



---

# IB DIPLOMA HANDBOOK

*Revised – June 2023*

**VICTORIOUS KIDSS EDUCARES**

**An IB World School**

# Content

VKE Mission Statement	2
IB Mission Statement	3
About the IB	3
The IB Diploma Programme	4
Diploma Programme Model	5
IB Learner Profile	6
Diploma Programme Curriculum	7
Subjects Offered at VKE	9
Bilingual Diploma	9
What the DP offers students	10
DP Assessments	11
Expectations from DP students at VKE	12
Students code of conduct	13
International Mindedness	14
Approaches to Teaching and Approaches to Learning	14
Academic Integrity	16
Reasons why the IB Diploma is an Ideal Preparation for University	18
Career Guidance and Counselling at VKE	19
Bibliography	22

# Victorious Kidss Educares

## Mission Statement

---

Driven by the motto of “Learning to love to learn”, we are committed to the students of the world, to instil in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth, inner potential and solve real-life problems effortlessly.

## Our Vision

---

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

# IB Mission Statement

---

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## About the IB

---

The International Baccalaureate (IB) is a global leader in international education since over 50 years that offers continuum of four programmes of education- Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP), for students aged 3 to 19. In alignment with the IB mission statement, the attributes of the learner profile underpin all IB programmes.

The IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young individuals, who are well prepared to face the challenges of life in the 21st century. It aims to create knowledgeable and caring individuals who help to create a better and peaceful world through intercultural understanding and respect. Students develop the thinking, communication, emotional and social skills to live, learn and work in a rapidly globalizing world.

# The IB Diploma Programme (IBDP)

---

Established in 1968, the International Baccalaureate (IB) Diploma Programme (DP) was the first programme offered by the IB. The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Ultimately, the broad goal of the Diploma Programme is to provide students with the values and opportunities that will enable them to develop sound judgment, to make wise choices and respect others in the global community.

Recognized as the leader in international education, the International Baccalaureate (IB) Diploma Programme fosters knowledge, skills and attitudes that enable students to excel in university. Through the IB Diploma Programme, students gain rigorous and balanced academic preparation, an ability to draw on knowledge and understanding of various cultures and the experience of learning how to think critically and apply what they have learned in different contexts and across disciplines. The IBDP challenging curriculum promotes inquiry, research and problem solving as well as essential skills for communication and collaboration.

It leads to a qualification that is widely recognized by the world's leading universities. Based on their IBDP results, students get admission in colleges in India and around the world.

It ideally prepares the students for university and encourages them to:

- Ask challenging questions,
- Develop a strong sense of their own identity and culture,
- Become active, compassionate and lifelong learners,
- Develop the ability to communicate with and understand people from other countries and cultures.

# Diploma Programme Model

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.




**The Diploma Programme Model**

A distinguishing characteristic of the DP is to provide holistic educational experience to each student. The IBDP model is designed to ensure that each student is necessarily exposed to a broad and balanced curriculum.

The learner profile and the core are positioned at the centre of the programme model, reflecting the priority given to affective disposition as well as cognitive development. The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.

# IB Learner Profile

An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students’ social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.



## IB learner profile

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

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

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

 International Baccalaureate  
Baccalaurat International  
Bachillerato Internacional

© International Baccalaureate Organization 2017  
International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

# The DP Curriculum

The Diploma Programme (DP) curriculum consists of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. The DP core are compulsory and central to the programme. The DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students for university entrance. In each of the academic areas, students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

## Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. Normally, three subjects are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

All DP students participate in the three core elements that make up the core of the model.

- **The theory of knowledge (TOK)** course engages students in reflection on the nature of knowledge and on how we know what we claim to know. It encourages students to become more aware of their own perspectives, and to reflect critically on their own beliefs and assumptions. In TOK, students explore the means of producing knowledge within the core theme of “knowledge and the knower” as well as within various optional themes (knowledge and technology, knowledge and politics, knowledge and language, knowledge and religion, and knowledge and indigenous societies) and areas of knowledge (the arts, natural sciences, human sciences, history, and mathematics). The course also encourages students to make comparisons between different areas of knowledge and reflect on how knowledge is arrived at in the various disciplines, what the disciplines have in common, and the differences between them.
- **Creativity, activity, service (CAS)** is at the heart of the DP. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical

principles embodied in the IB mission statement and the IB learner profile. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (arts, and other experiences that involve creative thinking), activity (physical exertion contributing to a healthy lifestyle) and service (an unpaid and voluntary exchange that has a learning benefit for the student). Possibly, more than any other component in the DP, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

*CAS encourages students to undertake new challenges, initiate activities, work collaboratively in a group, show perseverance and commitment towards a goal, engage with issues of global importance, consider ethical implications and develop new skills.*

- **The extended essay (EE)**, including the world studies EE, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students' six DP subjects, or in the case of the interdisciplinary world studies essay, two subjects. The essay also acquaints students with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor

The **six subject groups** are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.

## **Choosing subjects in the Diploma Programme**

Each student takes at least three subjects at higher level, and the remaining at standard level.

Standard level subjects take up **150** teaching hours. Higher level comprises **240** teaching hours.

# Subjects Offered at VKE

- **Group 1 – Language A: language and literature** – English, French and Spanish
- **Group 2 – Language Acquisition** – Hindi B, French ab initio (SL), French B, Spanish ab initio (SL) and Spanish B.

*From Academic Year 2024-2025, German ab initio (SL) will be introduced.*

- **Group 3 – Individuals and Societies** – Economics, Business Management, History, Psychology, Philosophy, Global Politics, Digital Society, Geography, Environmental Systems and Societies (SL)
- **Group 4 – Sciences** – Physics, Chemistry, Biology, Design Technology, Computer Science, Environmental Systems and Societies (SL), Sports Exercise & Health Science,
- **Group 5 – Mathematics** - Mathematics Analysis & Approaches (AA) and Mathematics Application & Interpretation (AI)
- **Group 6 – The Arts** – Visual Arts, Theatre Arts, Music

*Unless mentioned all subjects are available as HL and SL*

## Bilingual Diploma

At VKE, we offer bilingual diploma. Those students who have extensive experience with, or proficiency in, a language in addition to their first or best language(s) are encouraged to pursue the bilingual diploma. A bilingual diploma will be awarded to a successful candidate who fulfils one or more of the following criteria:

- completion of two languages selected from studies in language and literature group with the award of a grade 3 or higher in both. We offer English, French and Spanish under this Group.
- completion of one of the subjects from individuals and societies or sciences groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies or sciences groups.

Further details of how the diploma is awarded are contained in the document *General regulations: Diploma Programme*.

# What the DP offers students?

---

Through the DP, students:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique theory of knowledge course.
- develop Thinking skills, Communication skills, Social skills, Self-management and Research skills, storing and using of information from different resources and application of knowledge to real life situations
- develop a strong sense of their individual identity and culture
- develop intercultural understanding
- get prepared for higher education and employment
- get the opportunity to apply their knowledge and skills to community service, gaining valuable experience outside the academic world.

# DP Assessments

Candidate’s performance in individual subjects is graded from 7 (highest grade) to 1 (lowest grade). Theory of knowledge and the extended essay are graded from A (highest grade) to E (lowest grade) and the Core is graded 3 (highest grade) to 0 (lowest grade). Therefore, the maximum possible score is 45. If an N appears in place of a grade then no grade has been awarded.

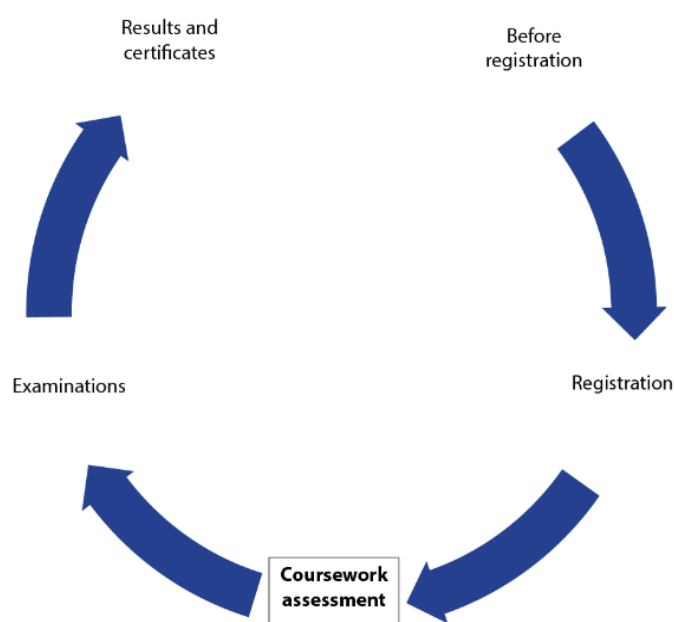
The award of the Diploma requires candidates to score **at least 24 points**, as well as meet other standards and conditions, including the completion of a suitable CAS programme.

## Internal Assessment:

Under the guidance of the subject teachers at school, students complete their internal assessment components, which is marked at school and sent to IB for moderation.

## External Assessment:

On the completion of the programme, students appear for IB DP Examination in the month of May which is conducted by IB and all scripts are sent to IB for marking.



**Source:** A student’s journey through the Diploma Programme “The IB Diploma Programme Assessment Procedures 2023”

# Expectations from DP students at VKE

---

The students of IB Diploma Programme at Victorious Kidss Educares are expected to show positive attitude and good behavior. They are expected to be accountable and responsible for their own actions while at the same time, show respect and empathy towards other members of school community involved in the process of their learning either directly (Teachers, Other Student, Coordinators) or indirectly (Administration staff). As enthusiastic learners and curious scholars, all IB students are expected:

- To show respect and courtesy to all teachers, staff, parents, peers and visitors
- To show self-discipline and a sense of responsibility for their own language and behavior
- To behave properly and be prepared for all classes to foster learning,
- To be highly motivated to accept challenges through personal initiatives while keeping academic honesty in mind
- To work effectively within a team with the team members.
- To demonstrate excellent command over spoken and written languages they are learning and keep raising the bar of academic potential.
- To be active CAS workers, demonstrating a willingness to assume leadership role within and outside of school. They are expected to participate in co-curricular activities and add exuberance to their school life.
- To focus on having their own unique global perspectives along with appreciation for and sensitivity to other cultures and perspectives.

# Student's code of conduct

*“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.” Swami Vivekananda*

The school is driven by the motto of 'Learning to Love to Learn' and we believe '**Every Child Matters (ECM)**'. Victorious Kidss Educares focuses on education for building character. Learning is not merely for earning. We strive to make the children responsible for their own learning. We try to collaborate with parents, so as to establish firmly, and yet not forcibly, certain practices and understanding. Henceforth, students are expected to be proactive and show:

## ***Self- discipline: The Student is***

- punctual about his/her work (projects and assignments)
- punctual about the school timing
- smartly dressed in complete school uniform
- interactive with peers and attentive in class

## ***Integrity: The Student***

- always tells the truth
- uses language politely

## ***Empathy: The Student***

- is sincere and courteous
- takes care of class belongings
- looks for opportunities to help others
- treats others as he/she would like to be treated

## ***Cooperation: The Student***

- cooperates with everyone in the school environment
- interacts well with peers
- participates in class discussion
- includes everyone while playing
- follows instructions

## ***Independence: The Student***

- follows school/class rules

## ***Appreciation: The Student***

- appreciates the differences in one another

# International Mindedness

---

IBDP address students' cognitive, social, emotional and physical well-being and offer opportunities for students to become active and caring members of local, national and global communities.

The DP core and all subjects have a responsibility to foster and nurture international-mindedness, with the ultimate goal of developing responsible global citizens. To a large extent, the core should be driven by the IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" and "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IB mission statement).

The whole school community needs to model the values and behaviours associated with education for intercultural understanding. International-mindedness can be achieved in rich national as well as international settings provided the school environment, broadly considered, is supportive. International mindedness starts with the attitude an individual has towards themselves and others in their immediate environment. Students need to learn to understand themselves, what it means to be human, and to make sense of their place in an increasingly interdependent, globalized and digitized world. International mindedness, therefore, starts with self-awareness and encompasses the individual and the local/national and cultural setting of the school as well as exploring wider global perspectives.

## Approaches to teaching and approaches to learning

Approaches to teaching and approaches to learning across the DP refers to deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

1. based on **inquiry**
2. focused on **conceptual understanding**
3. developed in local and global **contexts**

4. focused on effective teamwork and **collaboration**
5. **differentiated** to meet the needs of all learners
6. Informed by **assessment** (formative and summative).

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

*Strong emphasis is laid at VKE for students to develop ATL skills.*



- Communication skills
- Social skills
- Self-Management Skills
- Research skills
- Thinking Skill

# Academic Integrity

---

Academic integrity in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed IB guidelines.

## What is academic misconduct?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.

## Categories of “academic misconduct” in the IB:

**Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

**Collusion** is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

**Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

**Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

**Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

## **Good practice—recommendations for students:**

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

## **As the legal guardian of a Diploma Programme student, how can we support our children?**

- Encourage them to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- Encourage them to ask their teacher for advice if they are having difficulty with their work.

# Reasons why the IB Diploma is an Ideal Preparation for University

---

Universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. The IB works with universities in different countries worldwide to promote broader recognition of the Diploma Programme. Today the IB DP has expanded to many countries around the globe. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications. The leading universities in the USA, UK, Canada, France, Germany, Australia, Hong Kong, Ireland, Netherlands, Singapore, India and UAE offer admission to IB DP students. Since 1983, the IB has been recognized by the Association of Indian Universities (AIU) as an entry qualification (equivalent to + 2 qualification of an Indian Board) to all universities in India.

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations and assessments that prepare students, normally aged 16 to 19, for success at university and life beyond. The programme has gained recognition and respect from the world's leading universities. There are almost 3,500 IB World Schools offering the Diploma Programme, in more than 150 countries across the globe. The IB has shown that students are well prepared for university work and the Diploma Programme has earned a reputation for rigorous assessment, giving IB Diploma Programme students access to the world's leading universities.

Since 1968 the programme has:

- provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course
- encouraged international-mindedness in IB students, starting with a foundation in their own language and culture
- developed a positive attitude to learning that prepares students for university education
- gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide
- emphasized the development of the whole student - physically, intellectually, emotionally and ethically.

- It increases academic opportunity
- It encourages critical thinking
- It encourages depth of learning
- It encourages to become a confident and independent learner
- It's an international qualification
- Subjects are not taught in isolation

## Career Guidance and Counselling at VKE

---

Career Guidance and Counselling is a comprehensive, developmental program designed to assist students in making and implementing informed educational choices. There are two stages in the process of Career guidance and Counselling:

- a) Career Orientation
- b) Career Development

### **Objectives of Career Orientation and Career Development:**

- To gain an understanding of students' interests, abilities, aptitudes and strengths
- To gain valuable career information and related options and opportunities
- To develop a tentative career and educational plan relevant to student interests & abilities. It helps students to be competitive in terms of educational background, enhancement of skills, environment, ability and willingness to succeed in competitive world.
- Good career planning and management therefore plays a crucial role in preparing oneself for the global economy. Career planning programmes can positively impact academic performance leading to optimal education and career decision.

## Interest Assessment: Getting to Know Yourself

The first step in the process of Career and Academic Planning starts with ‘Understanding Oneself’. This is enabled through various tests.

- There are a number of Assessments for the student’s right from MYP 4 (Grade 8) up to DP1 (Grade 11). We will be guiding students in every grade with the respective assessment that they need to take
- These assessments will provide an insight to the students on various career streams that is most applicable to them
- We will make them do these assessments in every grade as we know that students’ choices and interests keep changing. This will enable them to check if there has been any variation in their career choices and will help them plan accordingly.

## Guides students to explore the world of careers:

**Internships:** We encourage students to participate in internship programmes in India and abroad to get an in-depth understanding of the chosen careers.

**Career Presentations:** We organize guest lectures by speakers who share their experience and stories and cover topics that interest students in terms of their career planning

**University Fairs:** We organize University fairs and exhibitions for students and parents, of Universities in India and abroad; to get a better understanding of the different career options. It gives students a broader perspective, gets them introduced to different Universities, increases their awareness levels and helps them assess all the options to make a completely informed decision.

**Resume Writing and interviewing skills:** We help students with resume writing; writing of personal statements and personal interviews as the case may be which help them in their overall confidence levels and make them realize their improvement areas. Resume Writing, writing of cover letter is very important in the process of application to Universities. Facing the interview is another important criterion in the application process.

## Responsibility of Career Counselling Department:

Career Counselling Department are facilitators at every stage in the process of Career Management.

- Help students create their career profiles to kick-start the process of career guidance.
- Help students with researching the most appropriate university in terms of their career aspirations, interest, and personality and develop a balanced and realistic list of universities after consulting parents and students together.
- Guides about the appropriate subject selection for desired career.
- Offers counsel and advice through the university decision making process.
- Offers Career related information to students and parents from time to time.
- Helps students with providing the requisite documents, transcripts, recommendation letters to the various Universities they wish to study in, thus completing their application process.
- Advise on personal statements and essays. Handholds students while writing effective resume.
- Informs students about various new courses, summer courses, summer schools, availability of internships, deadlines.
- Organise University Fairs and workshops for the benefit of all students.
- Trains in-house faculty in writing recommendation letters.
  
- Helps students complete the 'College Admission Tracking system' and follow up with them to adhere to deadlines and helps them shortlist top colleges for applications.
- Shares scholarship and financial aid information wherever applicable.
- Helps students with in house coaching for SAT and other examinations.
- Organizes meetings with bank officials that might help students in procuring loans for higher education.
- Helps students with preparing their Career portfolio to be submitted during application process.
- Connects with the ex-students and sets up Alumni Network for the benefit of the current students.
- Motivates and encourages student to work hard

## Bibliography

IBO. Approaches to Teaching and Learning in the Diploma Programme.

[xmltwo.ibo.org/publications/DP/Group0/d\\_0\\_dpatl\\_gui\\_1502\\_1/static/dpatl/img/files/en/d\\_0\\_dpyyy\\_gui\\_1412\\_1\\_e.pdf](https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/img/files/en/d_0_dpyyy_gui_1412_1_e.pdf). Accessed 29 May 2023.

IBO. *DIPLOMA PROGRAMME ASSESSMENT PROCEDURES 2023*.

[resources.ibo.org/dp/works/dp\\_11162-423301?lang=en&root=1.6.2.14.5](https://resources.ibo.org/dp/works/dp_11162-423301?lang=en&root=1.6.2.14.5). Accessed 29 May 2023.

IBO-. *Diploma Programme: From Principles into Practice*. Apr. 2015,

[resources.ibo.org/data/d\\_0\\_dpyyy\\_mon\\_1504\\_1\\_e.pdf](https://resources.ibo.org/data/d_0_dpyyy_mon_1504_1_e.pdf). Accessed 29 May 2023.

IBO. “Letter to Accompany University Application Diploma Programme.” *Sso.ibo.org*,

[resources.ibo.org/data/d\\_x\\_dpyyy\\_grad\\_2209\\_1\\_e.pdf](https://resources.ibo.org/data/d_x_dpyyy_grad_2209_1_e.pdf). Accessed 29 May 2023.

IBO. “What Is Academic Honesty?” *Sso.ibo.org*,

[resources.ibo.org/data/g\\_0\\_malpr\\_sup\\_1601\\_1\\_e.pdf](https://resources.ibo.org/data/g_0_malpr_sup_1601_1_e.pdf). Accessed 29 May 2023.