

IBCP HANDBOOK

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Meluha

INTERNATIONAL SCHOOL



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SETTING INTERNATIONAL BENCHMARKS FOR QUALITY EDUCATION.

Meluha International School is a candidate school* for the International Baccalaureate Career-related Program (IBCP). We are pursuing authorization as an IB World School. The IB World Schools share a common philosophy to high quality, challenging, international education. Only schools authorized by the IB can offer any of the four IB academic programmes –

- The Primary Years Programme (PYP)
- The Middle Years Programme (MYP)
- The Diploma Programme (DP)
- The Career-related Programme (CP)

The goal of the IBCP programme at Meluha International School is to nurture students to become responsible global citizens. The programme has a specific goal of helping students find a career in the rapidly changing landscape of the 21st century.



A VISION FOR CREATING LIFELONG LEARNERS

“Empower students with knowledge, 21st century skills, and values deeply rooted in our culture, that will make them lifelong learners and productive global citizens.”

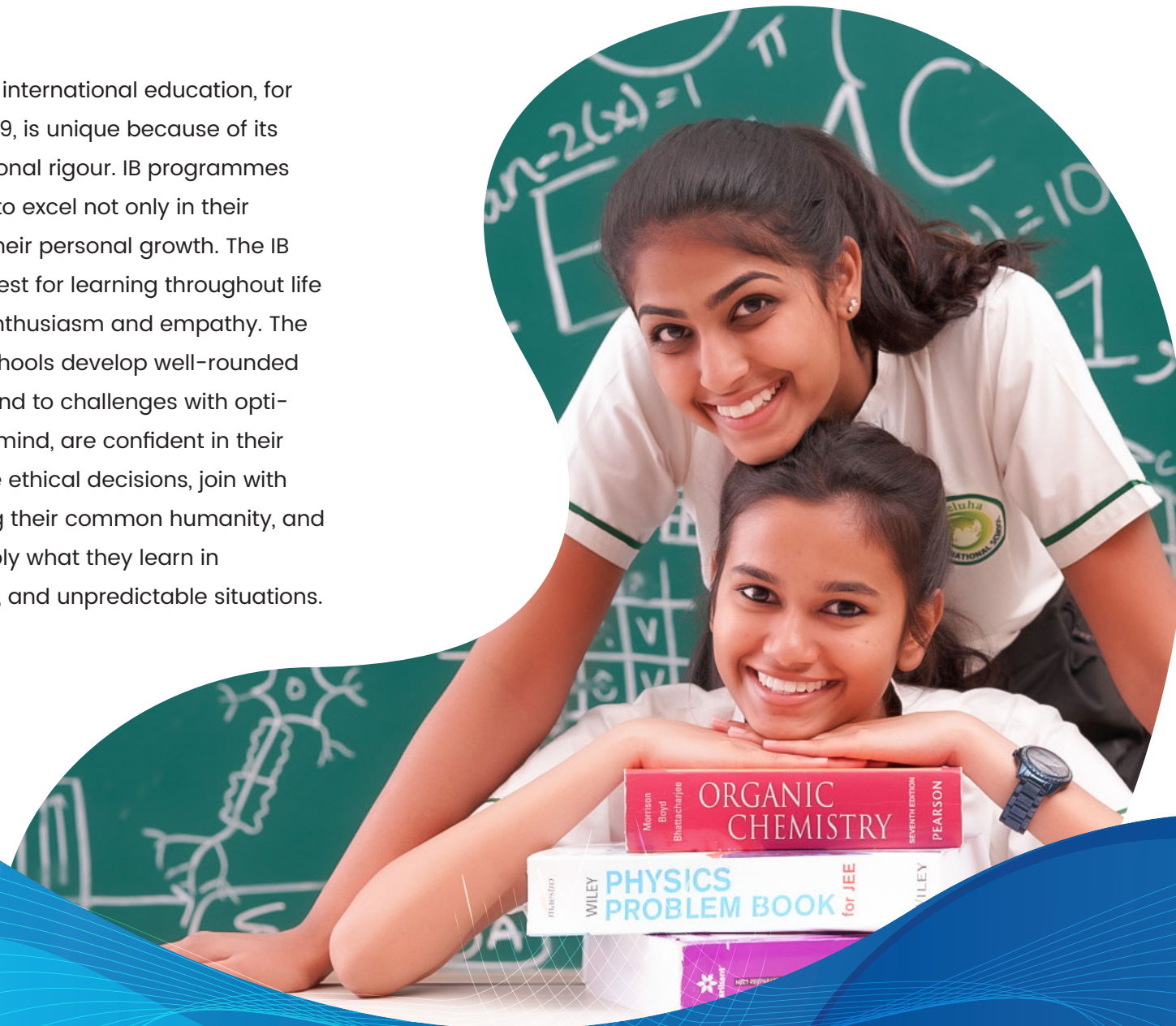


A MISSION TO HELP THEM ACHIEVE SUCCESS

To provide engaging, experiential learning with 21st century pedagogy in conformance with the National Education Policy – 2020. The endeavor is to be student-centric and immersive in an interactive and robust learning environment. The MIS experience will be defined by academic rigour and excellence, as well as through vibrant co-curricular activities.

WHAT IS AN IB EDUCATION?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating their common humanity, and are prepared to apply what they learn in real-world, complex, and unpredictable situations.



AN IB EDUCATION

Focuses on learners- IB programmes are student-centred and promote healthy relationships, ethical responsibility, and personal challenge.

Develops effective approaches to teaching and learning – IB programmes are taught by teachers who help students learn how to develop the attitudes and skills they need for both academic and personal success.

Works within global contexts – IB programmes increase understanding of languages & cultures and explore globally significant ideas and issues.

Explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual, and connected.

At the heart of all IB programmes is the IB learner profile. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

THE 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.



Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others.



Knowledgeable

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.



Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to different perspectives.



Principled

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.



Open-Minded

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 grow from the experience.



Caring

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.



Risk-Takers

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.



Reflective

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.

IB CAREER RELATED PROGRAMME

The IB Career-related Programme (CP) is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.



The Personal and Professional Skills Course

It aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.



Service Learning

The practical application of knowledge and skills toward meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.



CP Core Components

Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

Language Development

It ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, backgrounds, and contexts. It develops students' oral, visual, and written linguistic and communicative abilities.



Reflective Project

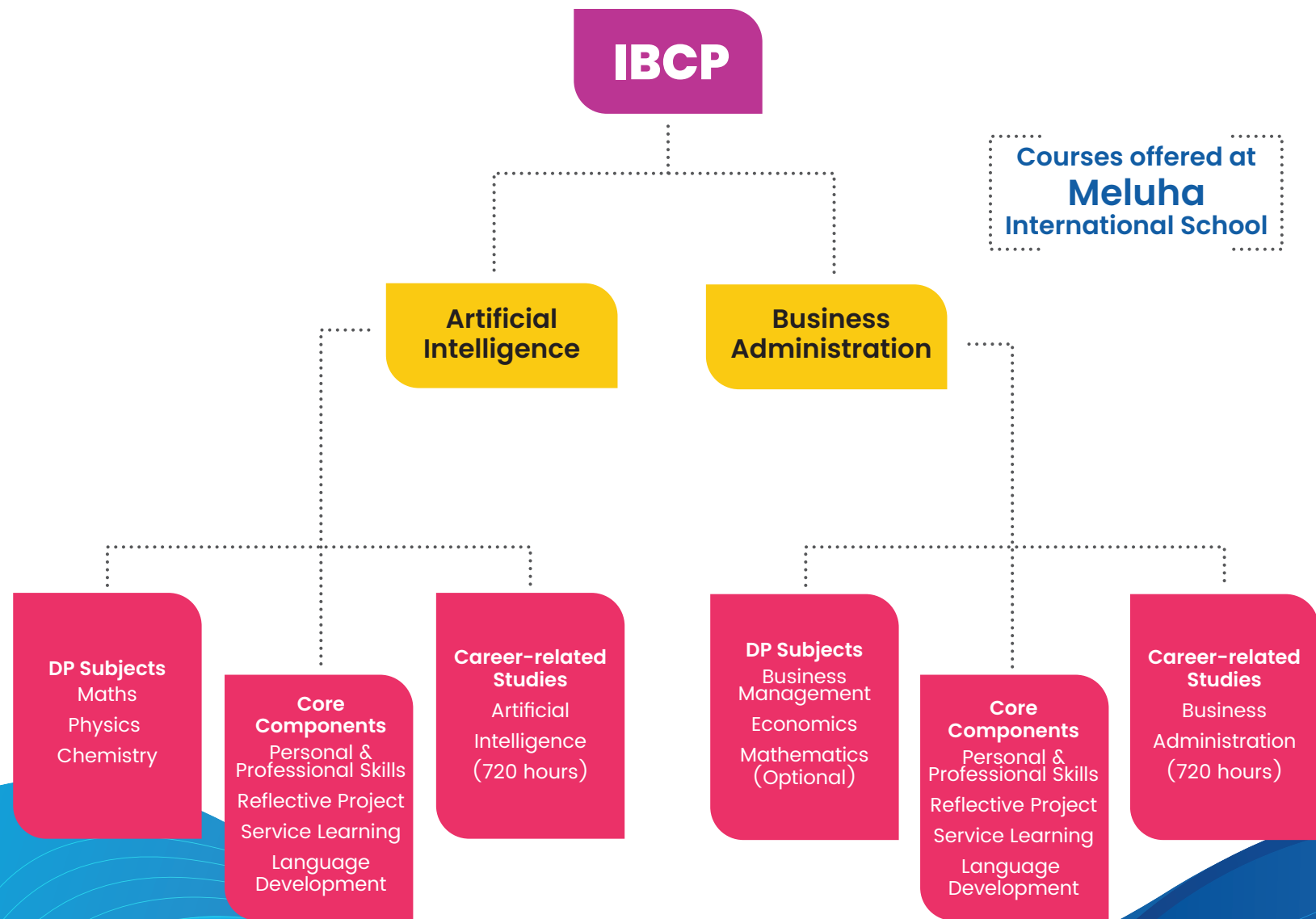
This is an in-depth body of work produced over an extended period and submitted towards the end of the programme. Through the reflective project, students identify, analyze, discuss, and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action, and reflection, and to develop strong thinking, research, and communication skills.

Career-related Studies

Students are provided with practical, real-world approaches to learning designed to prepare them for higher education, an internship or apprenticeship, or a position in a designated field of interest.

The career-related studies are aligned with student needs and progress toward further study or direct employment.

THE CP EDUCATIONAL FRAMEWORK



IB CAREER-RELATED PROGRAMME
BUSINESS
 ADMINISTRATION



IB CAREER-RELATED PROGRAMME
BUSINESS
 ADMINISTRATION



COURSE STRUCTURE



Career Related Study
 (720 Guided Learning Hours)



DP SUBJECT	CORE SUBJECT
Recommended DP subjects which compliment the CRS Programme	Personal And Professional Skills
Business Management	Service Learning
Economics	Reflective Project
	Language Development

Human Resource Management <ul style="list-style-type: none"> • Introduction • Job Design & Analysis • Performance Appraisal & Career Planning • Participative management & Industrial Relations • Concept & Theory of OB 	Principles of Management <ul style="list-style-type: none"> • Introduction to Management • Planning and Organising • Leading and Motivation • Directing, Monitoring and Controlling 	Research Methods <ul style="list-style-type: none"> • Introduction to Research Methods • Data Collection and Processing • Data Analysis and Interpretation • Advanced Report Writing
Strategic Management <ul style="list-style-type: none"> • Understanding Strategy • Internal Environment of a Company • Generic Competitive Strategies • Strategy Implementation • Blue Ocean Strategy 	Principles of Accounting <ul style="list-style-type: none"> • Introduction to Accounting • Accounting Principles • Accounting Process • Accounting for Special Transactions 	Principles of Marketing <ul style="list-style-type: none"> • Introduction to Marketing • Marketing Environment • Segmentation, Target Marketing and Positioning • Consumer Behavior • Marketing Mix
Digital Marketing <ul style="list-style-type: none"> • Digital Marketing Planning and Structure • Facebook Marketing Fundamentals • Google Adwords • Youtube Marketing • Email Marketing – Content Writing 	Entrepreneurship <ul style="list-style-type: none"> • Being an Entrepreneur • Customer Discovery • The Financial Road Map • Entrepreneurial Leadership • Business Plan 	Workshops, Projects, Internship & Industry Engagement <hr/> Capstone Project

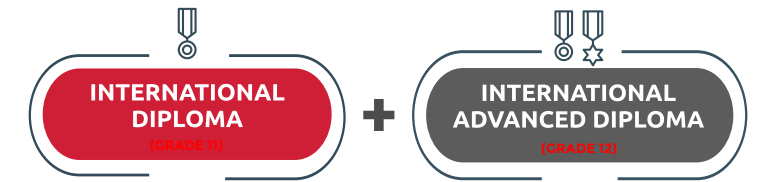
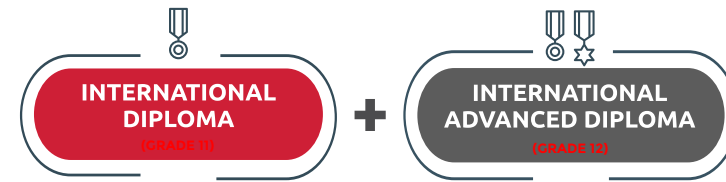
IB CAREER-RELATED PROGRAMME
ARTIFICIAL INTELLIGENCE



IB CAREER-RELATED PROGRAMME
ARTIFICIAL INTELLIGENCE



COURSE
 STRUCTURE



Career Related Study
 (720 Guided Learning Hours)

DP SUBJECT	CORE SUBJECT
Recommended DP subjects which compliment the CRS Programme	Personal And Professional Skills
Physics	Service Learning
Chemistry	Reflective Project
Mathenatics	Language Development

GRADE XI
Introduction to Artificial Intelligence
Artificial Intelligence for Society and Ethics
Mathematics for Artificial Intelligence - I
Data Mining
Programming for Problem Solving
Design Thinking for Innovation
Modern Day Apps and Human Computer Interaction (HCI)
Python Programming
Artificial Intelligence Programming
Capstone - I

GRADE XII
Mathematics for Artificial Intelligence -II
Data Analytics
Machine Learning
Computational Linguistics and NLP, Vision and Speech
Critical and Creative Thinking
Application of Artificial Intelligence and Machine Learning in Industries (Domain)
Full Stack Development
Deep Learnin
The Art of Story Telling
Capstone - II

APPROACHES TO LEARNING

Our focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations, and have the determination to achieve them.

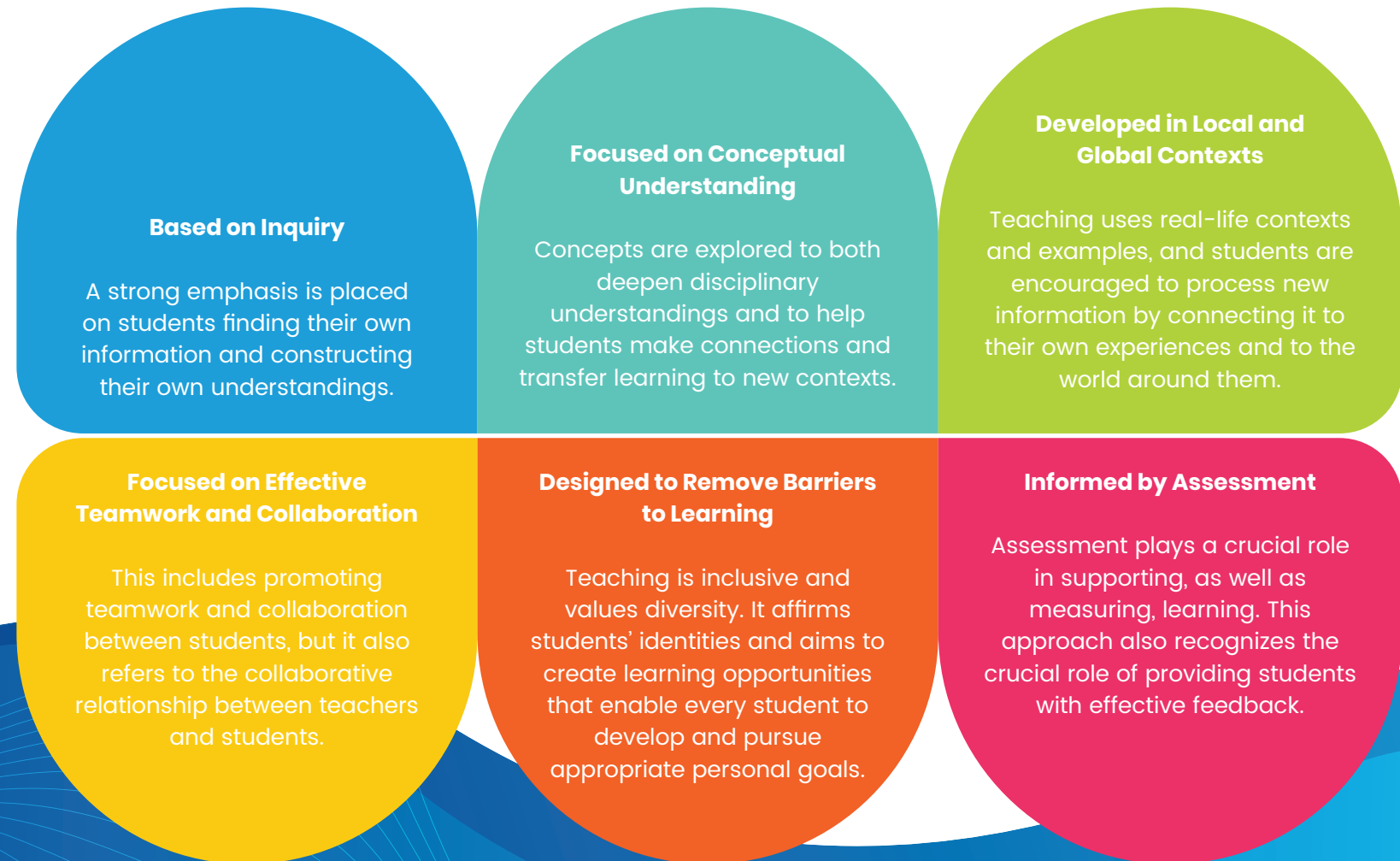
The same five categories of skills span all IB programmes:



APPROACHES TO TEACHING

The same six approaches underpin teaching in all IB programmes. The approaches are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students.

In all IB programmes, teaching is:



PERSONAL & PROFESSIONAL SKILLS

Personal Professional Skills is a professional ethical thinking course which explores the ethical context of the career-related study and its implications in the real-world.

The Personal & Professional Skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. Personal and professional skills is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

The overall aims of personal and professional skills are for the students to achieve the following learning outcomes:

- Identify their own strengths and develop areas for growth
- Demonstrate the ability to apply thinking processes to personal and professional situations
- Recognize & be able to articulate the value of cultural understanding and appreciation for diversity
- Demonstrate the skills & recognize the benefits of communicating effectively and working collaboratively
- Recognize & consider the ethics of choices and actions

SERVICE LEARNING

Service learning is a component of the Career-related Programme core. Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

The aims of service learning are for students to:

- Develop and apply knowledge and skills towards meeting an authentic community need.
- Develop as leaders who take initiative, solve problems and work collaboratively with others.
- Enjoy the experiences of both learning and service.
- Develop a sense of caring about, and a responsibility for others.
- Gain a deeper understanding of themselves, their community and society through meaningful reflection.
- Enhance and strengthen their experience with the existing school curriculum.



REFLECTIVE PROJECT

The reflective project is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project is an in-depth body of work produced over an extended period and submitted in Year 2 of the Career-related Programme. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery, and creativity through a variety of different approaches. The reflective project is assessed using grades A to E, with A representing the highest level of achievement. A minimum of 50 hours is expected to be devoted to the reflective project. In addition to a written essay, students keep a record of their reflections in the process of undertaking and completing the reflective project using the Reflections on planning and progress form (RPPF).

This record forms part of the final reflective project assessment.

- The Reflective Project is a structured piece of work that can take a variety of forms including an academic paper, a video documentary, a short film, or a website to name but a few options.
- A student will be able to identify, analyse, explore, critically discuss, and evaluate the ethical dilemma of an issue arising from their career-related study and linked to some contemporary event or situation.



LANGUAGE DEVELOPMENT

Language Development provides the students with the necessary skills and intercultural understanding to enable them to communicate using the chosen language in a variety of contexts. A language portfolio is required to demonstrate students' engagement with the language.

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core. Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language. The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP students.

The aims of language development are to:

- Enable students to understand and use the language they have studied in context.
- Encourage an awareness and appreciation of the different perspectives of people from other cultures.
- Provide students with a basis for further study, work, and leisure using an additional language.
- Provide the opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.

FREQUENTLY ASKED QUESTIONS

1 **What kind of students choose IBCP?**
The students choosing the IBCP tend to be those who think long-term and want to keep their options open. It can lead to university or directly to a career, usually through higher level apprenticeship.

How does the IBCP give students an advantage?
It enables them to gain qualifications recognised by universities and employers throughout the world. IBCP students develop as highly effective team workers, showing self-confidence, determination, initiative, and enterprise.

2

3 **What makes the IBCP different?**
The IBCP differs from most other post-16 programmes because it unites both academic and vocational studies into a flexible and coherent course, rather than offering a 'pick and mix' selection of unconnected subjects. The core of the programme also provides students with skill sets that they may not acquire through other qualifications.

How are the IB parts of the programme assessed?
Assessment is by a combination of examinations and coursework. The examinations are taken at the end of the programme and marked externally by IB examiners. All IB subjects include coursework, which is assessed by the school.

4

5 **What are the core elements of IB?**
The Core is one of the most important differences between the IBCP and other post-16 qualifications and programmes. It is a compulsory element and consists of four components: Personal and Professional Skills, Service Learning, Language Development, and a Reflective Project. These components are all blended together to develop critical thinking and intercultural understanding and are at the heart of why IBCP students excel in job and university applications.

What makes IBCP students special?
The IBCP develops students personally and socially, as well as academically, it raises their aspirations. It encourages students to be enterprising, a characteristic that it shares with all other IB programmes.

6

7 **If a student has a specific career in mind, will choosing IBCP impact this?**
At 16, some students already have a clear idea of their career intentions and are looking for hands-on experience in that field. The IBCP is ideal for students who are interested in a particular industry and want to specialise early on. Should their career interests change, it offers students the opportunity to gain transferable skills, while also staying on track to succeed both academically and professionally, with a view to attending university, opting for a higher-level apprenticeship or entering the world of work. The IBCP also keeps doors open for students who haven't decided what path they would like to take at 18, or beyond. The IBCP allows students to maintain a broad spectrum of academic subjects and personal development, while gaining valuable insights into the world of work.

HOW DOES THE IBCP GIVE STUDENTS AN EDGE OVER OTHERS?

The IBCP enables Students to:

It encourages you to think about others

The Service Learning course allows you to make a positive impact on the world around you.



Explore, understand, and engage in real-world issues

The CP requires you to explore, analyse, and evaluate global issues from a local perspective.



It integrates academic & practical learning

The CP combines academic rigour with practical study. It develops skills and competencies required for life-long learning.

It allows you to do what you really want to do

You can combine your academic subjects with your interests and skills.



It gives you more career options

With a CP, you can access further education, apprenticeships, and employment in areas such as business, IT, healthcare, sports, and many others.



Learn about different cultures

Language development encourages you to engage with other cultures and increase your understanding of the wider world.



Build friendships and connections

Collaborative projects allow you to build friendships as well as working relationships.



Explore and apply your creativity in innovative ways

Personal and professional skills courses promote creative thinking techniques.



Develop essential life skills

Skills including critical thinking, communication, and personal development are an important focus of the CP.



Become an independent learner

Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.

