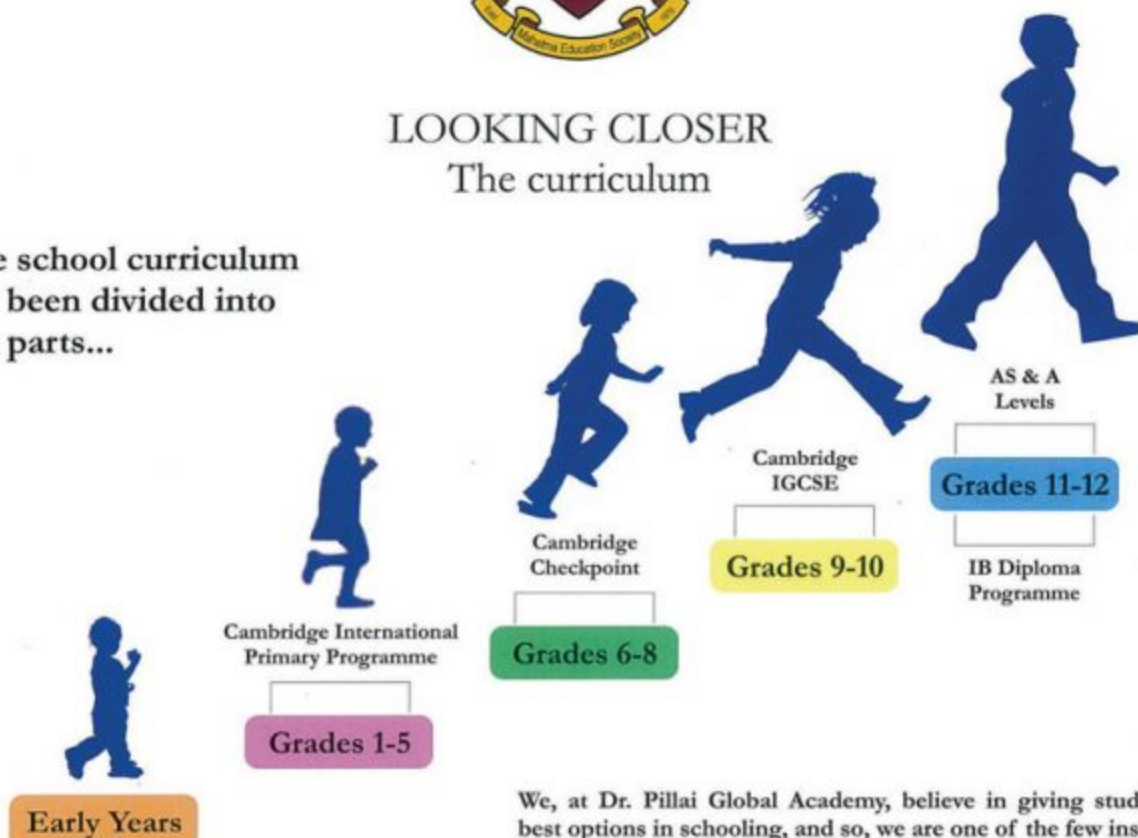




LOOKING CLOSER The curriculum

The school curriculum
has been divided into
five parts...



We, at Dr. Pillai Global Academy, believe in giving students the best options in schooling, and so, we are one of the few institutions that offer both the International Baccalaureate and the Cambridge International AS and A Levels programs.

A brief overview of our teaching pattern:

	Subjects	Other Focus Areas	Personal Development	Extracurricular Activities
Early Years Lower, Middle, Upper (Nursery, Jr. K.G and Sr. K.G)	Communication, language, literacy, problem solving, reasoning, numeracy, knowledge and understanding of world.	Arts & Crafts Sports Speaking, listening and interacting socially through games, songs and role-plays.	Social etiquette and personal habits.	Investigative field trips.
Primary Years Grades 1 to 5 (Stds. I - V)	Math English Science Foreign language Hindi Social science	Arts & Crafts Music Sports Pronunciation and grammar Analytical reasoning Self-expression	Self-confidence and organisational skills.	Public speaking Elocution Field trips Robotics Dance Community Service
Middle Years Grades 6 to 8 (Stds. VI - VIII) Secondary Grades 9 to 10 (Stds. IX - X)	Math English Science Foreign language Hindi Social science	Arts & Crafts Music Sports General knowledge Global economics Research Projects	Strengthening student's self-belief and instilling the ability to make decisions.	Sporting events Debates Community service Excursions Robotics Dance
Higher Secondary Grades 11 to 12 (Stds. XI - XII)	Subjects depend on the chosen board: • A levels • International Baccalaureate Diploma Programme	Arts & Crafts Music Sports Learning about career possibilities and applying to universities.	Emotional growth. Holistic development of all facets of the personality. Skills to succeed at the college or university levels internationally as well as in India.	Sporting events School and state competitions Community service Mock forums Robotics



International Baccalaureate Organization (IBO)

The International Baccalaureate organization, which offers the IB Diploma program, is an educational body known for its high standards and pedagogical leadership. The IB works with 3,483 schools in 144 countries to offer the three IB programmes to approximately 1,057,000 students. The IBDP has been established with the goal of promoting intercultural understanding and respect. It is a two - year program with a final exam at the end of Grade 12. The IB is more than its educational programmes and certificates. At its heart, the IB programme is motivated by a mission to create a better world through education.

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.

Course Description

IB Diploma Program students study six courses at higher level or standard level. Students must select two languages, one social studies, one experimental science, and one mathematics course, thus ensuring breadth of experience. The sixth subject may be an arts subject or the student may choose another subject from previous groups. In addition, the program has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- **The extended essay** is a requirement for the students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- **Theory of knowledge (TOK)** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different areas of knowledge (scientific, artistic, mathematical and historical).
- **Creativity, action, service (CAS)** requires that the students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

For more information about the IB and its courses please visit www.ibo.org



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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.