P. Karad

अध्यक्ष/व्यवस्थापक -
शाळा व्यवस्थापन समिती.

महाराष्ट्र शासन राजपत्र असाधारण भाग चार ब, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

क.	शाळेचा तपशिल	
१.	शाळेचे नाव	विश्वशांती गुरुकुल वर्ल्ड स्कूल , लोणी काळभोर, ता हवेली, जिल्हा पुणे,
२.	UDISE Code	27250511603
३.	पञव्यवहाराचा पत्ता	राजबाग, लोणी काळभोर, पुणे 412201
४.	गाव/शहर	लोणी काळभोर
५.	तालुका	हवेली
६.	जिल्हा	पुणे
७.	पिनकोड	412201
८.	दूरध्वनी क्रमांक (एस.टी.डी. कोडसह)	02067560118
९.	शाळेचा ई-मेल	student.section@mitgurukul.com
१०.	फॅक्स क्रमांक	-
११.	जवळच्या पोलिस ठाण्याचे नाव	लोणी काळभोर, पुणे 412201

स्थळ पुणे

दिनांक ०६.१०.२०२५

Aspidharmy

मुख्याध्यापक



P. Karad
अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती.

शाळेचे नाव- विश्वशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता हवेली, जिल्हा पुणे,

क.	सर्वसाधारण माहिती	
1.	शाळा स्थापना वर्ष	2005
2.	शाळा प्रथमतः सुरू केलेचा दिनांक	1 st August 2006
3.	शाळेचे विद्याविषयक सत्र	2006-2007
4.	शाळेची वेळ - पूर्णवेळ	सकाळी 8.00 am ते दुपारी 3.30 pm
5.	शाळेची वेळ - अर्धवेळ	सकाळी 9.30 am ते दुपारी 1.30 pm
	प्रत्येक वर्गासाठी विद्याविषयक शिक्षणाची वेळ	40 मिनिट
6.	प्रत्येक वर्गासाठी मध्यान्ह भोजनाची वेळ	40 मिनिट
7.	प्रत्येक वर्गासाठी क्रीडा व शारीरिक शिक्षणाची वेळ	60 मिनिट
8.	न्यास/सोसायटी/व्यवस्थापन समितीचे नाव	महाराष्ट्र अॅकॅडेमी ऑफ इंजिनिअरिंग अॅण्ड एज्युकेशनल रिसर्च पुणे
9	नोंदणी क्रमांक	
	(क)सोसायटी नोंदणी अधिनियम, 1860 अन्वये	महाराष्ट्र / १३९४ / पुणे / ८३ दि २१ जुन १९८३
	(ख)मुंबई सार्वजनिक विश्वस्त व्यवस्था अधिनियम, 1950 अन्वये	एफ २५५५ पुणे
10.	न्यास/सोसायटी/व्यवस्थापन समिती यांची नोंदणी कोणत्या कालावधीपर्यंत वैध आहे	कायमस्वरूपी वैध

स्थळ पुणे

दिनांक 0६.१०.२०२५

[Signature]

मुख्याध्यापक



[Signature] Karad

अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती.

महाराष्ट्र शासन राजपत्र असाधारण भाग चार ब, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

11	न्यास/सोसायटी/व्यवस्थापन समिती ही खाजगी मालकीची नसल्यावावतचा पुरावा आहे का? संस्था - खाजगी मालकीची नसल्यास प्रतिज्ञापनावर सदस्यांच्या पत्यांसह त्यांच्या यादीची एक प्रत सोवत जोडावी .	(मालकीची आहे)		
12	शाळेचे व्यवस्थापक, अध्यक्ष, सचिव यांची नावे व कार्यालयीन पत्ता .			
नाव		पदनाम	पत्ता	दूरध्वनी क्रमांक
1		2	3	4
प्रा . विश्वनाथ वी कराड		अध्यक्ष	एम आय टी कोथरूड पुणे	02025436 ८१
डॉ सुनिल कराड		व्यवस्थापक	एम आय टी कोथरूड पुणे	02066560 १०१
अर्पित शर्मा		सचिव	विश्वाशांती गुरुकुल वर्ल्ड स्कूल लोणी काळभोर पुणे	02066560१० ३
12		शाळेचे व्यवस्थापक, अध्यक्ष, सचिव यांची नावे व कार्यालयीन पत्ता .		
वर्ष		उत्पन्न	खर्च	शिल्लक/तूट
1		2	3	4
2022 - 2023		१६९६१४७५२ . 0२	२४५६८८५२७ . २१	७६०७३७७५ . १९
2023 - 2024		२८८६१९०९८ . ६२	२९५६७१०६३ . ६२	७०५१९६५ . 00
2024 - 2025		३०२९३६४३३ . ५३	३२३८४०२८४ . ९२	२०९०३८५१ . ३९

स्थळ पुणे

दिनांक ०६.१०.२०२५

M. D. Sharma

मुख्याध्यापक



P. Karad
अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती

महाराष्ट्र शासन राजपत्र असाधारण भाग चार व, ऑक्टोबर 11, 2011/अधिन19.

शाळेचे नाव -विश्वशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता हवेली, जिल्हा पुणे,

ग	शाळेचे स्वरूप आणि क्षेत्र	
1	शिक्षणाचे माध्यम	इंग्रजी माध्यम
2	शाळेचा प्रकार	सह शिक्षण
3	कितवीपासुन कितवीपर्यंत वर्ग आहेत .	Nursery To 12 th
4	शाळा अनुदानित असल्यास, अनुदानाचे प्रमाण व अनुदान देणाऱ्या अभिकरणाचे नांव	लागु नाही
5	शाळा मान्यताप्राप्त आहे का?	होय
6	मान्यता असल्यास, मान्यता देणारा प्रधिकारी, मान्यता कमांक	NOC 4023/C.R. No.263/SM-3 ए.आर. राजपुत
7	शालेय इमारत स्वतःच्या मालकीची आहे किंवा ती भाड्याच्या इमारतीत चालविली जात?	स्वतःच्या मालकीची आहे
8	शालेय इमारत किंवा इतर सुविधा व किडांगणे ही केवळ शैक्षणिक आणि विद्यार्थ्यांच्या कौशल्य विकासासाठी वापरली जातात का ?	होय
9	शाळेचे एकुण क्षेत्रफळ (चौरस मीटरमध्ये)	93016.19 चौ.मी
10	वांधकामाचे एकुण क्षेत्रफळ (चौरस मीटरमध्ये)	30039.08 चौ.मी
11	वर्ग खोल्यांची एकुण संख्या	70 खोल्या
12	अध्यापनाव्यतिरिक्त इतर प्रयोजनासाठी वापरल्या जाणाऱ्या खोल्यांची संख्या	44 खोल्या
13	किडांगणाचे क्षेत्रफळ (चौरस मीटरमध्ये)	32888.04 चौ.मी

स्थळ पुणे

दिनांक 0६.१०.२०२५

Dr. Ashwini
मुख्याध्यापक



U.P. Karad
अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती.

महाराष्ट्र शासन राजपत्र असाधारण भाग चार व, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

शाळेचे नाव - विश्वशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता हवेली, जिल्हा पुणे,

घ. पट नोंदणी

तपशिल	इयत्ता							
	1 ली	2 री	3 री	4 थी	5 वी	6 वी	7 वी	8 वी
विद्यार्थी संख्या	20	21	27	21	34	35	37	75
तुकड्यांची संख्या	01	01	02	02	02	02	02	04
मंजूर शिक्षक संख्या	15 शिक्षक					40 शिक्षक		
मुख्यध्यापक	01 मुख्यध्यापक							

उपरोक्त शिक्षकांव्यतिरिक्त मुख्याध्यापकाचे पद असेल तर त्यांचे नांव व शैक्षणिक अर्हता द्यावी.

ड. भैतिक सुविधांचा तपशिल व वेतनस्थिती

अ.क.	खोल्या	संख्या	सरासरी आकार
1	वर्गखोली	70 खोल्या	3602.77 चौ.मी.
2	कार्यालय खोली/सामानखोली/मुख्याध्यापक खोली	34 /03 / 01 खोल्या	1749.92 चौ.मी 174.27 चौ.मी 33.44 चौ.मी
3	स्वयंपाक घर/भांडार	01 / 01 खोल्या	138.23 चौ.मी 23.78 चौ.मी
4	मुलामुलींसाठी स्वतंत्र प्रसाधन गृह, प्रसाधन गृहांच्या स्वच्छ व आरोग्यदायी स्थितीत वापर करण्यासाठी व त्याची देखभाल करण्यासाठी पुरेशा पाण्याची सुविधा	शौचालय 22 मुतारी 56 कमोड 58	607.96 चौ.मी
5	पिण्याच्या पाण्याची सुविधा	OHW_(Raiwadi well& Borwell) नळ	पिण्याचे पाणी 1,20,000 लिटर वापरण्याचे पाणी २,80,000 लिटर

या सुविधांची उपलब्धता असल्यावावत शालेय व्यवस्थापन समितीने प्रमाणित करावे.

स्थळ पुणे

दिनांक 0६.१०.२०२५

M. L. Karmay
मुख्याध्यापक



S. P. Karad
अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती.

महाराष्ट्र शासन राजपत्र असाधारण भाग चार व, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

शाळेचे नाव - विश्वशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता हवेली, जिल्हा पुणे,

च	इतर सुविधा	
१	सर्व सुविधा विना अडथळा उपलब्ध आहेत का?	होय सर्व सुविधा विना अडथळा उपलब्ध आहेत
२	अध्ययन-अध्यापन साहित्य (सोवत यादी करावी)	आवश्यकतेनुसार पुरेसे साहित्य उपलब्ध आहे
३	किडा व खेळ साहित्य (सोवत यादी करावी)	आवश्यकतेनुसार पुरेसे साहित्य उपलब्ध आहे
४	ग्रंथालयातील पुस्तक सुविधा पुस्तके (पुस्तकांची संख्या) नियतकालिके/वर्तमानपत्रे	१४५०० पुस्तके १३ वर्तमानपत्रे
५	पिण्याच्या पाण्याच्या सुविधेचा प्रकार	नळ
६	स्वच्छता विषयक स्थिती	
	i) संडास आणि मुतारी यांचा प्रकार	कमोड ५८ मुतारी ५६
	ii) मुलांसाठी स्वतंत्र असलेल्या मुता-यांची/शौचालयांची संख्या	कमोड २२ मुतारी ५६
	iii) मुलींसाठी स्वतंत्र असलेल्या मुता-यांची/शौचालयांची संख्या	शौचालय १० मुतारी/कमोड ३६

स्थळ पुणे

दिनांक ०६.१०.२०२५

Arvindharmy
मुख्याध्यापक



U. P. Kasad
अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती

PYP (1st to 5th Class) Teaching Staff Details

Sr.No.	Teacher Full Name	Father's / Spouse's Name	Date of Birth	Educational Qualification	Professional Qualification	Trained or Untrained	Teaching Experience (In Years)	Date of Joining	Classes Taught
1	Rittika Sanyal	Rathin Sanyal	19-07-1997	B.A, B Ed, Diploma in school Management,persuing Master's In English Literature	B.A,B Ed	Trained	5 years	03-02-2024	1-3
2	Neha Satish Gaikwad	Satish Gaikwad	21-09-1994	B.Com, B.Ed , MA in English Literature	B.Com, B.Ed , MA	Trained	7 Years	20-06-2024	Grade 4
3	Anwesha Ray	Prosenjit Dasgupta	31-08-1983	MA	Masters Degree	Trained	10 Years	15-07-2022	Early years and Primary
4	Sophia Rapose	Kirk Rapose	21-09-1980	BA	B.Ed	Trained	24 Years	18-11-2012	PYP 4 and 5
5	Gayatri Chadwa	NA	25-09-1985	B.Tech (Bioinformatics), PG Diploma In Business Administration, PG Diploma In Special Needs Education	B.Tech (Bioinformatics)	Trained	14 Years	09-09-2024	Early years till First year under graduation
6	Chetana Kanhere	Nilkanth Kanhere	31-01-1994	MA Clinical Psychology, NET (Psychology)	Bachelors in Psychology	Trained	7 years	18-07-2022	Early Years to PYP5
7	Aysha Ziya A K	Shahir A K	15-06-2002	Bsc Botany,Bachelors in Special Education	Bachelors in Special Education	Trained	3 months	03-07-2025	Specific students from EY1 to PYP 5
8	Shruti Bhagwat	Ketan Bhagwat	07-01-1995	B.Com, E.C.C.Ed, B.Ed Special Education (Learning Disability), M.Ed. Special Education (Learning Disability)	M.Ed Special Education	Trained	1 year 3 months	06-08-2024	Specific students from PYP and MYP
9	Nazish Alimuddin Shaikh	Alimuddin Shaikh	26-03-1978	Bachelor in Education	BA, B.Ed., Dip. in computer engineering	Trained	20 yrs	08-08-2023	Higher classes, Junior College, PYP 5
10	Deepa Jaiswal	S R Jaiswal	10-04-1973	Masters in Commerce	Masters	Trained	25 Years	24-06-2025	Grade 5, 9, 10, 11,12
11	Swati Nagar	Mr. Brijender Bhargav	2/22/1985	B.A. B.Ed.	B.A. B.Ed.	Trained	11.8 years	4/13/2023	EYP-PYP-MYP3
12	Jayshree Vinayak Indalkar	Vinayak Indalkar	10-07-1981	B.com and B.Ed	B.com and B.Ed	Trained	21 years	9/17/2017	Grade 3, 4, 5, 7 and 8th
13	Deepa Gopaldas Rajwaney	Mr Gopaldas Rajwaney	4/24/1973	B.com, Post graduation in Early Childhood Education,	B.COM AND post graduation in early childhood education	Trained	15 years	6/20/2024	PYP 1, 2 3 and 4
14	Virja Naidu	Krishnakumar Naidu	4/25/2001	SSC, HSC, B.A., B.ED	Bachelors of ARTS (English and Psychology), Bachelors of Education	Trained	2 YEARS	6/24/2025	IGCSE CPP Grade 3
15	Anita Kumari	Father's name: Daroga Dwivei	8/22/1984	B. Com, B. Ed.	Bachelor of commerce and Bachelor of Education	Trained	6.5 years	6/24/2025	PYP 3 and 4

Place - Pune
Date - 08-11-2025

Principal
Vishwashanti Gurukul World School,
Loni Kalbhor, Pune.



MYP & DP(6th to 12th Class) Teaching Staff Details

Sr.No.	Teacher Full Name	Father's / Spouse's Name	Date of Birth	Educational Qualification	Professional Qualification	Trained or Untrained	Teaching Experience (In Years)	Date of Joining	Classes Taught
1	Deepa Bhandari	Amit Kumar	02-05-1989	Post Graduate	M.Sc(Mathematics)& M.Ed	Trained	10 Years	20-06-2024	MYP and DP
2	Maxson Anthony Dpenha	David Dpenha	19-05-1991	Masters in a International Business	Masters	Trained	7 years	19-06-2023	UPO sessions
3	Snehal Tiwari	Dinkar Tiwari	16-04-1993	B.Ed.	Masters in physics	Trained	6 Years	24-06-2025	AS, A levels, IBDP-1 & 2, MYP, IGCSE, CBSE grade 11 & 12
4	Nandini Dhus	Mukund Dhus	01-05-1977	Graduate	B.Com	Trained	14 years	18-08-2022	MYP1, MYP 2, MYP 3, MYP4, DP1, DP2
5	Sangeeta Sharma	Omi Chand Sharma	26-10-1969	M.Sc, B.Ed	Master	Trained	20 years	24-06-2025	Grades 6 to 8 Mathematics
6	Sadbhavna Singh	Shivender Singh	02-07-1993	Masters	MA Eco, M.Ed.	Trained	8 Years	22-08-2022	Grade 9th-12th
7	Dhanashree Patil	Mr. Vikas Nikam	20-10-1985	M.sc, M.ed, M.phil	Masters	Trained	15 Years	25-06-2014	Grade 6 to Grade 12
8	Dr. Abhiruchi Udayan	Mr. Udayan Verma	10-10-1981	Ph.D, M.Sc, MLPM	Ph.D	Trained	5 Years	20-06-2024	11th & 12th, Diploma Programme, MBA
9	Chintamani Warankar	Sunil Warankar	03-02-1999	B.com, MA (Literature), Sangeet Visharad	B.com, MA (Literature), Sangeet Visharad	Trained	2 Years	19-06-2023	EYP 1 to DP 2
10	Neetha Telkar	Girish Navale	26-09-1987	M.Sc, B.Ed	Masters in Industrial chemistry	Trained	8 Years	07-07-2025	8,9,10,11,12 in all curriculum
11	SREEDHAR MANNAM	Bhargavi Chunduri	02-07-1983	M.Sc, M.Ed	B.Sc (Maths, Physics & Chemistry)	Trained	20 Years	04-08-2025	MYP5, DP 1 & DP 2
12	Sandeep Kumar	Preeti Sharma	17-02-1985	Post Graduation	Post Graduate	Trained	12 Years	06-06-2022	MYP 2, MYP 5, DP1, DP2
13	Sivakumar	Vaithyanathan	06-08-1979	MBA(Sports management), NIS - regular, CIDTT, Pgdc, Pgds, black belt in Judo & Karate	PG	Trained	25 Years	05-12-2023	All grades
14	Arti Rahul Belpathak	Rahul Arvind Belpathak	28-02-1978	M.A. in English Literature, Post-Graduation in Bharatanatyam and Kuchipudi. Certification in Dance	MA(ENG) , MA(Bharatnatyam,Kuchipudi)	Trained	25 Years	01-08-2006	DP ,MYP ,PYP from (PYP 3,4, 5, MYP 1,2,3, DP 1 and 2)
15	Dipti Jagtap	Akash Galinde	25-05-1995	Masters of fine Arts specialist in printmaking, portraits and creative design	MFA	Trained	6 Years	20-06-2024	EY , PYP and MYP
16	Riya	Mr. Rupender Singh	12-11-1989	B.A, M.A (Music), Kathak Visharad	Post Graduation	Trained	15 years	20-06-2024	EYP, PYP and MYP
17	Vevek Hajaar	Vishnu	10-07-1985	MA B.Ed	MA B.Ed	Trained	13 Years	01-08-2016	PYP, MYP, IBDP
18	Kartik Sanjay hire	Sanjay dharamaraj hire	14-10-1995	Foundation of art	Diploma	Trained	3 years	20-06-2024	EYP,PYP,MYP
19	Biswajit Dey	Manik Chandra Dey	06-07-1987	Post Graduate	MCA,B.Ed	Trained	8 years 5 months	19-06-2023	MYP1 to DP2
20	Ms. Yashashree Jadhav	Dr. Manohar Jadhav	06-09-2000	BA Psychology, MA Psychology, Diploma in Dynamic Counselling and Psychotherapy	MA - Psychology (Counselling)	Trained	2.5 years (Counseling)	23-06-2025	NA



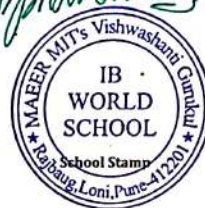
21	Vishnu Sankar Venukumar	Venukumar S	16-03-1992	MSc Mathematics	BSc Mathematics	Trained	10 years	22-07-2025	MYP1, MYP2 AND MYP3
22	Ruchi Ninad Pandit	Ninad Narahari Pandit	18-08-1988	M.Ed, M.A (English Literature)	Master of Education, Master of Arts (English)	Trained	9 years	22-08-2022	Middle School
23	Monalisa Panwar	Bhupendra Singh Sisodia	18-11-1992	B.Ed	Master's In English	Trained	14 years	01-08-2024	MYP 1-4 and 11-12 (CBSE)
24	Priya Dsouza	Austin Dsouza	02-10-1977	BA, B.Ed MA M.Ed	Post graduation in Education	Trained	23 years	10-02-2010	MYP and DP
25	Stuti Vasavada	Father - Mr. Hitarth Vasavada	01-08-1977	Bachelor & Master in Fine Arts	BFA (Painting) & MFA (Graphics)	Trained	23 years	16-06-2016	EY, PYP, MYP, DP, Under Graduate
26	Sourabh Shinde	Mahendra Shinde	04-07-1994	Cinical Psychology	MA	Trained	4 Years	24-06-2025	DPI & DP2
27	Abhijeet Raje	Mayuri Abhijeet Raje	16-10-1989	MSc,MEd	MSc,MEd	Trained	15 years	20-06-2024	9,10,11,12 & graduates & post Graduation,engineering
28	Dhruvkumar Pandav	Rasikbhai	02-12-1997	MA (Political Science - pursuing), B Ed, BE	MA (Political Science - pursuing), B Ed, BE	Trained	10 years	01-02-2025	MYP4-5 for 4 years. MYP1-5 for 1 year.
29	Gourav Tiwari	Santosh Tiwari	26-12-1993	Graduate	Mechanical Engineer	Trained	4 Years	06-08-2024	Grade 3 to Grade 12
30	Poito Jamatia	Bikon Jamatia	06-05-1999	Graduation	BA in music	Trained	4 Years	01-09-2025	1 - 12
31	Daisy Neville Motafram	Mr. Neville Motafram.	22-08-1968	Masters in French +DELF C1+B.Ed	Masters in French, B Ed, DELF C1	Trained	15 Years	24-06-2019	PYP, MYP and Dp 1, DP 2 French BSL
32	Archana K	Rahul Kumar Singh	06-07-1990	M.Sc Applied plant science	M.Sc, B.Ed	Trained	10 Years	27-06-2022	MYP 1-5
33	Ms. Sonali Sandip Joshi	Mr. Sandip Bhalchandra Joshi	23-04-1978	Bachelor of Science (B.Sc.) in Zoology Special Diploma in German (University of Pune) Goethe-Institut (Max Müller Bhavan) - German Language Levels A1 to C1	B.Sc. in Zoology	Trained	8 Years	09-12-2019	PYP 1 to 5, MYP 1 to 5, DP 1 and 2 (Ab initio and SL))
34	Sulagna Das	Sunil Kumar Das	2/28/1990	Post Graduation	Post Graduation	Trained	4.5 Years	07-05-2024	PYP, MYP, DP and CP
35	Preeti Sharma	Sandeep Kumar	06-01-1986	Graduate	Graduate	Trained	12 Years	06-06-2022	PYP 1, MYP and DP
36	Jaya shahi	Jagmohan shahi	3/14/1969	MA MCA	MA MCA	Trained	24 years	07-01-2011	11 and 12
37	Subhojit Roy	Tiasa Dasgupta	02-10-1994	BA ' M A , B.ed	B.A ' M A , B.ed	Trained	5 Years	07-07-2023	9,10,11 and 12
38	Rajendra Singh	Late Mr R B Singh	11/20/1976	MPhil, UGC NET	MPhil	Trained	20 Years	08-01-2023	All
39	MADHULIKA SINHA	RAKESH RANJAN	8/17/1978	B.Ed	M.Sc. PGDM B.Ed	Trained	17	6/20/2024	DP
40	Armeet Kaur Arora	Baljeet Singh	3/23/1988	Master's of Commerce	M.Com.	Trained	10	6/19/2023	11th and 12th
41	Sudhi Gupta	Varun Gupta	9/18/1983	MCA	Master	Trained	10	09-07-2022	DP and MYP



42	Abhijeet Raje	Ramesh Raje	10/16/1989	MSc.MEd	MSc,Med	Trained	16 years	6/20/2024	Grade 9,10,11,12 & Engineering students & postgraduate of master
43	Deepika Kagliwal	Piyush Kagliwal	12/15/1981	MA English	Masters	Trained	18	6/30/2022	10, 11, 12
44	Ayushi Jangalwa	Mr. Ashutosh Soni	6/19/1994	B. Arch. (Architecture)	B. Arch	Trained	8 Years	6/25/2025	MYP 1-5 and DP 1-2
45	Neeru Mittal	S K Mittal	4/29/1975	Post graduate	M.Sc Botany	Trained	24yrs	8/22/2022	10,11,12
46	Yogesh Mohan Patil	Harsha Patil	09-06-1983	M.Sc. Physics with B.Ed	Bachelor of Education	Trained	9	6/23/2025	MYP4, MYP5, DP1 & DP2
47	Arti Rao	R M Najam	9/27/1976	MBA, MA (Eco), B Ed	B Com	Trained	10+	8/17/2023	IBDP1, IBDP2, IBCP1
48	Dhruv Prajapati	Kantilal Prajapati	4/15/1982	M.Sc. Mathematics, B.Ed	M.Sc. Mathematics, B.Ed	Trained	19 years	6/27/2025	DP1, DP2, A Levels, IGCSE
49	Alka Chaturvedi	Samir Chaturvedi	6/27/1973	MSc,BEd	Master of science,Bachelor of Education	Trained	28 years	6/19/2023	DP
50	Tushar Nandkishor Mundhada	Nandkishor Mundhada	11-07-1991	B.E, B.Ed	B.E.(Automobile) and B.Ed.(Maths and Science)	Trained	12	8/22/2024	Grade 1 to Bachelors of Engineering

Place - Pune
Date - 08-11-2025

Principal
Vishwashanti Gurukul World School,
Loni Kalbhor, Pune



Principal Details

Sr. No.	Teacher Full Name	Father's / Spouse's Name	Date of Birth	Educational Qualification	Professional Qualification	Trained or Untrained	Teaching Experience (In Years)	Date of Joining	Classes Taught
1	Arpit Sharma	Nand Lal Sharma	23-01-1989	M.A., M. Phil, MBA	B.Ed	Trained	23 Years	21st June 2022	DP-1 & DP- 2

Place - Pune
Date - 08-11-2025

Arpit Sharma

Principal
Vishwashanti Gurukul World
School, Loni Kalbhor, Pune.



महाराष्ट्र शासन राजपत्र असाधारण भाग चार व, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

ज. अभ्यासक्रम व पाठ्यक्रम -

१. वर्गनिहाय अभ्यासक्रमाचा आणि पाठ्यक्रमाचा तपशिल (इ. ८ वी पर्यंत)

इयत्ता	अभ्यासक्रम व पाठ्यक्रम तपशिल
१ (प्रपत्र - १)	
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२) विद्यार्थ्यांसाठी वापरली जाणारी मूल्याध्यापन पद्धती -

३) शाळेतील विद्यार्थ्यांना इयत्ता ८वी पर्यंत कोणत्याही मंडळाची बाह्य परिक्षा देण्यास भाग पाडले जाते किंवा कसे

स्थळ पुणे

दिनांक ०६.१०.२०२५



[Signature]

मुख्याध्यापक

महाराष्ट्र शासन राजपत्र असाधारण भाग चार व, ऑक्टोबर 11, 2011/आश्विन 19, शके 1933

शाळेचे नाव विश्वाशांती गुरुकुल वर्ल्ड स्कूल

शाळेस मान्यता मिळवण्यासाठी वालकांचा मोफत व स्क्तीच्या शिक्षणाचा हक्क अधिनियम २००९ यांच्या अनुसुचिमध्ये विहित केलेली मानके व प्रमाणके यांच्या अनुपालानासंबंधात

प्रतिज्ञापत्र

- * प्रमाणित करण्यात येते की ,शाळेने या अर्जासोबत जिल्हा शिक्षण माहिती पध्दतीनुसार आधार सामुग्रीच्या नमुन्यात देखील माहिती सादर केली आहे .
- * प्रमाणित करण्यात येते की ,जिल्हा शिक्षणाधिकारी यांनी वेळोवेळी देण्यास भाग पाडलेले असे अहवाल व माहिती सादर करण्याची शाळा मान्यतेच्या शर्तीची सातत्याने परिपुर्ती करण्याबाबत व शाळेच्या कामकाजातील त्रुटी दूर करण्याबाबत खातरजमा करण्यासाठी समुचित प्राधिकरण किंवा जिल्हा शिक्षणाधिकारी यांनी दिलेल्या अशा सुचनांचे पालन करण्याची हमी शाळा देत आहे .
- * प्रमाणित करण्यात येते की ,समुचित प्राधिकरणाने प्राधिकृत केलेल्या कोणत्याही अधिका-याला तपासणीसाठी शाळा खुली असेल .
- * प्रमाणित करण्यात येते की या अधिनियमाच्या अंमलबजावणी संदर्भातील शाळेचे सर्व अभिलेखे जिल्हा शिक्षण प्रधिका-याने वा समुचित प्राधिकरणाने प्राधिकृत केलेल्या कोणत्याही अधिका-यास तपासणीसाठी केव्हाही उपलब्ध असतील आणि केंद्र/राज्य शासन/स्थानिक संस्था किंवा संसद /राज्य विधानसभा/पंचायत किंवा यथास्थिती महानगरपालिका यांच्या प्रति असलेली तीची किंवा त्यांची बंधने पुर्ण करणारे प्रशासन यांना सहाय्यभूत ठरण्यासाठी आवश्यक असेल अशी सर्व माहिती शाळा पुरविल .

स्थळ पुणे

दिनांक ०६.१०.२०२५

[Signature]

मुख्याध्यापक



[Signature]
अध्यक्ष/व्यवस्थापक
शाळा व्यवस्थापन समिती

**RTE निकषानुसार शालेय भौतिक सुविधा
पुरविणेबाबतचे व उपलब्ध असल्याचे हमीपत्र**

मी अर्पित शर्मा मुख्याध्यापक विश्वाशांती गुरुकुल वर्ल्ड स्कूल हमीपत्र देतो की,
आमचे विद्यालयात इ १ ली ते ८ वी अखेर वर्ग असुन १६ तुकड्या संख्या इतके आहेत .
विद्यालयात विद्यार्थ्यांसाठी लागणा-या सर्व शैक्षणिक व भौतिक सुविधा उपलब्ध असतील याची
दक्षता घेण्यात येते .

Arpita Sharma

मुख्याध्यापक

स्थळ पुणे

दिनांक ०६.१०.२०२५



शाळेचे नाव : विश्वाशांती गुरुकुल वर्ल्ड स्कूल

संस्थेने अनधिकृत शाळा अथवा वर्ग चालवित नसल्याचे हमीपत्र

मी अर्पित शर्मा मुख्याध्यापक विश्वाशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता. हवेली जि. पुणे, कारणे सत्य प्रतिज्ञेवर हमी पत्र लिहून देतो की, शाळेत संस्थेमार्फत अनाधिकृत शाळा अथवा वर्ग चालविले जात नाहीत व भविष्यात चालविले जाणार नाहीत. तसेच शाळेस ज्या ठिकाणी शासन मान्यता आहे त्याच ठिकाणी शाळा सुरू आहे.

स्थळ पुणे

दिनांक ०६.१०.२०२५



Arpit Sharma

मुख्याध्यापक

शाळेचे नाव :- विश्वाशांती गुरुकुल वर्ल्ड स्कूल

अग्निशमन यंत्राबाबत हमीपत्र

मी अर्पित शर्मा मुख्याध्यापक विश्वाशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता.हवेली, जि.पुणे, कारणे सत्य प्रतिज्ञेवर हमी पत्र लिहून देतो की, विद्यालयात ए.वी.सी.टाईप 2.0 kg -10 Nos, 3.2 kg – 01 Nos, 4.5 kg – 01 Nos, 5 kg – 60 Nos ची एकूण ७२ अग्निशमन यंत्रे असून ती वापरत आहेत. सदर अग्निशमन यंत्रे दि.२५.०६.२०२२ रोजी पावडर रिफील भरून आणलेली असून त्यांची मुदत १२ महिने आहे. सोवत सर्टिफिकेट जोडलेले आहे.



Arpit Sharma
मुख्याध्यापक

स्थळ पुणे
दिनांक ०६.१०.२०२५

शाळेचे नाव :- विश्वाशांती गुरुकुल वर्ल्ड स्कूल

शासकीय नियमांचे पालन करणेबाबतचे हमीपत्र

मी अर्पित शर्मा मुख्याध्यापक विश्वाशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता.हवेली, जि.पुणे, कारणे सत्य प्रतिज्ञेवर हमी पत्र लिहून देतो की, आमचे विद्यालयात सर्व शासकीय नियमांचे पालन केले जाते व शासकीय नियमांचे पालन करण्यात येईल.

स्थळ पुणे

दिनांक ०६.१०.२०२५



Arpita Sharma
मुख्याध्यापक

शाळेचे नाव :- विश्वाशांती गुरुकुल वर्ल्ड स्कूल

शाळा अनुदानित/विनाअनुदानित/असल्याचे प्रमाणपत्र

प्रमाणपत्र

प्रमाणपत्र देण्यात येते की, विश्वाशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता.हवेली, जि.पुणे, या विद्यालयाची स्थापना २००५ ची असून खालीलपैकी व्यवस्थापन आहे .

शाळा १०० अनुदानित आहे .	नाही
<u>अंशतः अनुदानित आहे .</u>	नाही
कायम विनाअनुदानित आहे .	होय
स्वयंअर्थसहाय्यित तत्वावरील आहे .	होय

स्थळ पुणे

दिनांक ०६.१०.२०२५



M. Prithvi

मुख्याध्यापक

शाळेचे नाव :- विश्वाशांती गुरुकुल वर्ल्ड स्कूल

प्रमाणपत्र (अनुदानित शाळेसाठी)

प्रमाणपत्र देण्यात येते की, (शाळेचे नाव) विश्वाशांती गुरुकुल वर्ल्ड स्कूल, लोणी काळभोर, ता. हवेली, जि. पुणे, या विद्यालया अतिरिक्त शिक्षक दिलेले नाहीत, जे शिक्षक दिलेले आहेत त्यांना रूजु करून घेतले आहेत.

स्थळ पुणे

दिनांक ०६.१०.२०२५




Apurva Dharmani

मुख्याध्यापक

OVERVIEW

Duration of the Unit: 6 weeks

CLASS - 1
PYP - YEAR 1
UNIT - 1

Theme Where We Are in Place and Time	Big Idea Diverse Dwellings 	Specified Concepts Function, Change, Perspective	Date 7 th July to 30 th August, 2025.
Central Idea Uncovering how people adapt and transform spaces into comfortable homes.		Lines of Inquiry <ul style="list-style-type: none"> ● Need for a home ● Homes Around the World ● What makes a place a home. 	
Subject focus Social Studies, Language, Mathematics, Arts.	Additional Concepts Locality, climate	ATL [skills] Research Communication Thinking	
English <ul style="list-style-type: none"> ● Watch videos, listen to audio, and read unit-related stories. ● Show-N-Tell activities ● Digraphs (ch, sh, th, wh) ● Blends (sp, dr, cr, fr, gr, cl, sl, fl, pl) ● Understanding unit-related vocabulary and framing sentences on it. ● Part of speech – Nouns (Common, proper, and pronouns), Verbs 	Mathematics <ul style="list-style-type: none"> ● Number Sense <ul style="list-style-type: none"> ● Writing numbers 1-500 ● Number names 1-100 and above ● Before, Between, and After numbers ● Bigger and Smaller numbers ● Less than, greater than, and equal to (Comparing) 	Social studies <ul style="list-style-type: none"> ● Need for a home – social studies ● Homes around the world – social studies (ancient houses and contemporary houses) ● What makes a place a home – Social studies (Locality, climate) 	



Subject Integration	Teacher-initiated action
<p>Hindi: Learners will develop their communication skills and recite a poem on "Mera Ghar" in Hindi.</p> <p>French/Spanish/German: Learners will develop their communication skills while writing the vocabulary of Homes</p> <p>Marathi- As a part of their speaking skills students will talk about 'My Family'</p> <p>Life skills- Keeping our Home and Surroundings clean</p> <p>Dance: Students will learn dance on the song "My House"</p> <p>ART- Students will create different models of HOMES.</p> <p>Music- Students will develop their skill related to vocal and rhythm.</p> <p>PE-In swimming students explore the idea of "home" by discovering how the pool environment can become a safe and supportive space for learning, movement, and confidence-building in water.</p>	<p>1. Project on designing a house based on SDG.</p> <div data-bbox="890 689 1046 846" data-label="Image"> </div> <p>United Nations Sustainable Goal Development support</p> <ul style="list-style-type: none"> 1. The goal is to make minimum use of electric appliances that emit chlorofluorocarbons and spread awareness about their effects on our health. 2. Minimum use of heaters and coolers. <p>Appliances that emit chlorofluorocarbons include refrigerators and air conditioners.</p> <p>Things that use more electricity are – Iron, heaters, and electric stoves.</p>



<ul style="list-style-type: none"> ● New vocabulary (Sight words) 	Shape and space <ul style="list-style-type: none"> ● Identifying basic 2-Dimensional and 3-Dimensional shapes and their properties. 	
Learning through the Unit - <ul style="list-style-type: none"> ● Inquiry will take place through an inquiry cycle – Kath Murdoch ● Provocation questions, which best suit the inquiry, will be used and recorded. This helps to unfold the inquiry phase wise. ● Math and social studies will be integrated through the lines of inquiry. ● Need for a home – social studies ● Homes around the world – social studies (different types of house) ● Factors that influence house (such as locality and climate) ● Diverse activities and classroom strategies- KWL, think, pair, and share will be used to develop thinking and communication skills. ● Students will make a simple project on a house. ● Students' understanding will be gauged through unit reflections, thumbs up and down activity, and traffic light activity ● New unit-related words will be introduced and learnt. 		
Scope of learning <ul style="list-style-type: none"> ● Students will explore various types of homes and understand the reasons behind their existence. ● This unit provides both learners and facilitators with an opportunity to inquire into different kinds of dwellings and the factors that influence their structure and purpose. ● The unit also encourages individual inquiry, where students will engage in interviews and conduct research to deepen their understanding of homes. 	IB Learner Profile <p>Inquirer Reflective Courageous</p>	



<ul style="list-style-type: none"> ● New vocabulary (Sight words) ● Singular plural 		<ul style="list-style-type: none"> ● Discovering how plants provide us with the essentials like oxygen, food, and natural beauty? ● Ways to take care of plants. ● Our contribution to a healthy environment ● Discovering how plants provide us with essentials like oxygen, food, and natural beauty? ● Ways to care for plants. ● Our contribution to a healthy environment
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Learning Outcome:

- Identify and describe the **characteristics of plants** (size, shape, colour, type etc.).
- Recognize the **basic parts of a plant** (roots, stem, leaves, flowers, fruits, seeds) and their functions.
- Understand the **life cycle of a plant** by growing a plant and observing changes over time.
- Explain the process of **germination** and what a seed needs to grow.
- Describe the importance of **plants for humans, animals, and the environment**.
- Recognize the need to **conserve and care for plants**.

Scope of learning

- The students will explore types of plants and how to take care of them.
- This unit gives the learners a chance to plant their own plants to help them identify and remember the parts of a plant.
- Students will inquire into the characteristics of the plants.
- There is a scope of individual inquiry where students will be Planting seeds, observe the growth and the changes.

IB Learner Profile



Caring
Reflective
Knowledgeable.



Unit 2- OVERVIEW

Duration of the Unit: 8 weeks

CLASS: 1
PYP YEAR - 1
UNIT - 2

Theme Sharing the planet	Big Idea The Green Team	Concepts Form, Function, Responsibility	Date 1st Sep to 16th Oct 2025.
Central Idea Plants have diverse forms and functions, playing a vital role in sustaining life on Earth. 		Lines of Inquiry <ul style="list-style-type: none"> ● Characteristics of plants ● Understanding growth patterns and life cycles. ● Importance of plant conservation for life on earth. 	
Subject focus Social Studies, Language, Mathematics, Science.		Related Concepts Science: Growth, Plants Social studies: Active hope	ATL [skills] Research Thinking Self-management
		Subject Focus	
English <ul style="list-style-type: none"> ● Oxford reading book ● Watch, listen, and read unit-related stories. ● Learn unit-related vocabulary ● Digraphs ● Blends ● Prepositions: in, on, and under, etc. 		Mathematics <ul style="list-style-type: none"> ● Data handling: Collecting /observing and recording data. ● Number Patterns ● Measurement: Measuring the length using scales (Ruler) ● Place Value 	Science and Social Studies <ul style="list-style-type: none"> ● Life cycle of a plant ● Living and non-living things. ● Germination ● Parts of a plant ● What plants need to grow? ● Investigating how plants grow and change over time?

Subject Integration

Additional Language:

Hindi: Learners use their thinking skills and reflect on their learnt vocabulary to find the names of different fruits & vegetables in Hindi, illustrate their vocabulary words, and write their initial sounds.

Marathi: Learning names for different parts of the plant, and flowers in Marathi

Life skills: Trees are our Friends (protecting and conserving the environment)

Art: Students will create a collage using leaves.

Music: In Music, learners will learn simple nature-inspired songs and rhythms, connecting plant growth and care with creativity and joyful expression.

Dance: Students will learn a dance to the music "Green grass grew all around," which shows the growth of a plant.

Drama: Talking Plants - Voices of Nature, where learners will characterise and perform different plants expressing their uniqueness and importance

PE: In Physical Education, learners act like different parts of a plant through movement activities. They perform yoga poses inspired by plants and participate in relay games to represent plant life cycles. They practice breathing exercises while learning about oxygen from plants, engage in outdoor fitness activities near trees, and play team games that involve nurturing plants.

M. P. Dhasam






UNIT OF INQUIRY- OVERVIEW

Duration of the Unit: 7 weeks

CLASS - 2
PYP - YEAR 2
UNIT - 1

Transdisciplinary Theme Where We Are in Place and Time		Date: 7th July- 23rd August 2025 Children Around The World 		UNIT - 1 Central Idea Children's lives have changed over time due to changes in communities, technology, and the environment.	
Lines Of Inquiry An Inquiry into <ul style="list-style-type: none">● How children lived in the past and how they live now● Changes in how children learn, play, and communicate● Reasons for these changes and their effects		Specified Concepts Connection Change, Causation	Subject focus Social studies- Continuity and change for reimagine futures Critical global citizenship and culture Arts - Responding Drama - Space Dance - Movement		Language – Oral, Visual and Written
Additional Concepts Social studies- Active Hope, adaptation. Diversity, voice and values Music - melody, mood		ATL Skills Social Communication Research		IB Learner profile Open-minded Communicator Inquirer	

Signature



- Learners will be able to complete a KWL chart to reflect on their current knowledge and wonderings.
- Learners will be able to demonstrate understanding of routines by sequencing daily activities on a simple timeline.
- Learners will be able to recognize and use new vocabulary related to the past, present, school, family, and play.
- Learners will be able to identify basic needs and wants in the context of childhood.
- Learners will be able to compare photographs of children from different time periods using See–Think–Wonder.
- Learners will be able to role-play everyday scenarios from their lives to explore common experiences of childhood.
- Learners will be able to reflect on what they've learned about children's lives and contribute to the class learning wall or journal.

Signature



Subject Integration

Hindi: Children Around The World: Learners develop their understanding about the concept of form while learning the formation of different matras and making words with them.

French/Spanish/German: Learners will develop their understanding of the concept of formation of words in language.

PE: For Swimming focuses on developing water confidence, basic swimming skills, and safety awareness through exploration and movement in aquatic environments.

Marathi: Names of different shapes and colours in Marathi

Life skills: Diversity and Acceptance

Arts: Students will explore the art styles of different countries (e.g., Aboriginal dot painting, African masks, Japanese origami, Indian rangoli). Students create self-portraits or portraits of children from different countries, incorporating cultural elements (hairstyles, clothing, patterns).

Music: Students will explore the song "It's a Small World" to understand global connection and cultural unity. It will help them reflect on how children's relationships and communication have evolved over time.

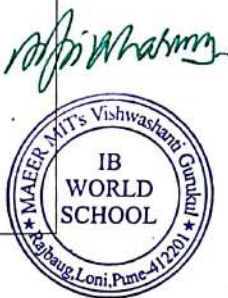
Dance: Students will learn to dance to the song "Children Around The World" which motivates them to accept diversity.

Math- Learners will Identify and create number patterns, use timelines, understand more about Measurement(length,area, weight,height).

English- Learners will build vocabulary and enhance their listening, speaking, reading, and writing skills through the use of nouns, verbs, adjectives, articles, and pronouns, and by framing sentences and questions.

Learning through the Unit (Learning outcomes)

- Learners will be able to describe what it means to be a child today using pictures, drawings, or words.
- Learners will be able to identify similarities and differences between their lives and the lives of other children around the world.
- Learners will be able to use visual clues to observe and infer information about childhood in different time periods.
- Learners will be able to contribute to class discussions by sharing their thoughts and listening respectfully to others.
- Learners will be able to express personal experiences through drawing, writing, and speaking.
- Learners will be able to ask meaningful questions about how children live and have lived in different places and times.






UNIT OF INQUIRY- OVERVIEW

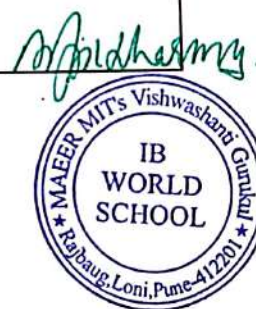
Duration of the Unit: 6 weeks

CLASS - 2

PYP YEAR - 2

UNIT-2

Transdisciplinary Theme Who We Are		Date: 1st Sep. - 13th Oct. 2025 Move it, Shake it, Build it 	Central Idea Skeleton and muscles work together to support our body and help us move.
Lines Of Inquiry An Inquiry into 1. Bones and muscles 2. Function of bones and muscles 3. Keeping our bones and muscles healthy.		Key Concepts Form Function Responsibility	Subject Focus Science- Physical and Chemical Sciences Physical Education- Wellness Math- Shape and Space, Measurement Arts- Creating Language- Oral, Visual and Written
Related Concepts Science- movement, structure Physical Education- nutrition Dance- movement		ATL Skills Research Self-management Communication	IB Learner profile Thinker Balanced Knowledgeable



Subject Integration

- **Hindi:** Learners will understand the vocabulary related to different body parts and healthy (related vocabulary such as...shudh, satwik, hari-pattedar etc.) fruits and vegetables
- **Marathi:** Numbers 1-10
- **Life skills:** Balanced diet and exercise (impact on mind)
- **Arts:** Wire & Straw Figures- Students will create 3D stick models with joints that demonstrate flexibility.
- **Music:** Students will learn 'wake up, Wake up give yourself a shake up song for this particular unit.

- **Dance:** Students will learn dance related to gratitude and will understand how dancing helps us to keep our mind and body healthy.
- **English :** Learners will develop their vocabulary along with listening, speaking, reading, and writing skills throughout the unit. The unit will also focus on grammar concepts such as the use of articles, singular and plural forms, and antonyms and synonyms.
- **Mathematics :** Learners will develop their understanding of measurement (length, area, weight, and height), data handling, and numbers up to 1,000.
- **Science:** Learners will explore how bones and muscles work together to provide structure, movement, and support to the human body.

Learning through the Unit (Learning outcomes)

- Learners will be able to identify and name major bones and muscles in the human body.
- Learners will be able to recognize the role of the skeleton in giving shape and support to the body.
- Learners will be able to explain how muscles contract and relax to help in movement.
- Learners will be able to describe the functions of bones such as protection, support, and movement.
- Learners will be able to demonstrate how bones, joints, and muscles work together to enable movement.
- Learners will be able to use models, diagrams, or role-play to show the connection between the skeleton and muscles.
- Learners will be able to identify healthy habits that strengthen bones and muscles, such as exercise, nutrition, and rest.
- Learners will be able to evaluate the effects of poor habits on bones and muscles, such as lack of activity or unhealthy diet.
- Learners will be able to develop personal action plans for keeping their bones and muscles healthy.
- Learners will be able to collaborate with peers to investigate how skeletons and muscles work in humans and animals.
- Learners will be able to express their understanding creatively through drawings, models, or presentations.
- Learners will be able to reflect on the importance of caring for their bodies to stay strong and active.






UNIT OF INQUIRY- OVERVIEW

Duration of the Unit: 5 weeks .

CLASS - 3
PYP YEAR – 3
UNIT - 2

Transdisciplinary Theme Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.		Date: 27th August - 16th October. 2025 Digital World		Central Idea Tracing the transformative journey of past inventions to our inter connected digital world.
Lines Of Inquiry An inquiry into- 1. Past inventions 2. Progressive phases of inventions 3. Impact of inventions on society		Concepts Change Connection Perspective	Subject focus <div style="display: flex; justify-content: space-between;"> <div>Social studies- Continuity and change through time</div> <div>Science - Inventions</div> </div>	
Related Concepts <div style="display: flex; justify-content: space-between;"> <div> Social Studies Artefacts and history PSPE Heritage </div> <div> Science Inventions and exploration </div> </div>		ATL Self Management Research Thinking	IB Learner profile Open-minded Knowledgeable Inquirer	Teacher initiated action  Students will start using digital device wisely as per the requirement.
English <ul style="list-style-type: none"> ● New Vocabulary building ● Unit related books reading ● Definitions ● Word meaning ● Adjective (Qualitative and quantitative) ● Verb ● Oxford book - 8 Our world 		Mathematics Number sense (Number till 10,000) <ul style="list-style-type: none"> ● Number names ● Ascending and descending order ● <, > or = ● Place value ● Time line - Students will explore the timeline of inventions. 		

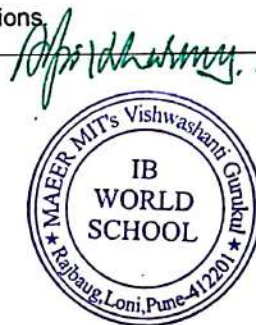


Subject Integration

- **Hindi:** To integrate the key concept- change in Hindi language, learners will understand the importance of matras by analysing how the use of the correct matra affects the pronunciation of word which in some cases, changes the meaning of the word. For instance, the sound of short 'e' when changes to the long sound 'ai' changes the meaning of the word बैल climber to वैल an ox, similarly for सुख-सूख।
- **PE:** In Physical Education, students will explore the history and cultural origins of traditional and modern sports, understanding how games have evolved and travelled across time and place.
- **Life skills-** Social Media (pros and cons), Dangers of social media and precautions to be taken
- **Marathi-** Vocabulary words related to the digital world
- **Dance:** Students will learn a robotic style dance. Students will research and create a timeline of any one dance form of their choice.
- **Drama:** Students will collaboratively create a digital machine using body language
- **Arts-** Students will create a prototype/ model/ design / poster/ blueprint of future inventions.
- **Music-** Students will explore how inventions and the digital world have changed the way we listen to, learn, and experience music.

Learning through the Unit (Learning outcomes)

- Students will understand what they mean by "Digital World".
- Students will explore past inventions and its use in our life.
- Students will learn need and importance of invention in our life.
- Students will learn about the importance of inventions.
- Students will engage themselves in learning how inventions impact on society.
- Students will apply concepts of perspective to understand the advantage and disadvantage of inventions.








UNIT OF INQUIRY- OVERVIEW

Duration of the Unit: 5 weeks

CLASS - 3
PYP YEAR - 3
UNIT - 1

Transdisciplinary Theme		Date: 07 th July - 26th August 2025		Central Idea	
Who we are		Vital Organs		Vital organs in the human body are deemed essential for function and must be cared for.	
An inquiry into the personal, physical, mental, social, health and responsibilities.					
Lines Of Inquiry		Concepts		Subject focus	
An inquiry into- 1. Functions of vital organs 2. Malfunction of organs 3. Preventing diseases		Form Function Connection Responsibility		PSPE - Active living	
				Language - Listening , speaking, reading, writing, viewing and presenting	
Related Concepts		ATL		IB Learner profile	
PSPE Growth, Physiology, Awareness		Self Management Communication Thinking		Balanced Principled Inquirer	
Science Biology and Genetics					
English		Mathematics		Teacher initiated action	
● Comprehension - Who am I Vocabulary building ● Unit related books reading ● Noun (Common, proper and collective) ● Punctuation mark ● Oxford book - 3 Our sensational senses 9 Why do we laugh?		● Data handling ● 2D 3D Shapes		 Students will follow a healthy lifestyle by following a set time schedule for themselves.	
					




01 OVERVIEW

UNIT SKETCH

Duration of the Unit: 6 weeks

CLASS: 4
PYP – YEAR 4
UNIT - 01

Transdisciplinary Theme WHO WE ARE An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none">• physical, emotional, social and spiritual health and well-being• relationships and belonging• learning and growing		Date - 15th July to 30th August 2024 		Central Idea People are inspired by the lives of Others that impact the world.	
Lines Of Inquiry An inquiry into: 1. Influential people and their lives 2. Qualities which inspire us 3. Building my Character	Concepts Form Connection Perspective	Subject focus			
		Social studies Ways of knowing and systems Continuity and change for reimagined future		PSPE Identity, Interactions	Language Oral, Listening, Speaking, Reading, Writing, Viewing and Presenting
Related Concepts		ATL Communication Self-Management Thinking	IB Learner profile Reflective Open Minded Courageous	Must know <ul style="list-style-type: none">• The recognizable features of individuals• What kinds of beliefs, values and attitudes encourage connections with other peoples• How do people decide on who they want as a leader• Kinds of beliefs, values and attitudes that encourage connections with other people• Difference between being famous and being a role model	
Identity, belonging, active hope	PSPE Values				

Official document



Subject Integration

- **Hindi:** Vital organs: Learners will enhance their communication skills while understanding the concept of ardh-vyanjans and r ke roop, use them to make words and develop their vocabulary. In Hindi, our correct pronunciation helps us to frame or write the words accurately.
- **Marathi:** Students will learn names of sense organs and vital organs in Marathi
- **Life skills:** What is mental health, its importance and strategies to stay mentally healthy. Food and mental health.
- **Dance:** Students will learn Zumba, which combines high energy movements with cardiovascular exercises that improves overall health.
- **ART:** Stand alone unit- Continuing with principles of design.
- **Music:** Music will continue as a stand-alone subject during this unit, with a focus on melody, notation, rhythm, and breathing techniques, supporting overall skill development unrelated to the UOI.

Learning through the Unit (Learning outcomes)

- Students will understand what are vital organs of the human body.
- Students will understand the functions of vital organs.
- Students will explore and learn about the malfunctions of vital organs.
- Students will learn about the importance of vital organs.
- Students will engage themselves in learning how to take care of vital organs and prevent diseases.
- Students will apply concepts of perspective to understand the vital organs and the effects of organs on the human body.
- Students will identify, act on, and evaluate their personal actions on taking care of vital organs and the result of their actions on/in their body.



				<ul style="list-style-type: none"> Explanation using Graphic Organisers and Thinking Routines
<p style="text-align: center;">Subject Integration</p> <ul style="list-style-type: none"> Social Studies - Students will learn about people, communities, cultures, and societies by exploring the physical, emotional, social, and spiritual aspects of health and well-being. They will inquire into the nature of relationships and belonging, and understand how individuals, through learning and growing, shape their communities and influence the future through their actions and interactions within society. Hindi- In order to enhance their communication skills, learner will understand the concept of paryayvachi shabd in Hindi & utilize the vocabulary to beautify their communication skills. Life skills - Self and Social Awareness Music -Through music, students will explore the lives and contributions of iconic Indian musicians whose talents and values have left a lasting impact on society. They will listen to, analyze, and reflect on these musicians' journeys to deepen their understanding of identity, inspiration, and social influence. Music will serve as a medium for them to express admiration and discover their own inner potential as changemakers. Dance - Students will learn a dance on Inspirational song "Khol de Par". They will explore some famous dancers like Sudha Chandran and Michael Jackson, who inspired the lives of many people. Arts - Students will learn about Mexican artist named "FRIDA KAHLO" and despite many challenges how she conquered them and inspired so many people to create art. Students will create artwork on something which inspires them. 				
<p style="text-align: center;">Learning through the Unit (Learning outcomes)</p> <ul style="list-style-type: none"> Autobiographies and Biographies of famous people Qualities that we admire in people How we get influenced by people Understanding the meaning of Role Model Qualities of a Role Model Need for a Role Model Why and how we choose our role models Role models amongst our friends, family members, even favourite cartoon or story characters What qualities we already have in ourselves and what qualities we can adapt from our Role Model/s Positive changes that our Role Model can bring into our lives 				





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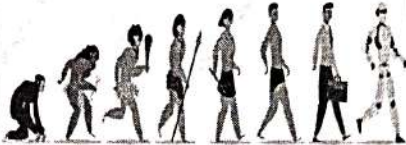


UNIT SKETCH

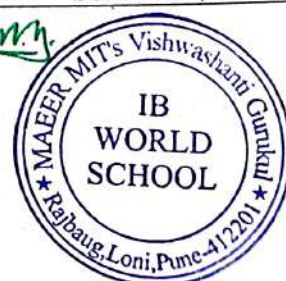
Duration of the Unit: 6 weeks

CLASS - 4
PYP YEAR 4
UNIT - 2

UNIT - 2

Transdisciplinary Theme Where we are in place and time An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation		Date - 28th August to 30th October 2025 		Central Idea Humans have changed overtime, moving to new places, using their brains and bodies to adapt, learn and stay healthy.	
Lines Of Inquiry An inquiry into: 1. The physical and behavioral changes in human over time. 2. Understanding how our brains help solve our problem and adapt when we move. 3. Learning how food, movement and habits help us adjust to different places.	Concepts change Causation Connection	Subject focus			
		Social studies Interconnected places, spaces and relationship		Mathematics Timeline, Data handling, Time	Language Oral, Listening, Speaking, Reading, Writing, Viewing and Presenting.
Related Concepts Co-evolution, transformation, geography		ATL Research Thinking Self-management	IB Learner profile Inquirer Open Minded Risk-taker	Must know • What kinds of changes human has gone through • Early humans lived differently from modern humans and their behaviors, tools, and	

Refined handwriting



English	Mathematics	Teacher initiated action
<ul style="list-style-type: none"> • Learning new vocabulary and applying the new words in sentences. • Reading and viewing: Biographies-Online and books reading, browsing related sites and going through the encyclopedia, watching the videos on YouTube • Reading and writing - Comprehension passage based on Inspirational local/world personalities who have made a difference. • Presentations:chart presentations, Power Point Presentations, explanations, using graphic organizers and concentric circle • Reflections on videos and PPT • Punctuation • Nouns-Common,proper, and abstract noun 	<ul style="list-style-type: none"> • Hindu/Arabic and International number system • Face and place value • Number sense: <ul style="list-style-type: none"> • compare, order and sort • expand, standard form • Ascending and descending order • Addition (3 steps and 7-digits), carry forward • Subtraction- 7-digit, borrowing 	<p>Teacher initiated action</p> <div data-bbox="1209 383 1490 647" data-label="Image"> </div> <p>Act of kindness - Facilitated acts of compassion and social responsibility by organizing the donation of old books, toys, and clothes to support underprivileged children.</p> <p>Facilitator-led literacy engagement: Designed and led interactive storytelling sessions for PYP 1 and 2 learners, emphasizing values-based education to nurture compassion and moral development.</p> <p><i>Signature: Apinidharman</i></p>





VISHWASHANTI
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- Human societies and cultures evolve over time due to environment, migration, and innovation.

English

- Learning new vocabulary and applying the new words in sentences.
- **Reading and viewing:** Reading, writing and presenting stories
- **Reading and writing** - Comprehension passage based on human evolution.
- **Presentations:** Poem and stories
- Reflections on videos and PPT
- Metaphor
- Rhyming words
- Poem
- Linking verbs and helping verbs

Mathematics

- Timeline
- Money
- Data handling
- Time

Teacher initiated action



Students will apply strategies in their day to day life to focus and problem solving in group work.

Pratibha





VISHWASHANTI
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			<p>ways of survival changed over time.</p> <ul style="list-style-type: none"> • Evolution means humans slowly changed over thousands of years to adapt to their environment. • Different places have different foods, climates, and lifestyles — humans adjust by changing diet, clothing, and habits. • In evolution, humans survived by learning farming, cooking, and creating healthy routines.
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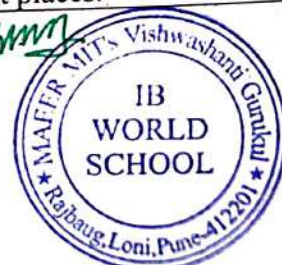
Subject Integration

- **Social Studies** - How early humans lived, used tools, and developed communities.
How movement (migration) helped humans adapt to new places and environments.
How food, farming, and lifestyle habits shaped human societies.
How culture, traditions, and environment influence the way people live and behave.
How problem-solving and innovation supported human survival and evolution.
- **Life skills** - Adjustment and flexibility, Resilience
- **Music** - Students will explore how early humans used body percussion and natural objects to create music, how instruments and cultural forms evolved and how music continues to support health and well-being today.
- **Dance** - Students will learn a dance on music "Story of all life- Evolution song" integrated with their UOI unit.
- **Arts** - Students will learn about the change in art happened over the time- starting for cave paintings- folk/tribal art-to modern art
- **Sports** - In Physical Education, students will explore the history and cultural origins of traditional and modern sports, understanding how games have evolved and travelled across time and place.

Learning through the Unit (Learning outcomes)

- Humans go through different stages of growth and change (physical & behavioral). Timeline
- Stories - Reading and writing
- Early humans lived differently and adapted through inventions, tools, and social systems.
- The brain controls thinking, memory, emotions, and helps us solve problems.
- Food, movement, and daily habits affect our health and ability to adapt to different places.

Official stamp




- Life skills - Planning, Organizing and Effective time management; Leadership skills
- **Music** : The students will continue to develop their musical understanding, skills, and creativity through separate, focused lessons.
- **Dance**: Students will learn freestyle Dance on a motivational Music.

Learning Outcome:

Students will be able to:

- Identify and describe various types of government systems. (Democracy, Dictatorship, Monarchy)
- Explain the impact of national governance on international relationships.
- Analyze case studies of international cooperation and conflict.
- Demonstrate responsible citizenship by proposing solutions to global issues.
- Collaborate to represent viewpoints through debates and simulations.
- Interpret real-world data to inform opinions and decisions.

English	Mathematics	Teacher initiated action
<ul style="list-style-type: none"> ● Framing Questions, ● Listening To Recollect And Recount, ● Recitation, ● Picture Comprehension, ● Personification, ● Role Plays, ● Texts – Handouts, ● Fact and opinion, ● Inferential Comprehension, ● Reflection 	<ul style="list-style-type: none"> ● Indian and International Numeral systems ● Ordering of Numbers ● Expansion Of Numbers ● Skip Counting ● Number Names - 8 Digits ● Place Value, Face Value ● Number Operations ● Word Problems ● Multiplication Tables 1-20 	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  <p>Mock Parliament / Mock Election</p> <p>Students take on roles of representatives from different countries or political parties. Teachers guide structure, decorum, and formats such as motions, voting, and lobbying. This helps them experience how governance influences global cooperation and decision-making.</p>

Pratibha Sharma




OVERVIEW

UNIT SKETCH

Duration of the Unit: 6 weeks

CLASS - 5
PYP YEAR 5
UNIT - 1

Transdisciplinary Theme How we organize ourselves An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making		Date - 11th July to 30th August 2025 		Central Idea Governance systems shape national policies, influence global interaction and impact international relationships	
Lines Of Inquiry An inquiry into 1. Investigating different political systems and their governing structure (Individual inquiry) 2. Examining how national decisions affect international relationships. 3. Analyzing alliances between nations (case study)		Concepts Form Causation responsibility		Subject focus Social studies Critical global citizenship and culture Ways of knowing and systems	
				Language Listening, Speaking, Reading, Writing, Viewing and Presenting	
Related Concepts Systems, Interdependence, ethics and wisdom.		ATL Social Self-management Research		IB Learner profile Balanced, Principled, Reflective	
				Must know <ul style="list-style-type: none">• Understand different forms of governance and their features• Compare and contrast national systems of government• Explore how policies and governance impact international relations• Understand how countries collaborate or form alliances• Recognize the role of global citizens in democratic processes	
Subject Integration ● Social Studies -.Students will explore different systems of governance and analyze their influence on global relationships and decision-making.					



VGS/2025-26/PYP 5/Overview



OVERVIEW

UNIT SKETCH
Duration of the Unit: 6 weeks

CLASS - 5
PYP YEAR - 5
UNIT - 2

Transdisciplinary Theme HOW THE WORLD WORKS		Date - 2 nd September - 16th October 2025  H ₂ O		Central Idea Water can be the reactant or product of the reaction and is considered to be a universal solvent	
Lines Of Inquiry An Inquiry into 1. Composition of Water 2. Water as a reactant 3. Water as a universal solvent		Concepts Change Function Causation		Subject focus	
		Science Composition of water Solubility - Solute/Solvent Chemical properties of water		Math Measurement Volume Capacity	Language Procedural writing Personification हिंदी- विद्यार्थी जल बचाओ अभियान से संबंधित पोस्टर बनाएंगे।
Related Concepts Science - Changes of states, Chemical and physical, change, Structure		ATL Research Thinking Communication	IB Learner profile Open Minded Inquirer Thinker	Must know Properties of water Uses of water as a solvent Function of water in chemical reactions	
English <ul style="list-style-type: none">• Reading : Comprehension Identifying Similes and Metaphors in texts Recognizing Personification in Literature• Writing : Poem Writing, Story Writing Letter Writing, Using Punctuation• Writing multi-clause sentences using the conjunctions but, for, because, and although etc Creating Similes and Metaphors• Words Suffix ending with ar, er, and or, ful, al• Unit-related vocabulary, Adverb• Speaking: Role Play Oral Storytelling (with personification, similes, metaphors) Poem Recitation• Listening : Listening to stories/poems to identify personification, similes, and metaphors Listening comprehension activities Following instructions during role play		Mathematics Number Strand <ul style="list-style-type: none">● Number operations● Fractions● Equivalent Fraction● Reduce to the lowest form● Adding and subtracting unlike fractions● Mixed fractions● Multiplying and dividing fractions● Word Problems Measurement Volume Capacity		Teacher-initiated action Students will give a lesson in the junior classes on Water and its importance, uses, and conservation 	

VGS/2025-26/PYP 5/Overview



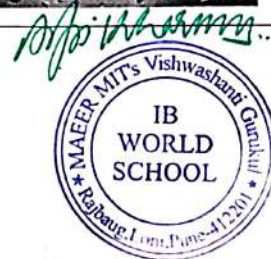
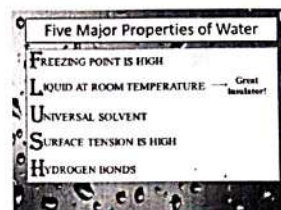
Subject Integration

- Science - Students will conduct experiments to prove their hypothesis on water as a chemical.
- Hindi - Learners will use their thinking skills and creativity to create awareness posters on water in Hindi. (Vigyapan- lekhan)
- Life skills- Signs, causes, and effects of Dehydration and Overhydration/Intoxication, water as a reactant and solvent will be related to human personality
- Music - In Music, learners will engage with songs and rhythms independently to develop vocal and creative skills. While not directly linked to the unit, these experiences will continue to nurture their musical growth and expression.
- Dance -- Students will learn contemporary dance on a song focused on the Importance of water.

Learning through the Unit (Learning outcomes)

Students will be able to

- 1. Determine what substances dissolve in water and why they do or do not dissolve.
- 2. Describe why water is the universal solvent.
- 3. Identify the solute and solvent in a solution.
- 4. Identify if a substance is soluble or insoluble.
- 5. Understand that substances can be suspended or dissolved in water and that water treatment involves the removal of these materials
- 6. Undertake investigations that mimic aspects of the water treatment process, including distillation and filtration
- 7. Identify materials that should not be disposed of via drains or sinks.
- 8. Understand water's structure and unique properties
- 9. Define solutions and their properties
- 10. Determine what properties change when a solute



7	French	France's Past History- French revolution, Importance of 14 July -French National Day, Revision of verbs in the present tense, ER, IR, RE Past tense with avoir Past tense with etre Describing past events, birthdays, vacations My family, my house, my room. My weekend Past personalities, My hero from the past <i>Writing a letter, an email, blog, and</i>	SA Crit A : Listening: Strands 1 2 3 SA Crit B : Reading : Strands 1 2 3 SA Crit C: Speaking :All Strands SA Crit D : Writing: Letter writing/email writing, Blog, Diary entry, Article.
8	Integrated Science	Photosynthesis word and chemical equation, Structure of leaf, TS of leaf, Process of photosynthesis and respiration connection, Transport- Xylem and phloem structure, Transpiration- opening and closing of stomata, Atomic structure and the periodic table, trends in groups, Compound formation, Simple and giant structures, Floating and Sinking	Criteria A -knowing and understanding, criteria - B- Inquiry and designing, criteria -C processing and evaluating, criteria D- reflecting on the impact of Science
9			SA Crit C: All Strands
10			SA Crit D Writing: Letter writing/email writing, Blog, Diary entry



MYP 1 Trimester 1 Learning Document

Subject	Syllabus	SA pattern
1 Sciences	<p>Characteristics of living organisms (MRS GREY), Viruses, Plant Cells, animal cells, specialized cells, Cells, tissue and organs. Plant organs and their functions: Roots, stem, leaves, flower, Three states of matter, interconversion of the three states, sublimation, diffusion, Kinetic theory of matter, boiling point, melting</p> <p>Unit title: Learning the language of arts</p> <p>1) Understanding the connections of KC, RC, GC & SOI with the unit content. 2) Understanding the Inquiry Questions and raising Inquiry 3) Study of elements of art and principles of design. Using them to create 2D/3D designs. 4) Skill development - Drawing, Coloring with oil Pastels, Cutting & Pasting 5) Art Movement & Artist study : (a) De-Stijl art movement - Piet Mondrian. (b) Post Modernist movement - S.H. Raza</p>	<p>Pen paper assessment- criteria A, B, C and D</p> <p>Criterion A - Investigating - Written Task - Questions & Answers based on Artists Criterion B - Developing - Process Journal comprises of all the tasks of the unit Criterion C - Creating - Final Outcome of the Practical Task Criterion D - Evaluating - Written Task - Questions & Answers based on reflecting on the unit</p>
2 Visual Arts		
Language and Literature	<p>Unit- Tales of Enchantment</p> <p>1) Descriptive Writing (criterion B, C, D) 2) Story Writing (criterion B, C, D) 3) Narrative writing (criterion B, C, D) 4) Compare and Contrast (criterion A, B, C, D) 5) Story Analysis, Poem Analysis (Ballad) (Criterion A)</p>	<p>Pen Paper assessment</p> <p>Task 1 - Analysis and compare and contrast Task 2 - Story Writing (criterion B, C, D) Task 3 - Descriptive, Narrative Writing</p>
3 English		
4 Spanish	<p>Various parts of school, stationery, subjects, Time vocabulary, expressions: Likes and dislikes. Me and myself - Physical description and personality/ character description. Grammar- definite and indefinite articles, adjectives, verbs and its conjugation, introduction to basic irregular verbs, Adjectives, possessive adjectives. Grammar-prepositions, (ER)-verbs, Introduction to Negation, interrogative pronouns.</p>	<p>SA Crit A - Strands 1 2 3 SA Crit B - Strands 1 2 3 SA Crit C - All strands SA Crit D - Write about self-introduction, school, sports, subjects, activities with friends and also specialties etc.</p>



9	Design	<p>Introduction & Context - Fairness and Development</p> <p>Reflection on global issues and communities</p> <p>Analysing Existing Toys</p> <p>Toy Detective Challenge (comparison of 2 toys/games)</p> <p>Categories, purpose, safety, engagement, skills developed</p>	SA Crit A : A1, A2SA Crit B : B1, B4SA Crit C : C1,C2 and C3SA Crit D : D1, D2
	Marathi	<p>Self Introduction in Marathi - Name,Grade, Hobbi , Colour etc.</p> <p>*Vowels and Consonants in Marathi</p> <p>* Fill in the blanks -</p> <p>Complete the given poem looking at the given options.</p> <p>* Give the Action words</p>	
	Integrated	<p>* Picture Recognition Match the following</p> <ul style="list-style-type: none"> What is a Civilization? Timeline and map of early civilizations (Mesopotamia, Egypt, Indus Valley, China) government, writing, art, religion, social hierarchy, etc What Can We Learn from Ancient Civilizations? Achievements (e.g., pyramids, irrigation, writing systems) Influences on modern life (laws, architecture, calendars) 	<p>All Criteria A: Knowledge and understanding, B: Investigation, C: Communication, D: Thinking Critically.</p>



5	Hindi	पहचान व व्यक्तित्व, परिवार की परिभाषा व पारिवारिक संबंध, वस्त्र, हमारे परिवार का वृहद स्वरूप पालतू पशु (विषय से सम्बंधित शब्दावली)-मात्राओं का ज्ञान। विद्यालय - विभिन्न विषय एवं पाठ्यक्रम, लेखन-सामग्री, विद्यालय संबंधित शब्दावली। लेखन विधाएँ : अनुच्छेद-लेखन। व्याकरण : संज्ञा, सर्वनाम, विशेषण, नकारात्मक वाक्य।	SA Crit A - Strands 1 2 3 SA Crit B - Strands 1 2 3 SA Crit C - All strands SA Crit D - Anuchhed lekhan_task given on either of the topic covered
6	German	Character traits, My Family, Friends, Pets, My school, likes and dislikes, Physical description, occupation, colors Grammar: Regular verbs, Personal pronomen, Possessive pronomen	SA Crit A - Strands 1 2 3 SA Crit B - Strands 1 2 3 SA Crit C - All strands SA Crit D - Write about activities and experiences with family, friends, pets, school, sports, and subjects.
7	French	My classroom and Objects found in the class Articles -definite and indefinite Er Verbs -Conjugation Les adjectifs - adjectives Ma Famille -My family, Letter writing Possessive adjectives, mon, ma, mes etc Ma maison- My House Verbs avoir and etre Colours, Numbers 0-20, days of the week, months of the year. Prepositions My school, and school subjects.	SA Crit A - Strands 1 2 3 SA Crit B - Strands 1 2 3 SA Crit C - All strands SA Crit D - Write about self-introduction, my family, my house, my school, subjects, activities with friends and what I like and dislike.
8	Mathematics	UNIT -1 NUMBERS : Whole numbers, Operations, Number properties, Positive and negative numbers, Fractions	E assessment : Criterion A : Knowledge and Understanding Criterion B : Investigating Patterns Criterion C : Communication, Criterion D : Real Life Context



MYP 2 Trimester 1 Learning Document

	Subject	Syllabus	SA pattern
1	Visual Arts	<p><u>Unit title: Narrations</u> • Studying different folk tales from different parts of the world</p>	<p>Criterion A - Investigating - Folk tale research & Story Writing Criterion B - Developing - Making Puppets for the final presentation Criterion C - Creating - Creating a backdrop for the final presentation Criterion D - Evaluating - Written Task - Questions & Answers based on reflecting on the unit</p>
	Spanish	<p>Places in city, Means of transport, Giving Directions and related activities, Name of countries</p>	<p>Criterion - A Listening, Criterion- B Reading , Criterion- C Speaking, Criterion -D Writing</p>

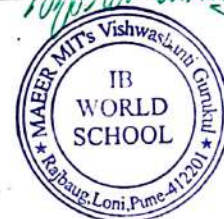
Rajdeep Singh



6 Visual Arts	Unit title: Narrations●Understanding the connections of KC,RC,GC & SOI with the	Cri A - Research on Folktales and writing the selected story Cri B - Making puppets based on the characters of the selected story Cri C - Making backdrops based on different scenes of the selected story Cri D - Evaluating the unit tasks based on the given pointers
10 Hindi	शहरों के विभिन्न स्थान, परिवहन के साधन, दिशा से संबंधित गतिविधियाँ, विभिन्न देशों, शहरों व स्थानों के नाम, आधुनिक व नवीन परिवहन प्रणाली, गूगल मानचित्र, प्रौद्योगिकी/तकनीक पर निर्भरता, पर्यावरण के अनुकूल परिवहन, परिवहन के विभिन्न प्रयोग। पड़ोसी देश। लेखन की विधा- वाक्य रचना-वाक्य के विभिन्न प्रकार- आज्ञासूचक, अनुच्छेद लेखन, निबंध लेखन। व्याकरण: अपठित गद्यांश; शब्द भंडार; समदर्शी भिन्नार्थक शब्द।	Criterion - A Listening, Criterion- B Reading , Criterion- C Speaking, Criterion -D Writing
11 Integrated Science	Human Respiratory system (Parts and function), Exchange of gases, Transport system- Function and Structure of heart, Blood Vessels, Blood, Solubility, solutions, separation techniques.Speed, Velocity and Acceleration Distance-time graphs acceleration and Speed-time graphs Friction Pressure Using Pressure Pressure in Liquids Pressure in gases Diffusion of gases and liquids Turning Forces Means of transport, directions, shops, must see places and different opportunities in the city. Grammar: regular and irregular verbs, Personal and possessive pronomen, Imperative sentences	Criteria A -knowing and understanding, criteria - B- Inquiry and designing, criteria -C processing and evaluating, criteria D- reflecting on the impact of Science
German		Criterion A: Listening, Criterion B: Reading , Criterion C : Speaking, Criterion D: Writing



3	French	Places in city, Means of transport, Giving Directions and related activities, Name of co	Criterion - A Listening, Criterion- B Reading , Criterion- C Speaking, Criterion -D Writing
4	Mathematics	UNIT - 1 : Numbers ; Whole Numbers, Number properties, Number strategies and order of operations, Positive and negative numbers, Fractions	E assessment : Criterion A : Knowledge and Understanding Criterion B: Investigating Patterns Criterion C: Communication, Criterion D: Real Life Context
5	Integrated Humanities	Part 1: Life in the Middle Ages Feudal system and social hierarchy (lords, vassals, serfs) Daily life in castles and villages Role of religion and the Church Knights, chivalry, and medieval warfare Art, architecture (Romanesque, Gothic), and literature	All Criteria A: Kanwledge and understanding, B: Investigation, C: Communication, D: Thinking Critically.

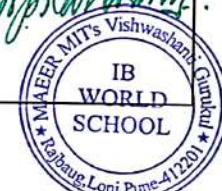


			Design Process Journal Criterion A: Inquiring and Analysing Criterion B: Developing Ideas Criterion C: Creating the Solution Criterion D: Evaluating
Design		Unit 1: Mobile App Development	
			Task 1: Text/Audio Visual Analysis, Compare and Contrast Task 2: Email Writing
Language and Literature English		- Introduction to IB MYP Language & Literature - Understanding Media & Narratives	PBT: Storytelling and Branding Research Project
		* Names of the fruits in Marathi	
Marathi		help of given words	* Poem writing with the



MYP 3 Trimester 1 Learning Document

Subject	Syllabus	SA pattern
1 Integrated Humanities	1: Earth's Structure: Layers and Features 2: Tectonic Plates: Movement and Boundaries 3: Causes and Consequences of Earthquakes 4: Volcanoes: Formation and Impact	One question of list/state CT. One question of Explain CT. Formulating RQ and justifying its relevance <u>Preparing an action plan</u>
2 Design	Website Development	Design process Journal considering Criteria A , B , C , D
3 Visual Arts	<u>Unit title: My dream room</u> 1) Understanding the connections of KC, RC, GC & SOI with the unit content. 2) Understanding the Inquiry Questions and raising Inquiry 3) Study of one and two point perspective drawings. Study of Surrealist way of drawing and painting. 4) Developing a composition on the topic, 'My dream room' 5) Artist & Art Movement study - (1) Salvador Dali - Surrealism, (2) Filippo Brunelleschi - Renaissance Architecture 6) Skills: Developing drawing skills and application of one and two point perspective.	Criterion A - Investigating - Written Task - Questions & Answers based on Artists Criterion B - Developing - Process Journal comprises of all the tasks of the unit Criterion C - Creating - Final Outcome of the Practical Task Criterion D - Evaluating - Written Task - Questions & Answers based on reflecting on the unit
4 Spanish	Introducción del tiempo presente y pasado, Historia de España, Hablando de personalidades famosas del pasado, Significado de 1492, Eventos significativos en la historia de España, Historia personal - Hablando de eventos en tiempo pasado y presente, Artículos, Sustantivos masculinos y femeninos, Adjetivos - Demostrativo,	SA Crit A : Strands 1 2 3 SA Crit B : Strands 1 2 3 SA Crit C : All Strands SA Crit D Writing: Letter writing/email writing, Blog, Diary entry.
5 Hindi	बैते हुए अवकाशों पर चर्चा , भूत काल का परिचय , राष्ट्रीय उत्सव , मुख्य ऐतिहासिक उत्सव । लेखन की विधा- ब्लॉग लेखन, निबंध, ईमेल, व्याकरण- अपठित गद्यांश, वर्ण विचार - वर्ण ; स्वर ; व्यंजन ; लोकोक्तियाँ; लिंग ; विलोम शब्द, मुहावरे और कहावत।	SA Crit A : Strands 1 2 3 SA Crit B : Strands 1 2 3 SA Crit C : All Strands SA Crit D Writing: Letter writing/email writing, Blog, Diary entry.
6 German	Germany's history, Past events like birthday, vacation and week end. Grammar: Regular and irregular verbs, Present tense, past tense, personal and possessive pronomen	Criterion A: Listening, Criterion B: Reading , Criterion C: Speaking, Criterion D: Writing



11	Language and Literature English	<p>Novel Study – Animal Farm</p> <ul style="list-style-type: none"> - Propaganda and Bias (Ethos/Pathos/Logos) - Excerpts on propaganda and bias - Textual Analysis (themes of power, corruption, equality) - Character Analysis (role of characters, ideology) - Compare & Contrast (characters and situations) - Speech Writing linked to the novel (in role as characters) <p>Media & Writing Skills</p> <ul style="list-style-type: none"> - Newspaper choices & cultural values - Conventions of newspaper articles - Newspaper article writing - Figures of Speech & Poetic Devices 	<p>Task 1: Text/Audio Visual Analysis, Compare and Contrast</p> <p>Task 2: Speech Writing/ Newspaper article Writing/ Diary Entry</p> <p>PBT: Comparative Media Case Study based on the given topic: Select two events (historical or current) and explore how media portrayed them differently across countries or platforms. Analyse bias, cultural perspective, and impact on audience perception. Create a presentation summarising conclusions with citations.</p>
12	Mathematics	<p>UNIT-1 : NUMBERS; Number, Sets and Venn diagrams, Real Numbers, Time, Pythagoras' Theorem</p>	<p>E assessment :</p> <p>Criterion A : Knowledge and Understanding</p> <p>Criterion B: Investigating Patterns</p> <p>Criterion C: Communication,</p> <p>Criterion D: Real Life Context</p>
13	MARATHI	<p>Vowels and Consonants in Marathi</p> <p>* Names of the fruits in Marathi</p> <p>Complete the Poem writing with the help of</p>	

