



**APPLICATION TO THE  
INTERNATIONAL  
BACCALAUREATE.  
(IB).**



**Prof. Dr. Albert Ferrer.**

## **This Project is presented through:**

- **Illustrated books in PDF and printed format:**
  - **1200 pages complete book (3 volumes)**
  - **500 pages longer handbook/ 350 pages shorter handbook**
  - **250/ 150 pages summaries and other shorter presentations**
  
- **A set of illustrated books centred on topics/ perspectives**
  
- **A set of academic books and scholarly articles for Journals**
  
- **Power Point presentations (PPT)**
  
  
- **Videos/ interviews/ lectures (all in You Tube)**

**Sai International Schools.**

A photograph of a sunset or sunrise over a mountain range. The sky is filled with soft, golden light, and the sun is partially obscured by clouds, creating a dramatic, glowing effect. The mountains in the foreground are silhouetted against the bright sky. The text 'Sai International Schools.' is overlaid in the upper left corner of the image.

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**“Self-knowledge alone  
Is true knowledge.”**

**Sathya Sai Baba.**





**A PROJECT FOR HUMAN DEVELOPMENT IN EDUCATION.**

**INTEGRAL OR HOLISTIC VALUE-BASED EDUCATION  
IN AN INTERCULTURAL/ INTERNATIONAL HORIZON.**

**WITH AN INTERNATIONAL SYLLABUS (THE I.B. FROM GENEVA).  
(To be formally proposed; informal interaction already going on.)**

**BLENDING IN DEPTH THE WEST AND THE EAST,  
INTELLECTUAL/ ACADEMIC PERFORMANCE  
AND THE HUMANISTIC/ SPIRITUAL QUEST.**

**AN INTERCULTURAL SYNTHESIS OF MAJOR PHILOSOPHIC SCHOOLS  
AND PEDAGOGIC SYSTEMS FROM INDIA/ ASIA AND EUROPE/ AMERICA;**

**AN INTERDISCIPLINARY SYNTHESIS OF EDUCATION, PHILOSOPHY,  
PSYCHOLOGY, SCIENCE AND SPIRITUALITY.**

**UNFOLDING THE MULTI-DIMENSIONAL NATURE OF HUMANITY.**

**MERGING ACADEMIC EXCELLENCE AND THE INNER BEING,  
SCIENCE AND SPIRITUALITY, THE SPIRITUAL AND THE MATERIAL.**

**THROUGH A CHILD-CENTRED AND VALUE-BASED PEDAGOGY,  
SELF-LEARNING AND SELF-INQUIRY TOWARDS SELF-REALIZATION.**

**KNOWING THAT THE KEY LIES IN CONSCIOUSNESS:  
THE TRANSFORMATION OF HUMANITY TOWARDS  
HIGHER STATES OF CONSCIOUSNESS AND VIBRATION.**

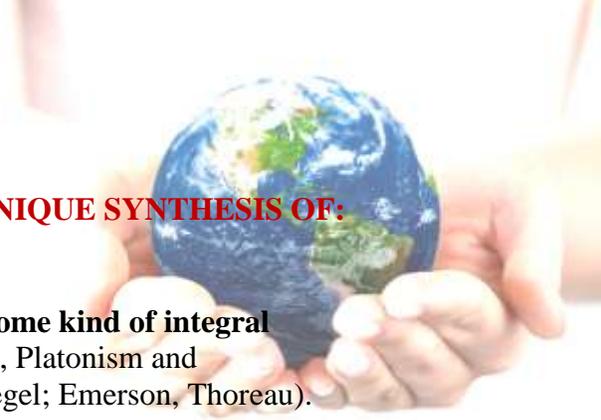
**THE PEDAGOGY OF QUANTUM PHYSICS AND NEW SCIENCE  
IN DIALOGUE WITH SPIRITUAL PHILOSOPHY AND WISDOM:**

**A NEW HOLISTIC PARADIGM AND A NEW HUMANISM.**

**TOWARDS THE UNITY OF MANKIND AND A NEW WORLD.**

**The very presentation of the Project already tries to be integral, expounding the  
scholarly contents in clear pedagogic ways and also through a beautiful artistic  
format that already conveys the message by itself.**

**The 1200 pages book that fully develops the Project in detail constitutes a whole  
treatise and encyclopaedia of the new holistic paradigm and integral education.  
There are summaries and shorter presentations from 500 to 2 pages.**



**THIS EDUCATIONAL PROJECT CONSTITUTES A UNIQUE SYNTHESIS OF:**

- **Comparative/ intercultural philosophy.**  
The major philosophies through history evolving some kind of integral education on spiritual grounds: Vedanta, Buddhism, Platonism and Enlightenment/ Romanticism (Kant, Rousseau and Hegel; Emerson, Thoreau).
- **Comparative/ intercultural pedagogy:**  
The main schools of holistic education in the modern world.  
**In India:** Vivekananda, Tagore, Aurobindo, Krishnamurti and Sathya Sai Baba.  
**In the Western world:** Waldorf /Steiner, Montessori, Dewey and Kilpatrick.
- **The best academic excellence from Europe/ the West and the most profound spiritual self-inquiry towards self-realization from India/ the East.**
- **Science and spirituality** (quantum physics/ new science in dialogue with the traditions of wisdom); **human development and education.**

**IN PARTICULAR, THE PROJECT PRESENTS FOR THE FIRST TIME AN ORIGINAL SYNTHESIS OF:**

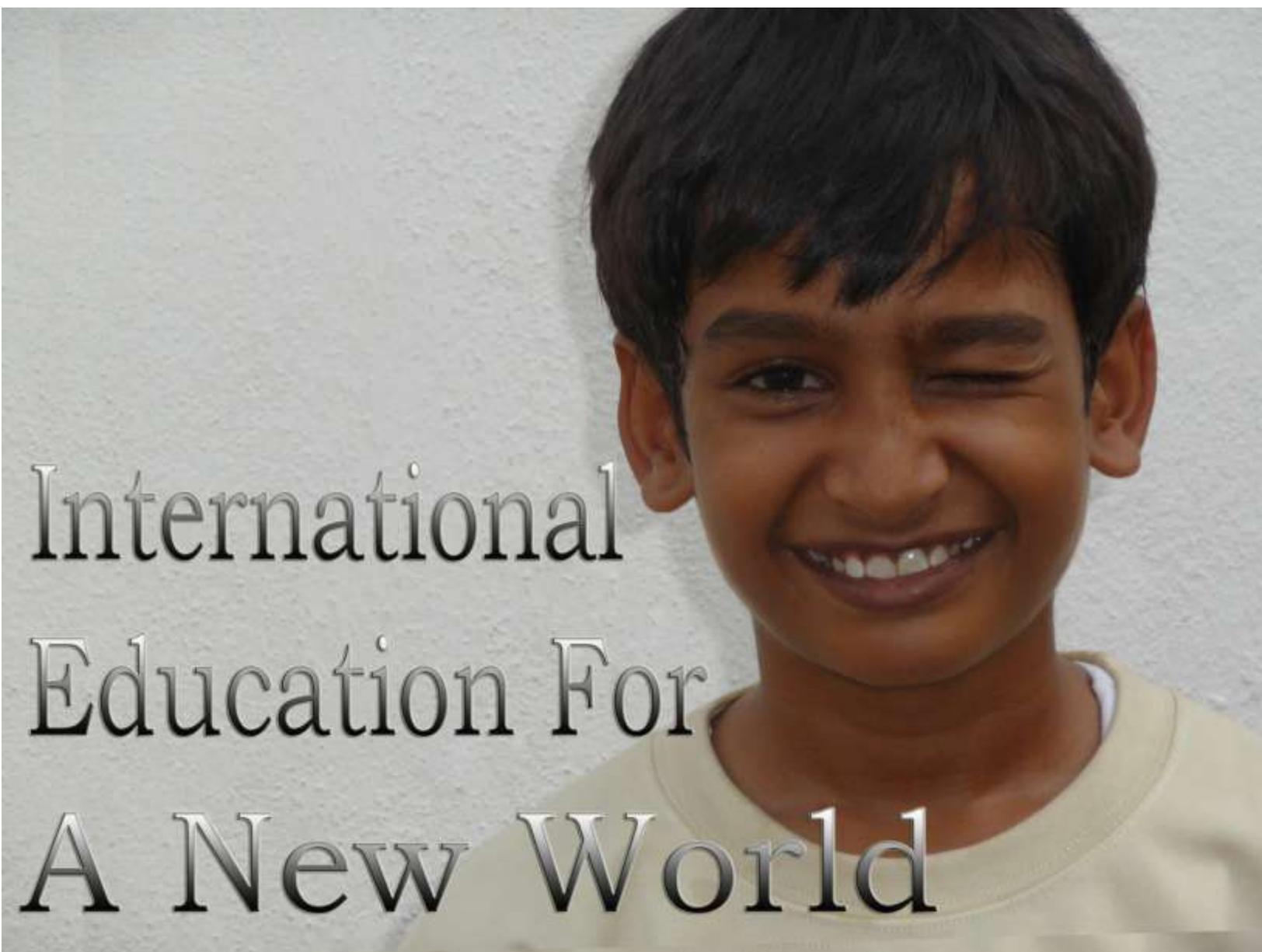
- **The most prestigious and holistic international syllabus: the International Baccalaureate from Geneva (Switzerland),**
- **And the most respected integral value-based education from the West and the East (inspired by renowned sages, philosophers and educationists from both Western and Eastern cultures).**

**This is maybe the first proposal of integral education that really blends in depth the best from the West and the East in an international horizon towards the unity of mankind.**

**It is also valuable for its articulation of:**

- **A profound, comprehensive and coherent pedagogic system**
- **With aperture of mind, being flexible and open to innovation;**
- **And a sound interdisciplinary theoretical frame on scholarly grounds**
- **Integrating education, philosophy, psychology, science and spirituality.**

**Beyond other holistic pedagogies that have been either scholarly but superficial, or deeper but esoteric, beyond many amateurish interpretations, this Project tries to unveil all the depth of integral value-based education in a serious academic format (at the same time beautiful and artistic) in order to bring it to the general public, and the educational, academic, scientific and governmental arena of the modern world on the threshold of a paradigm shift.**



## **The Project.**

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the International Baccalaureate (Geneva, Switzerland). P. 10.**

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## **Application of Sai International Schools to the International Baccalaureate (Geneva, Switzerland).**

**The International Baccalaureate (IB) is a three-fold educational programme intended for primary, middle and higher secondary school at an international level.** It was founded in 1968 as a non-profit educational foundation: **International Baccalaureate Organization.**

In 2010, it was working with more than 2700 schools in more than 130 countries, for which, can we state that it constitutes a truly international pedagogy. This also means that the IB is providing education for more than 740 000 children and adolescents aged 3 to 19 years.

**The headquarters are based in Geneva (Switzerland),** even though there are **special offices** in Cardiff and the University of Bath in the United Kingdom.

Moreover, **the IB has opened four regional offices** in **New York** (for North America), in **Buenos Aires** (for Latin America), and in **Singapore** (for Asia-Pacific). In **Geneva**, the IB main headquarters also hold the regional office for Europe, Africa and the Middle East together with the central office.

In 2010 there were 64 IB schools in India with **a sub-regional office in Mumbai.**

**Schools wishing to offer any of the 3 IB programmes must be authorized by the IB board.** To become eligible, the interested school should fill a proper form, and then complete **three successive stages:**

- feasibility study and identification of resources;
- trial implementation period: candidate status;
- authorization visit by an IB visiting team.



Below, we will successively expound **the general pedagogy of the International Baccalaureate**, together with **the concrete pedagogy of each of the three programmes**:

- Primary Years Programme (PYP, for primary school),
- Middle Years Programme (MYP, for middle school),
- And Diploma Programme (DP, for higher secondary school).

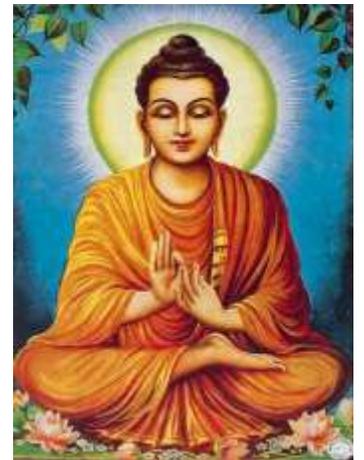
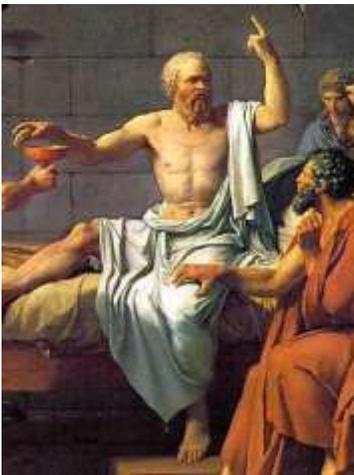
**Each programme includes:**

- a curriculum,
- a pedagogy,
- student assessment,
- and professional development for teachers.



For both the general pedagogy and the three specific programmes, we shall examine **the coherence between the philosophy of education of Sai International Schools and the pedagogic system of the International Baccalaureate**.

**We will honestly attempt through our pedagogical practice to go more deeply into the excellent IB syllabus;**  
**by unfolding a unique blending of the Geneva International Baccalaureate and the Indian Sri Sathya Sai Education in Human Values,**  
**that is, the dialogue between the best contributions from both the West and the East.**



## 1. The general pedagogy of the International Baccalaureate and Sai International Schools.



Sai International Schools share the commitment of the International Baccalaureate (IB) towards quality international education, wishing to play an active and enthusiastic role within the worldwide community of IB schools in order to transmit our educational philosophy and pedagogic experience.

At the same time, Sai International Schools share the mission of Sathya Sai Baba about education in human values (Sri Sathya Sai Education in Human Values or SSS EHV), convinced that there is a fruitful space of interaction where both pedagogies, IB and SSS EHV, can converge for the benefit of education in the XXIst century.

\* I. First of all, our schools totally agree with the IB on **the holistic approach to education beyond mere academic training** in which the educational process has so often been imprisoned in the modern age. This integral philosophy of education is manifested through **the multi-dimensional development of the human being promoted by the IB**: intellectual, personal, emotional and social skills are nurtured in a global pedagogy tending towards a holistic vision of humanity.

Sai International Schools will deepen into this integral tendency of the IB by fully developing all the main facets mentioned above and by adding the spiritual domain from an inter-religious perspective based on a spirit of brotherhood and unity. As we have shown above, **our five-fold pedagogy unfolds the five fundamental dimensions of the human being.**

**“What exactly is education?**

**It means opening wide the doors of the mind. It means cleansing the inner tools of consciousness, the mind, the senses, ego and reason.**

**Education, when it gets linked with egoism, loses its wider purpose. It becomes supremely purposeful only when it is directly related to spirituality.”**

**Sathya Sai Baba.**

\* II. Unlike some other “international” syllabus, **the IB does not represent the exportation world-wide of a particular national system.** Instead, the IB takes the best from different countries and cultures.

**This truly international spirit lies at the core of our schools,** which welcome students and staff from all the races, cultures and religions of mankind. **It is also the spirit of Sathya Sai Baba,** devoted to spread the message of education in human values through all cultures and for all social levels. **The universality Sai International Schools can only find a correspondence in pedagogic terms in the equally universal International Baccalaureate.**

**Not only the message of Sathya Sai Baba is universal in essence**, addressed to the whole mankind, which is clearly corroborated by the fact that He has been recognized and followed by millions of human beings in virtually all the sovereign countries members of United Nations; this becomes empirically visible in His Ashram in South India, Prashanti Nilayam, where thousands of human beings gather from all the corners of the planet and all the continents.

**But also, this unique universal message can be expressed through all cultures and spiritual traditions**, so that the essence of His illuminating teachings are conveyed in different languages and styles for all cultures, religious backgrounds and social classes.

**Moreover, the educational task on integral value education undergone by Sai International Schools drinks at the sources of many cultural traditions and countries –just as the International Baccalaureate-.**

**\*III.** This genuine and unique international nature of **the IB** is associated to **a solid reputation world-wide for high-quality education**, inseparable of this 4 decades tradition of representing the best from many different countries and cultures. The final Diploma Programme is recognized by the world's leading universities.

**These high standards through an international culture of sharing are again akin to the mission of Sathya Sai Baba;** through the responsibility of inspiring many schools throughout the world, the Master has also promoted excellence in all the domains of human life, and in particular, **the unique fusion of academic and human excellence that lies at the core of our project.**

We believe that **this blending of academic and human excellence in a totally international perspective constitutes a common platform of understanding for both the International Baccalaureate and Sai International Schools.**

**\* IV. The IB encourages international-mindedness.** Developing first an understanding of their own cultural identity, IB students learn a second language and the skills to live and work with persons from other cultures, something that will undoubtedly become crucial through the XXIst century.

Again, **this will constitute a major feature of Sai International Schools**, where children and adults from all races, religions and cultures are invited to live together in a totally intercultural atmosphere and in a spirit of brotherhood and unity of mankind. **This message of brotherhood and unity is one of the most essential among the teachings of Sathya Sai Baba.**

**“Education must instil the fundamental human values. It must broaden the vision to include the entire world and all mankind.”**

**Sathya Sai Baba.**



Furthermore, **in all the domains of education** (academics, humanities, fine arts, music, dance, theatre, human values and spiritual traditions), **the perspective of our schools will be totally intercultural**, putting the students in contact with the treasures of the different cultural and spiritual traditions of mankind, so that they will be able to build the bridge between the West and the East in a global world.

Through this **intercultural dialogue**, we will stress the **common values** between the different traditions, without denying the normal differences of expression due to history and geography, and source of diversity and richness for mankind.

\* **V. The IB** promotes **a positive attitude to learning**, by encouraging students to ask challenging questions, critically reflect, develop research skills and learn how to learn.

We have clearly shown above that **the conceptual kind of education imparted by Sai International Schools will be directed towards free thinking and creativity**, and will try to be a paradigmatic model of the IB positive attitude to learning for India and Asia. **Our schools will also collaborate to spread quality conceptual education through India, Asia and the world**, in order to positively transform the so deeply rooted tradition of rote memorization linked to the lack of financial and educational resources.

Loyal to their intercultural spirit, **our schools will bring together the most intelligent and profound pedagogies from continental Europe, the Anglo-Saxon world, the Vedantic tradition and the Gurukula of India, the Buddhist Sangha, etc.**

Sai International Schools will keep alive in an intercultural atmosphere **the deepest spirit of free inquiry** from the Socratic heirs, European Enlightenment, the Vedantic Gurukulas, or the great Buddhist Universities like Nalanda.

This Project tries **to blend the best contributions from both the West and the East, the most valuable treasures from different cultures and traditions, in a spirit of brotherhood, sharing, cooperation and unity**, which lies at the core of the educational philosophy of the **International Baccalaureate** and **Sri Sathya Sai value education**.



**In conclusion, the IB aims to develop:**

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

As it has been clearly shown through our exposition, **this driving force behind the International Baccalaureate is totally shared by Sri Sathya Sai Education in Human Values and Sai International Schools in particular.**



In more concrete terms, **IB schools** strive towards developing **internationally minded human beings** who demonstrate the **10 attributes of the IB learner profile, which means that IB students strive to be:**

- **Inquirers:** they are capable of conducting inquiry and research, and showing independence in learning; moreover, they enjoy learning.
- **Knowledgeable:** they explore concepts and issues that present local, national and global significance, and in doing so, they acquire in-depth knowledge across a broad and balanced range of disciplines.
- **Thinkers:** they are able to develop thinking skills critically and creatively, and also to make reasoned, ethical decisions.
- **Communicators:** they can understand and express ideas creatively in more than one language and in a variety of modes; furthermore, they can work in collaboration with others.
- **Principled:** they act with integrity and honesty, with a sense of justice and respect for all; they take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** from the understanding and appreciation of their own culture, they are open to other traditions and perspectives; moreover, being accustomed to evaluating a range of points of view, they are willing to grow from the experience.
- **Caring:** they show empathy, compassion and respect for the needs and feelings of others; they have a personal commitment to service.
- **Risk-takers:** they approach unfamiliar situations and uncertainty with courage, they are brave in defending their beliefs, and they have the independence of spirit to explore new ideas and strategies.
- **Balanced:** they understand the importance of physical, emotional and intellectual balance to achieve personal well-being for themselves and their fellow-beings.
- **Reflective:** they give thoughtful consideration to their own personal process, so they are able to assess their own strengths and limitations in order to support their personal development.



**“Domination exists because of inward poverty.”**

**“It is the sense of affection, that warmth of love, which alone can bring about a new state, a new culture.”**

**J. Krishnamurti.**



**“Knowing is not enough. We must do.”**

**Leonardo da Vinci.**

## **2. The Primary Years Programme (PYP) and Sai International Schools.**

**The PYP is a transdisciplinary programme of international education designed to foster the development of the whole child.**

It has become clear through our presentation that **this holistic approach to education lies at the core of the pedagogy of Sri Sathya Sai Education in Human Values and Sai International Schools.**

The International Baccalaureate PYP is designed for students aged 3 to 12, covering, therefore, what we commonly call **kindergarten and primary school.**

According to the IBO, it focuses on **the total growth of the developing child**, touching hearts as well as minds, and encompassing physical, emotional, academic and social needs.

**In Sai International Schools, we will deepen into this excellent and mature pedagogy by fully putting into practice all the facets of the IB PYP, and also by opening the door to that inner dimension that we dare to call spiritual in an intercultural and inter-faiths perspective, promoting the brotherhood and unity of mankind.**

In fact, **we will invite the IBO Authorities and other IB schools around the world to share and explore with us the introduction of this genuine spiritual dimension into an international syllabus** –as well as national-. In particular, and faithful to the driving force behind the IB, we will invite the IBO Authorities and other IB schools **to discover the treasures of holistic education with truly spiritual grounds in the rich and fascinating tradition of India, from where Sri Sathya Sai Education in Human Values takes its main source of inspiration.** This intercultural dialogue lies at the core of the IB's and SSS EHV's philosophies of education, so deeply akin to each other.



**The IB PYP is based upon three sets of concepts:**

- 5 essential elements (of the written curriculum),
- 6 subject areas,
- and 6 transdisciplinary themes.



**The 5 essential elements (of the written curriculum):**

- concepts,
- knowledge,
- skills,
- attitudes,
- and action.

**In the IB PYP, a balance is sought between:**

- the development of conceptual understanding
- and acquisition of powerful ideas,
- the learning of essential knowledge,
- the development of appropriate skills,
- the demonstration of positive attitudes,
- and taking of responsible action.



**The 6 subject areas:**

- physical, personal and social education,
- language,
- social studies,
- arts,
- science,
- mathematics.

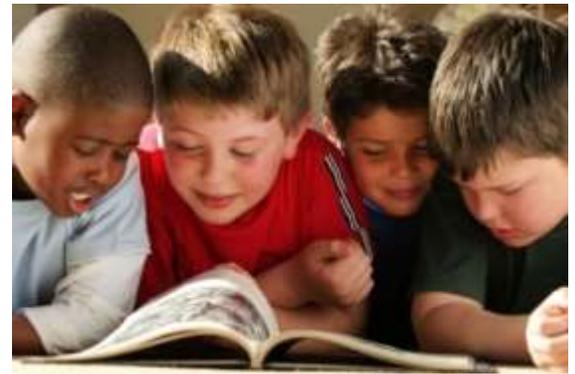
**The 6 transdisciplinary themes:**

- who we are,
- how we express ourselves,
- where we are in place and time,
- how the world works,
- how we organize ourselves,
- sharing the planet.



**In terms of the IBO, primary school teachers are guided by these 6 transdisciplinary themes as they design units of inquiry that articulate and transcend conventional subject boundaries.**

Beyond the **Written curriculum**, the IB draws our attention towards the **Taught curriculum or Classroom practice: How best will we learn?**



**The PYP engages students actively in their own learning.** This means that we must support the efforts of children to construct meaning from the world around.

For this, children must use their acquired knowledge, though it is important to provide them with provocation through new experiences; finally, we must arrange enough time for reflection and consolidation.

**The PYP underlines the issue of the connections between the written curriculum, with its 5 essential elements, and the classroom practice or taught curriculum.** In the IBO words, the taught curriculum or classroom practice is the written curriculum in action. Obviously, **the taught curriculum, the classroom practice, must be a direct reflection of the written curriculum.**

**Another fundamental pedagogic concept of the PYP** would be the idea of **INQUIRY**. The PYP and the whole IB have been infused with a spirit of inquiry, **something that also nurtures all the pedagogic proposal that we have presented through the previous pages.** Sathya Sai Baba has also insisted that education –in general- must be imbibed by **a spirit of inquiry.**

**In the IB PYP, students are invited to investigate significant issues** by formulating their own questions, designing their own inquiries, assessing the various means to support them, and proceeding with research, observation, experimentation and analysis, that will help them to find their own responses. It is widely recognized that this is the way in which students learn best. Therefore, **inquiry would be the leading pedagogical approach of the PYP and the IB**, a fundamental point with which our educational project totally agrees.

Through this kind of inquiry, **students are actively involved in their own process of learning and take responsibility for that learning. Moreover, inquiry will evolve for each student in a unique way.**

**This underlying philosophy of the PYP and the whole of the IB lies at the core of all the pedagogic proposal that we have elaborated here.**

**Through our project,** we have drawn all the elements of a pedagogy that, being truly integral, strives towards understanding, free thinking, learning how to learn, creativity and self-expression, in all the domains of human knowledge and culture and in all the facets of human life, including the deepest dimension of self-realization, which, however, is inseparable from an ethical life of service in relationship with our fellow-beings, our community and the whole of mankind.

### How does inquiry look like in the PYP and IB?

- exploring, wondering and questioning,
- clarifying ideas, and reappraising perceptions of events,
- making connections and predictions,
- researching and seeking information,
- collecting data and reporting findings,
- experimenting,
- deepening understanding through the application of a concept,
- making and testing theories,
- taking and defending a position,
- solving problems in a variety of ways.



**“Education has become mechanical today. The spirit of inquiry is absent. That alone can enable one to discover truth.”**

**Sathya Sai Baba** is basically describing here the robotic system still massive in India and Asia. Precisely for this, the implementation of the International Baccalaureate with its intrinsic spirit of inquiry in an increasing number of schools can be so beneficial to India and the Asian continent.



**Assessed curriculum: How will we know what we have learned?**



In the IB PYP, **assessment is of two basic types**, each one having a specific function:

**\* Formative assessment:**

interwoven with daily learning,  
it helps teachers and students find out what the students know in order to plan the next stage of learning;

**\* Summative assessment:**

occurs at the end of the teaching/ learning process,  
providing students with opportunities to demonstrate what they have learned,  
and giving students and teachers a clear insight into students' understanding.

In the Assessed Curriculum, the PYP suggests **a combination of different strategies and feedback, with which our pedagogic presentation of methods of teaching and evaluation is totally coherent:**

- structured observations,
- anecdotal records,
- benchmarks,
- standardized tests,
- writing samples,
- portfolios of work,
- performance tasks,
- student/ teacher/ parent conferences.



In the Primary Years Programme, **all assessment is carried out by teachers within the school.**

The IB does not set examinations, nor does it moderate grades.

**We have underlined above the importance of the process of inquiry** within the PYP and the IB in general.

**Assessing the process of inquiry and its result is recognized as an important objective of the programme.**

According to the IB, teachers must report the detail of the inquiry in order to seek an increase in substance and depth.

Finally, **the role of the Exhibition in the IB PYP:**

**Students aged 10 to 12** who are in their final year of the programme are expected to carry out an extended, collaborative **inquiry project, known as the exhibition, under the guidance of teachers.**

Synthesizing the essential elements of the programme, the exhibition should represent a significant event in the life of both students and the school. **It should be shared with the whole school community.**

Therefore, the exhibition constitutes **a culminating experience for young students, marking the transition from the Primary Years Programme to the Middle Years Programme.**





**“The way is not in the sky.**

**The way is in the heart.”**

**Buddha.**



“Education is  
what remains

After one has  
forgotten  
what one has  
learned in  
school.”

Albert  
Einstein.



### 3. The Middle Years Programme (MYP) and Sai International Schools.

In the IBO words, the MYP is a programme of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.

This programme is designed for students aged 11 to 16, that is, early and middle adolescence, which corresponds to what is commonly called middle school.



In deep affinity with Sai International Schools' pedagogy, the IB emphasizes that learning how to learn and to evaluate information critically is as important as learning facts –something totally shared by the pedagogy of Sai International Schools, as explained above-.

**The IB MYP is based upon three sets of notions:**

- 3 fundamental concepts,
- 8 subject groups or academic areas,
- and 5 areas of interaction.

**The 3 fundamental concepts, that express the overall philosophy of the programme, are:**

- holistic learning,
- communication,
- intercultural awareness.



In the educational project presented here, we have repeatedly stressed the need for an integral foundation of education. We have also emphasized that students must think by themselves and express themselves. Finally, we have incorporated the intercultural perspective as one of the cornerstones of the project, in coherence with Sathya Sai Baba's educational philosophy and the driving force behind Sri Sathya Sai Education in Human Values.

For all these reasons, we can say that the pedagogy of Sai International Schools is deeply akin to the underlying philosophy of the IB MYP.

Let us see now in more detail the pedagogic framework of the MYP.

**The 8 subject groups or academic areas are:**

- Language A,
- Language B,
- Humanities,
- Arts,
- Mathematics,
- Sciences,
- Technology,
- Physical Education.



**The 5 areas of interaction are:**

- Approaches to learning, enabling students to take responsibility for their own learning, thereby developing an awareness of how they learn best;
- Human ingenuity or homo faber, where students explore human creativity, thus learning to develop it in themselves;
- Health and social education;
- Community and service;
- Environments.

**At the centre of the 8 subject groups and the 5 areas of interaction appears the personal project.**

The philosophy of the MYP, which our educational project totally shares as clearly shown above, emphasizes **the fluidity of the curricular framework and the interrelatedness of the subjects.**

Taken as a whole, the MYP and the IB provide **a balanced education.**

From our research and fieldwork, we would conclude that **the IB from Geneva is the most complete and mature academic syllabus in the world,** and also the most akin to the humanistic and holistic philosophy of education that we have defended in this project.

Hence, **one of the pillars of our project would be the blending of the Indian Sri Sathya Sai Education in Human Values, as taught by Sathya Sai Baba, and the International Baccalaureate from Geneva.**

However, a very specific question may arise: **How do the 5 areas of interaction connect with the 8 subject groups?**

The answer is very simple: **aspects of the areas of interaction are addressed naturally through the distinct traditional academic disciplines.**

According to the IBO, **the 5 areas of interaction:**

- are embedded in the subjects and developed naturally through them;
- provide an organization and an extension of learning within and across the subjects, through the exploration of real-life issues;
- inspire special activities and interdisciplinary projects;
- form part of the framework for student inquiry beyond subject boundaries;
- are a vehicle for refining conceptual understanding;
- guide reflection, and lead from knowledge to thoughtful action.

Moreover, and this is of particular importance for our project, the IB puts forward **a pedagogic framework which is flexible enough to allow a school to include other subjects not determined by the IB.**

We can think here of **our special teaching of Human Values and the techniques of inner work** as prescribed by **Sathya Sai Baba** through his **Sri Sathya Sai Education in Human Values.**



Finally, **how are students assessed in the MYP?**

According to the IBO, MYP teachers organize **continuous assessment** over the course of the programme.

As we suggested above, **this would be the most suitable approach to assessment in our schools, avoiding the burden and tension that overwhelming final exams produce in this period of growth.**

In the MYP, teachers are responsible for structuring **varied assessment tasks, which may include:**

- analysis,
- reflection,
- experimentation,
- problem-solving activities and investigations,
- organized debates.

Assessment strategies can be both **quantitative and qualitative.**

The IB also encourages **self-assessment and peer-assessment.**

**The recording and reporting of individual levels of achievement** are organized in ways that provide students (and parents) with detailed feedback on their progress.



**Final assessment (of the MYP, before admission to the Diploma Programme):**

It takes place at the end of the programme, when the students are around 16, before their admission to the third programme, the DP.

This final assessment includes:

- written work,
- oral work,
- and practical work.

Grades from 1 (lowest) to 7 (highest) are awarded to final-year students, for each subject and for the personal project.

There are **no formal examinations set or marked by the IB.**

Nonetheless, the IB may validate the grades of final-years students in schools that request this service.

**In the final assessment, the personal project acquires a significant role.**

In the last year of the programme, students must complete a personal project product of the youth's own initiative and creativity.

The project must reflect a personal understanding of the areas of interaction. Obviously, it must be undertaken **under the supervision of a teacher.**

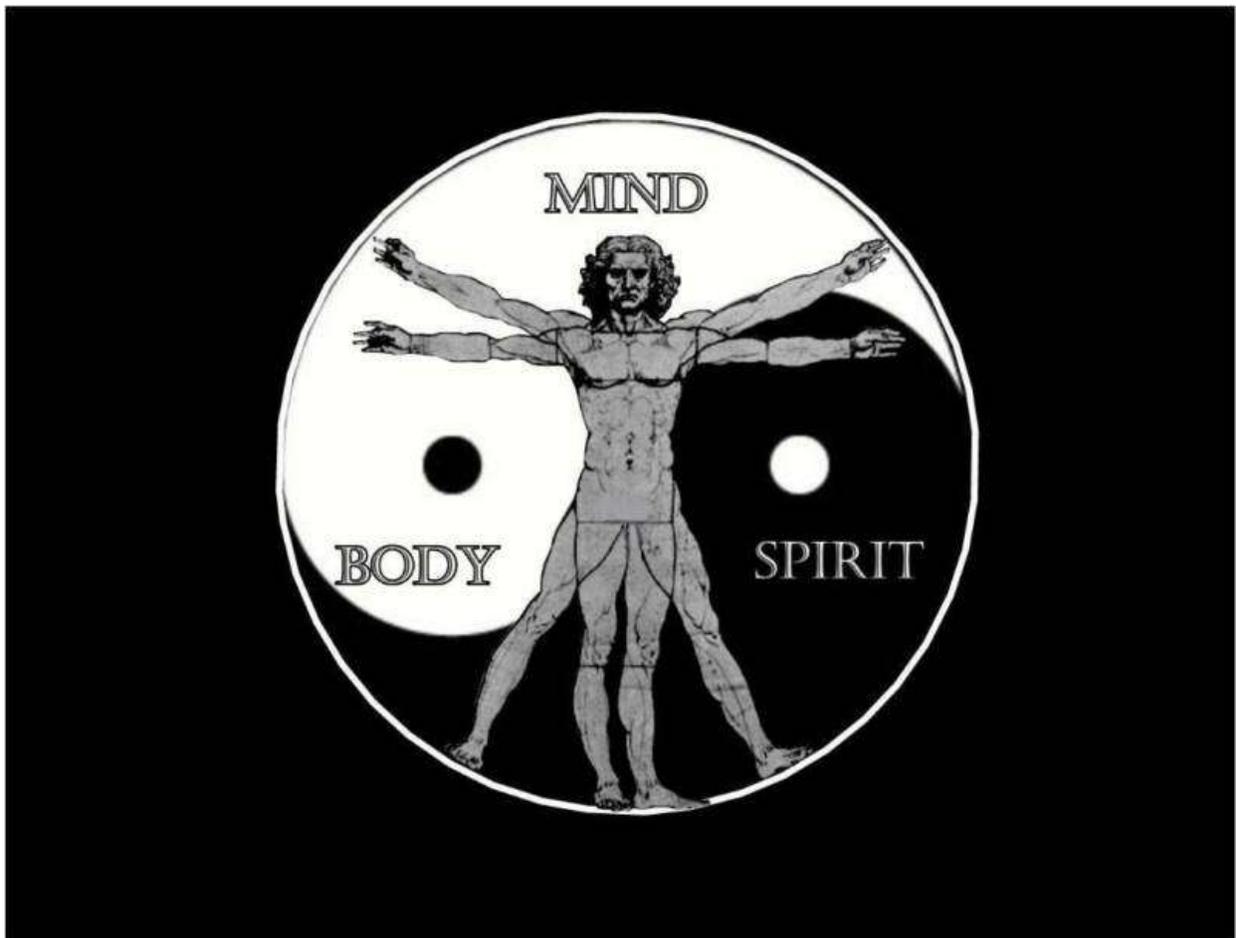
**This kind of project involves:**

- planning,
- research,
- and a high degree of personal reflection.

**The personal project is assessed by teachers against a set of IB assessment criteria.**

**This final assessment with the personal project marks the transition from the Middle Years Programme to the Diploma Programme.**





#### 4. The Diploma Programme (DP) and Sai International Schools.



In the words of the IBO, **the Diploma Programme is a challenging two-year programme of international education for students aged 16 to 19, covering what we call higher secondary school.**

**The DP leads to a qualification that is widely recognized by the world's leading universities.**

**In deep coherence with the spirit of Sai International Schools,** already presented through the previous pages,  
**the DP students learn more than a collection of facts; they learn how to think by themselves, and therefore, how to express themselves and take responsible action.**

**Preparing elder teenagers for the best universities in the world, the DP encourages students to:**

- learn how to learn,
- ask challenging questions,
- develop the ability to communicate,
- understand other cultures from their own identity.



The DP contains **6 subjects groups** together with **a core made up of 3 separate parts**.

Normally, **3 subjects are studied at higher level** (courses representing 240 teaching hours), and **3 are studied at standard level** (150 teaching hours).

**All 3 parts of the core are compulsory**, and central to the philosophy of the DP.

### **What are the 3 core requirements?**

- **Extended essay**, with a prescribed limit of 4000 words; it offers the opportunity to investigate a topic of individual interest, and acquaints students with the research and writing skills expected at university.
- **Theory of knowledge (TOK)**, which constitutes an interdisciplinary course designed to provide coherence by exploring the nature of knowledge across disciplines, and encouraging an appreciation of other cultural perspectives.
- **Creativity, Action, Service (CAS)**, which encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness of life outside the school and the academic arena.

### **The 6 subjects are:**

- Language A1,
- Language A2,
- Individuals and Societies,
- The Arts,
- Mathematics and Computer Science,
- Experimental Sciences.



## **Diploma Programme Assessment. How are students assessed?**



### **A. General philosophy.**

**At the end of the two-year programme, students are assessed both internally and externally.**

The IB assesses student work as direct evidence of achievement and individual performance against the stated goals of the DP courses.

### **The DP goals provide students with:**

- a broad, balanced and academically demanding programme of study,
- the development of independent learning skills,
- the development of critical thinking and reflective skills,
- the development of research skills,
- the development of intercultural understanding,
- and finally, a globally recognized university entrance qualification.

### **Basic skills are also assessed, like:**

- gathering, analysing and presenting information,
- retaining knowledge,
- understanding key concepts,
- applying standard methods,
- constructing and evaluating arguments,
- solving problems creatively.



**DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals.**

**Students results are determined by performance against set standards.**



## B. Methods of external assessment:

A variety of different methods are used to measure student achievement against the objectives for each course.



**Externally marked examinations form the basis of the assessment for most courses because of their high level of objectivity and reliability; they include:**

- short-response questions,
- data-response questions,
- text-response questions,
- case-study questions,
- structured problems,
- essays.

With good pedagogic criterion, the IB suggests a **very limited use of multiple-choice questions**, the abuse of which, in countries like India, fosters blind memorizing without conceptual understanding and without any capacity to express creative, critical thought.

**The grading system is criterion-based**, which means that results are determined by performance against set standards.

For this, **the IBO uses about 5000 examiners worldwide**. They ensure that student work is assessed fairly and consistently. Examiners receive detailed instructions on how to mark the work sent to them. **Examiners send a sample of their marking to a more senior examiner for checking.**

**Each subject has a group of senior examiners** who prepare examination questions, and set the standard for marking. **There is also a chief examiner for each subject.**

**There are also other assessed pieces of work**, for example:

- theory of knowledge essays,
- extended essays,
- world literature assignments (for language A1),
- written tasks (for language A2).

These are completed by students over an extended period of time **under teacher supervision**, and are **marked by external examiners**.



**C. After detailing the external methods of assessment, let us put forward now the internal assessment.**

In nearly all subjects, **some of the assessment is carried out internally by teachers**, who mark individual pieces of work produced as part of a course of study.

Teacher assessment in school is, therefore, used for most courses; this includes:

- projects,
- student portfolios,
- class presentations;
  
- oral work in languages,
- fieldwork in geography,
- laboratory work in the sciences,
- investigations in mathematics,
- artistic performances.



These internal assessments are **checked by external examiners**, and normally **contribute between 20 and 30 % of the total mark.**

**D. Grading:**

DP students follow **6 courses –at higher or standard level-**. The grades awarded for each course range **from 1 (lowest) to 7 (highest)**.

Students can also be awarded **up to 3 additional points for their combined results on theory of knowledge and the extended essay.**

Therefore, **the highest total** that a DP student can be awarded is **45 points**.

**The IB Diploma is awarded to students who get at least 24 points**, subject to satisfactory participation in Creativity, Action and Service.

**University recognition.**

**The IB Diploma is a passport to higher education.** Universities around the world welcome the unique characteristics of the IB Diploma Programme students, and recognize how the programme helps students for university education.

IB students routinely gain admission to the most prestigious universities in the world.



**“Education is teaching our children to desire the right things.”**

**Plato.**





**“The practical truth of love and brotherhood.”**

**Sathya Sai Baba.**

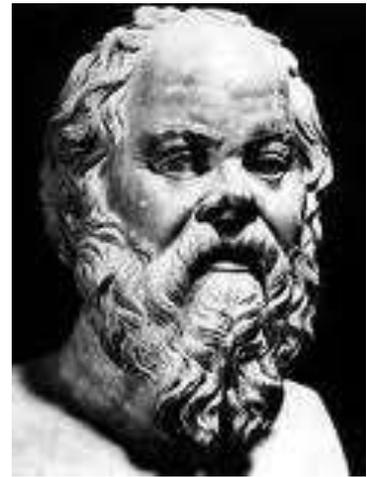
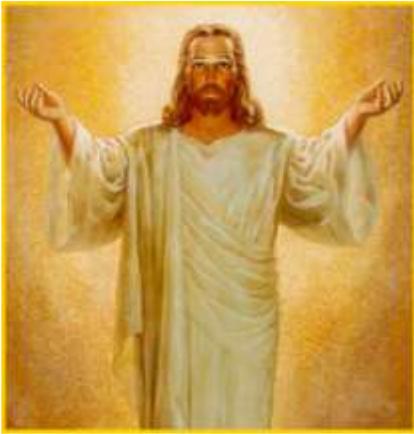




**“The highest form of human intelligence  
Is to observe yourself without judgement.”**

**“To transform the world, we must begin with ourselves.”**

**J. Krishnamurti.**





**“You are the master, you are the Guru.”**

**J. Krishnamurti.**

# International Education For A New World

