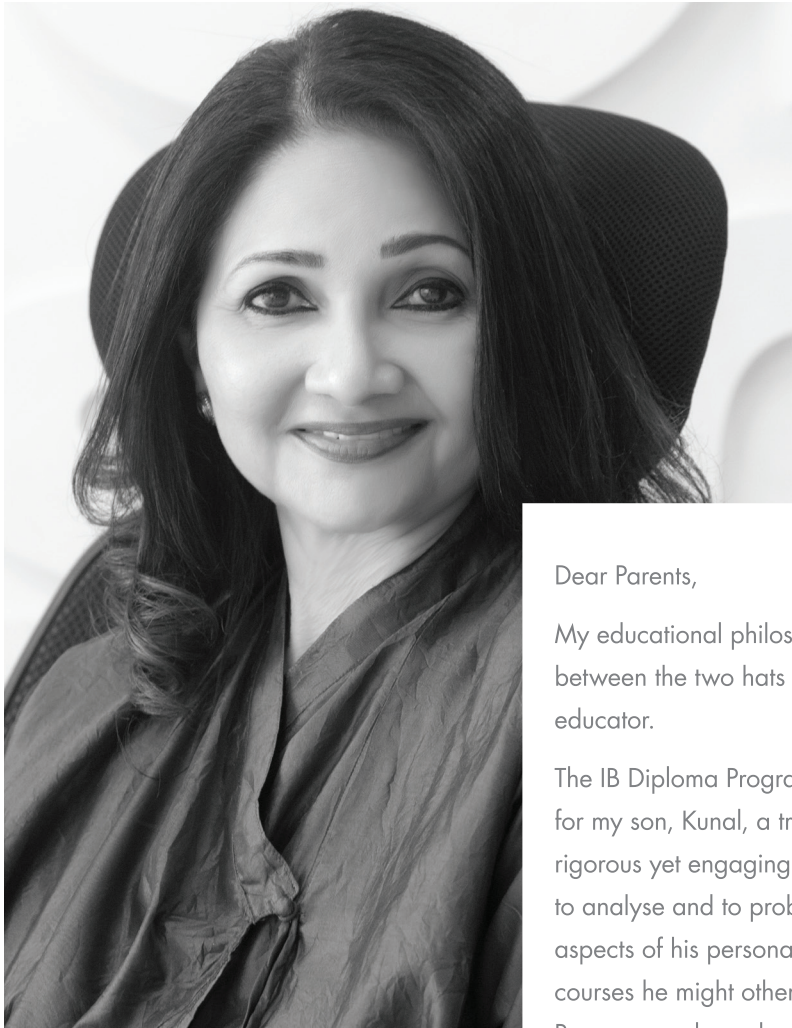




JBCN
International School
An EduCreative Experience





MRS. PINKY DALAL
Founder & Chairperson

“
**Education
goes beyond
knowledge...
it is a journey
of life.”**

- PINKY DALAL

Dear Parents,

My educational philosophy at JBCN has been shaped by the interplay between the two hats I have always worn – that of a mother and an educator.

The IB Diploma Programme proved to be a transformational experience for my son, Kunal, a transformation that I have observed first-hand. The rigorous yet engaging curriculum, encouraged him to think, to question, to analyse and to problem solve. It guided him to discover different aspects of his personality and to continuously challenge himself through courses he might otherwise never have chosen to take. The strong CAS Programme shaped crucial attitudes like empathy and respect, helping him to develop into a global citizen, able to view the world from multiple perspectives. It equipped him to play a variety of roles with confidence, whether it is to debate issues as a panellist, to address an audience or to devise strategies.

As a parent, I feel that the IBDP has given Kunal the confidence to follow his dreams and developed in him a sense of commitment to plan for future success. It has played a pivotal role in who he is today - be it is his educational vision, his leadership skills or his desire to give back to society.

Both as a mother and an educator, I am convinced that the IBDP will play a similar role in your children's lives. At JBCN, we are committed to providing them with an IB Diploma Programme that offers the perfect foundation and launching pad for their future success.

Regards,

MRS. PINKY DALAL,
JBCN Founder & Chairperson



MRS. HEMALI DALAL
Managing Director

To the Senior School Learners,

I've been in your shoes. After years of schooling, I wanted to just let loose and enjoy my college years. I didn't want to focus on learning; yet something prompted me to choose IBDP. I think it was one of the most important decisions that I made because it enabled me to come out of my cocoon and expanded my thinking. I felt that the IB was the perfect blend of allowing me to enjoy this phase but also keeping me engaged in learning. Through the IBDP, I learnt that I am responsible for my own work – no one was going to remind me to complete it. If I took deadlines lightly, it was to my own detriment. To do something, I had to give my best – taking the easy way out was not an option.

Being a student of the IB cemented my belief that in order to be an effective leader, you need knowledge and qualities in equal measure. A leader's role is not just to lead but to keep his team together, a lesson that I learnt through my team projects. My extended essay, the CAS activities and international competitions I participated in, made me a versatile learner and prepared me for university life.

When I chose the IB, I didn't realize the lifelong impact that the learning would have on me; but till today, I reflect on those days with fondness. I am grateful for the skills that I learnt as they have served me well through my professional journey.

Since I've been a student of the IB, I know firsthand the impact that it can make, motivating me to ensure that our programme will truly set our learners apart.

Regards,

KUNAL DALAL



MR. KUNAL DALAL
Managing Director

“
**To be an
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- KUNAL DALAL

ABOUT JBCN

JBCN Education is a progressive organisation operating in the education vertical. The organisation is led by Mrs Pinky Dalal, Chairperson, Kunal Dalal, Managing Director and Hemali Dalal, Managing Director.

Mrs Pinky Dalal, the Chairperson at JBCN has been an educator for over 30 years. Her journey in the field of education started in 1984 when she opened her first preschool, Children's Nook, in South Mumbai. She pioneered the concept of a structured but informal education for children between the ages of 1.5 to 3.5 years. Her dedication to a strong academic programme which enabled children to learn while having fun, and her ability to guide parents, made her preschools a popular choice.

In 2002, armed with her experience in the education field, she founded JBCN Education and took on consulting projects for high schools, setting up the first IB Diploma Programme in South Mumbai at B D Somani, and partnering with the NSS Trust to set up the first PYP affiliated school in South Mumbai, NSS Hill Spring International School. JBCN Education also took on short consultancy projects in Dubai, Calcutta, Hyderabad and other parts of India.

JBCN Education set up a school for differently abled students called JBCN Pan Academy which gave children with differential needs a platform to grow, in an environment where they were treated equally and given confidence in their abilities.

2010 saw the founding of the first JBCN International School, an initiative that has grown today to 4000 students studying in 3 schools across Mumbai, in Borivali, Parel and Oshiwara. JBCN schools are committed to providing their students with the best of international curricula and pedagogy, in an environment that empowers them to achieve their fullest potential.



Photo Courtesy: Niharika, JBCN Photography Club

**JBCN
International
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JBCN VISION

The vision of our school is to create tomorrow's leaders who strive for academic excellence by acquiring knowledge through EduCreative experiences, and in the process, evolve into lifelong learners with a sense of conviction and commitment.

We aspire to create responsible citizens who have an understanding of global issues and work for the betterment of the world community.

JBCN MISSION

The Mission of the school is to nurture inquiring young minds through EduCreative experiences and unique and stimulating teaching approaches that incorporate the best of national and international curricula. Our Programme focuses on developing the mind, body and soul of every learner in order to create a life-long love for learning. Our learning experiences, while remaining rooted in Indian values, will enable them to become successful leaders and effective communicators who can adapt effortlessly to a culturally diverse and ever-changing world.



NOTE FROM THE PRINCIPAL:

In a fast changing world, it is believed that in the next decade, young people will not only change jobs frequently but change multiple professions. In such a scenario, it is imperative that the education they receive focuses on the how rather than the what - shift from syllabus based to curriculum based education. International Baccalaureate programs are probably the only programs that run on a true curriculum, with the focus on self-directed learning. The strength of the program helps the young learner metamorphose into an adult in his/her thinking ability in a short span of two years.

The trans discipline subject choice along with the Extended essay, Theory of Knowledge and CAS develop equally both the left and right brain which empowers the learner to not only be creative but also a critical thinker. The robustness of the program equips the student to be prepared for any challenge that college/university has to offer.

However, at JBCN, we want our learners to be even more equipped and hence we have created a parallel curriculum to take our DP program beyond the IB mandate. This curriculum focuses on providing modern day competencies like entrepreneurial mind-set, persuasive communication skills, data analytic skills, coding and design thinking along with traditional values of respect and empathy. These competencies along with

an excellent Diploma program, not only prepares our learner for college but prepares them for life.

SANDEEP CHHABRA

Principal - JBCN International School, Parel

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International Baccalaureate programs are probably the only programs that run on a true curriculum, with the focus on self-directed learning.

NOTE FROM THE DEPUTY PRINCIPAL, SECONDARY:

Welcome to the enthralling world of the International Baccalaureate!!!

The Diploma Programme offers the most action packed and exciting learning experiences. The IB learners are exposed to academic rigour and encouraged to think and question through their Extended Essay and their study of Theory of Knowledge. The IB philosophy of creating lifelong learners who are compassionate citizens resonates with the Mind Body Soul programme of JBCN.

The Diploma Programme is rightly called a Pre-University programme as the students learn to achieve the impossible and convert obstacles into opportunities. Students not only learn to multitask but also develop life skills like time management, research and communication.

I have been associated with international education since the last 13 years in varying capacities. First as a professor of Business Management and then as a DP coordinator, Workshop leader, IB reader and as a member of the school visiting team of the IB.

In my experience as an IB facilitator, I firmly believe that the IB aims at developing global citizens who understand cultural diversity and accept differences with an open mind. The learning in the Diploma Programme will endeavour to achieve the mission statement of the IB and JBCN and the learning interactions will develop the learner attributes in each of our JBCN'ites.

The JBCN IB Diploma Programme is going to be filled with learning, leadership opportunities and unique experiences which will give each of our learners a headstart!

We look forward to welcoming you!

Regards,

KINNARI SHAH

Deputy Principal - JBCN International School, Parel

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OUR INVESTORS



RAKESH JHUNJHUNWALA
President, RARE Enterprises

OUR ADVISORY PANEL



RANA KAPOOR
MD & CEO, Yes Bank Ltd



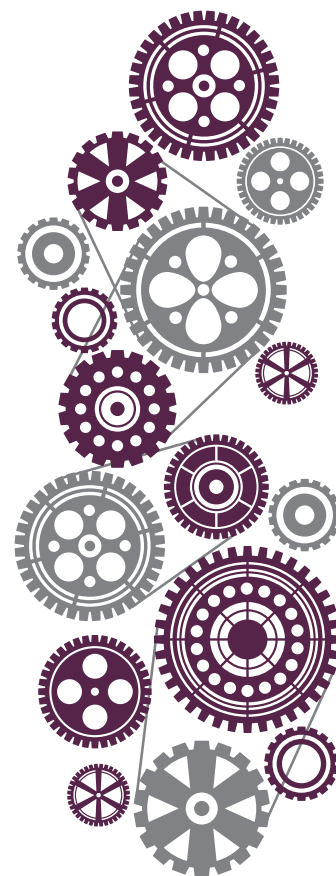
TINA AMBANI
Industrialist & Social Worker



VIMAL SHAH
Managing Director, HUBTOWN



ASHOK KURIEN
*Sr. Advisor for Groupe & Non-Executive
Chairman, Publicis India*



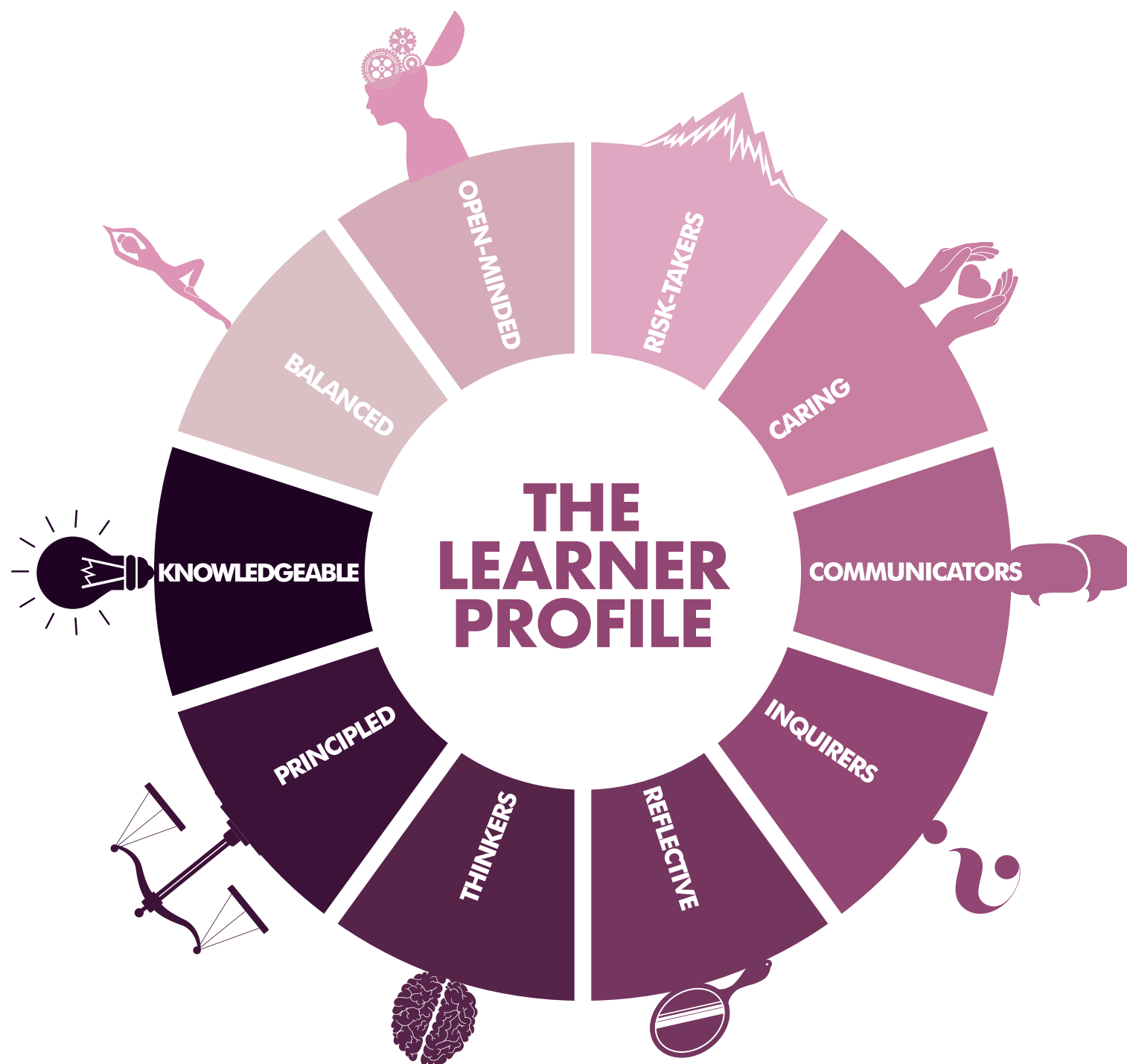


IBO MISSION STATEMENT

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.



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:

INQUIRERS:

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.

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 the perspectives of other individuals and groups.

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. We take responsibility for our actions and their consequences.

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 viewpoints, and we are willing to 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 around us.

RISK-TAKERS:

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.

BALANCED:

We understand the importance of balancing different aspects of our lives: intellectual, physical, spiritual 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.

REFLECTIVE:

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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.

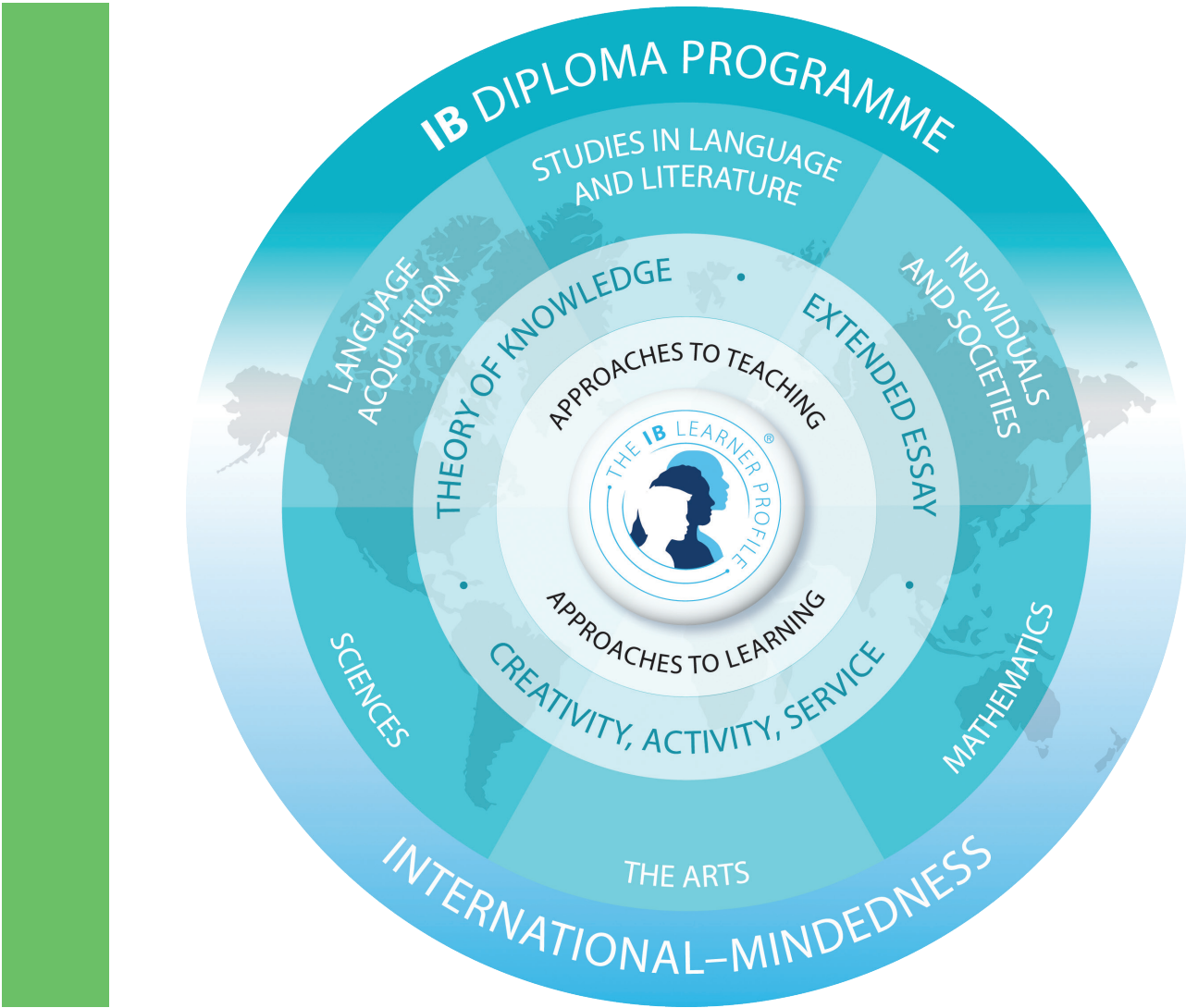
CURRICULUM FOR THE IB DIPLOMA PROGRAMME

IBDP students study three subjects at ‘Higher Level’ (HL) and three at ‘Standard Level’ (SL). They study HL subjects for a greater number of hours (240 teaching hours) and in greater depth than SL subjects (150 teaching hours).

In addition, all IBDP students will:

- Undertake original research to produce an Extended Essay (EE) of maximum 4,000 words;
- Follow an interdisciplinary course on the Theory of Knowledge (TOK);
- Participate in the Creativity, Activity and Service (CAS) Programme

The IBDP curriculum contains six subject groups together with the core made up of three separate parts. This is illustrated in the IB Curriculum Model below, with the core at its centre.





IB SUBJECTS OFFERED:

GROUP 1

Studies in Language and Literature: Language A

English A Literature HL/SL, English A Language and Literature HL/SL

GROUP 2

Language Acquisition: Language B

French B SL, French B ab initio SL, Spanish B ab initio SL, Hindi B HL/SL

GROUP 3

Individuals and Societies

Economics HL/SL, Business and Management HL/SL, Psychology HL/SL, Environmental Systems and Society SL

GROUP 4

Sciences

Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Computer Science HL/SL, Environmental Systems and Society SL

GROUP 5

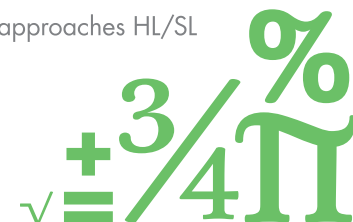
Mathematics

Mathematics: Applications and interpretation HL/SL
Mathematics: Analysis and approaches HL/SL

GROUP 6

The Arts

Visual Arts HL/SL



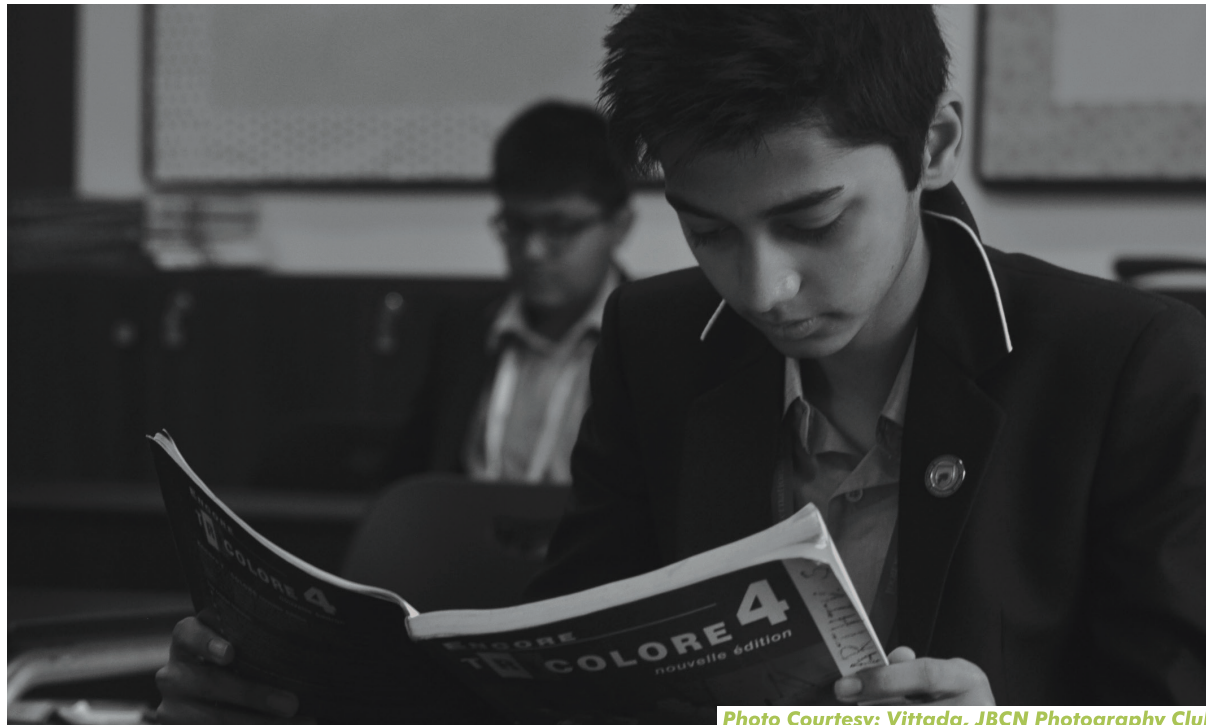


Photo Courtesy: Vittada, JBCN Photography Club

STUDENTS CHOOSE A TOTAL OF SIX SUBJECTS FROM THE LISTED 'SUBJECT GROUPS', SUBJECT TO THE FOLLOWING CONDITIONS:

- A)** All students are required to do English A (Group 1), Language B or a Language ab initio course (Group 2), and Mathematics (Group 5)
- B)** For the remaining three subjects, they choose one subject from among 'Individuals and Societies' (Group 3); one subject from among 'Sciences' (Group 4); and one from The Arts (Group 6). However, if they do not wish to choose from Group 6, they could opt for one more subject from 'Sciences' (Group 4) or from 'Individuals and Societies' (Group 3);
- C)** In exceptional circumstances, based on university requirements and approval by the IB, applications may be made for candidates to study for a 'Non-Regular' Diploma, and choose three Sciences - Physics, Chemistry, and Biology - from Group 4; in this case, they will not choose any subject from Group 3 or from Group 6.



Photo Courtesy: Niharika, JBCN Photography Club

HIGHLIGHTS OF THE PROGRAMME:

- The IB Diploma programme is one of the most robust pre-university courses in world. It has been designed to achieve academic proficiency, civic responsibility and international understanding.
- The Diploma requires students to study 6 subjects, out of which 3 are studied at Higher Level and 3 at Standard Level. Apart from these, the three core areas of IBDP are- Theory of Knowledge (TOK), Creativity, Activity and Service (CAS) and Extended Essay (EE).
- It is a flexible, yet comprehensive curriculum with rigorous international standards, and a strong co-curricular and sports programme.
- Goal setting to promote a growth mindset and prepare them for a VUCA (Volatile, Uncertain, Complex, Ambiguous) world.
- Going beyond the mandate to build modern day competencies through an Entrepreneurship Programme by Columbia Business School and certified courses in Design Thinking, Data Analytics, Persuasive Communication, Mindfulness and Global Social Leadership (UK)
- IB Diploma students have higher acceptance rates to colleges across the globe.
- IB standards are aligned with best practices in education and support effective teaching methodology.



Photo Courtesy: Varun, JBCN Photography Club



IBDP COORDINATOR:

The IB Diploma Programme section is headed by the DP Coordinator. The DP Coordinator at JBCN is an IB Examiner, a Workshop Leader and a School Visiting Team Member for the IBDP. The coordinator takes on the role of a Business Management faculty as well.

IBDP FACULTY:

The school has hired highly qualified and talented IB Practitioners who are trained by the IB to deliver the Diploma Programme. Most of our faculty members are also IB examiners and display a thorough understanding of the programme requirements.

Our Language faculty represents true internationalism as the professors are from varying cultural backgrounds. The Individual and Society department comprises of highly experienced faculty members who are experts in their respective fields. The Sciences and Mathematics professors are well versed with technology making the classroom a dynamic learning environment for our learners. The Art teacher encourages creativity and imagination in addition to exploring various forms of art.

In the true spirit of IB, all our teachers believe that they are lifelong learners. To adapt to the ever-changing and evolving needs of our young learners, teachers of JBCN attend IB training on a regular basis.



Photo Courtesy: Tanya, JBCN Photography Club

EXPERIENTIAL LEARNING AT JBCN, PAREL

The enriching creative experiences at JBCN International School comprise practical, cultural and challenging activities, designed to support the personal and social development of our young learners. The experiences, coupled with our academic programme form our Mind Body Soul programme, which facilitates a balanced and holistic development of our learners.

The IB Diploma Programme Core comprises: Theory of Knowledge, Extended Essay and Creativity, Activity and Service. The Core of the IB Diploma Programme blends in beautifully with our EduCreative experiences at JBCN ensuring a seamless transition.



THEORY OF KNOWLEDGE

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

KNOWING ABOUT KNOWING

TOK examines how we know what we claim to know, by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. The distinction between shared knowledge and personal knowledge is intended to help teachers construct their TOK course and to help students explore the nature of knowledge.

WAYS OF KNOWING

While there are arguably many ways of knowing (WOKs), TOK identifies eight specific WOKs: language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing, and it is suggested to study four of these in depth.



AREAS OF KNOWLEDGE

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested to study six of these eight.

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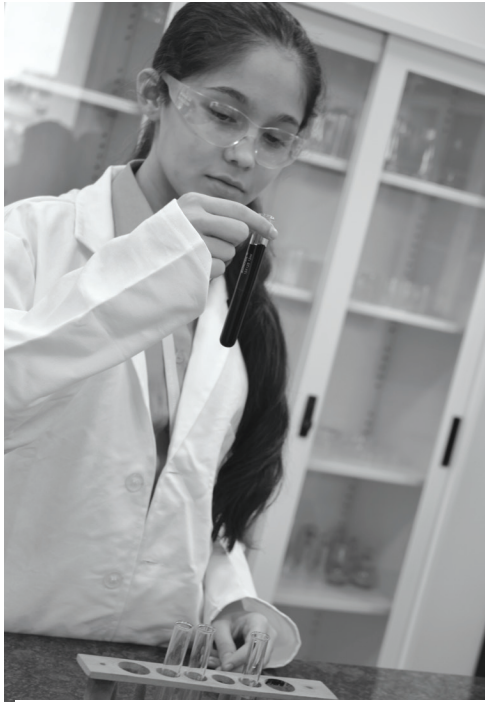


Photo Courtesy: Anirudh, JBCN Photography Club





Photo Courtesy: Naman, JBCN Photography Club

EXTENDED ESSAY

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.



CREATIVITY, ACTIVITY AND SERVICE

Creativity, activity and service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the early years of education.

CAS is organized around the three strands of creativity, activity and service defined as follows.

- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** - physical exertion contributing to a healthy lifestyle
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences.

All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

PROGRAMME OVERVIEW

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

OUTSTANDING FEATURES OF THE DIPLOMA PROGRAMME AT JBCN:

EXCLUSIVE LEARNING EXPERIENCE:

- The school has established an alliance with various Corporate houses to generate Internship opportunities for the Diploma Programme learners
- National and International excursions with relevant academic experiences will be planned at regular intervals
- Field experts and corporate heads will be invited as Guest Lecturers to address our learners
- A blend of National and International faculty will impart knowledge with multiple perspectives with an ultimate purpose of developing true international mindedness
- A pre IBDP Workshop will be conducted for Grade X students to bridge the gap between the Grade X curriculum, skill sets and IB requirements

CAMPUS FACILITIES:

- IB Diploma Programme students will have access to a separate Learning Resource Center, Art Room, Recording Studio and ICT Lab
- Student Lounge for independent self study
- Specially designed classrooms to meet international education standards

PROFESSIONAL DEVELOPMENT PLAN:

- Building pedagogical leadership within the school by hiring highly qualified and trained faculty
- In-House training sessions
- IB Workshops and Training

CAREER COUNSELLING UNIT

- In - House dedicated team for guiding the IB learners through subject, course and campus selection.
- Professional support in financial planning and goal setting.
- Mentoring by certified IB educators in profile building and writing Personal statements.
- Facilitation of Recommendation letters for college and university applications.
- Complete guidance in preparation for college interviews.
- Planned visits to universities in India and abroad, as well as opportunities for exchange programmes.

RESOURCE DEVELOPMENT:

- Procuring resources to enrich the learning experience
- Collaboration with other IB schools to enhance the teaching-learning process
- Liaising with external agencies to ensure that the mission of the school is achieved
- Using interactive TV's and technology for delivering the curriculum

SCHOLARSHIP OPPORTUNITIES:

A full tuition and term fee scholarship will be offered to deserving candidates. For further information, kindly send an email to ibdpscholarship.parel@jbcnschool.edu.in.

NOTE FROM THE DIPLOMA PROGRAMME COORDINATOR:

Welcome to JBCN's International Baccalaureate Diploma Programme.

The IBDP at our school features an exciting range of subjects and additional learning opportunities whose main objective is to help you develop physically, intellectually, emotionally and ethically. Academic rigour and skills development are cleverly combined to offer you a unique learning experience.

The International Baccalaureate Diploma Programme's aims and objectives are perfectly aligned with JBCN's mission and vision: to nurture young minds through stimulating teaching approaches framed within international mindedness and human values. The study of languages, the natural sciences, the arts, the human sciences and mathematics along with along with Theory of Knowledge and the Extended Essay provide a balanced curriculum and an excellent preparation for university purposes.

I have been working within the IB world for over 18 years as an English Language and Literature teacher and DP Coordinator. I am also an IB Examiner, Workshop Leader, Reader and Visit Team Member. My experience teaching in the Diploma Programme has allowed me to live in different countries around the world, meet unique people and savour different cultures.

I am fully convinced of the advantages the DP brings to learners and I have personally witnessed their growth on several occasions. The attributes the students display are visible and measurable. They become invaluable in their future studies and careers.

I hope this brief note has sparked your curiosity and your desire to shape your own future. Do not hesitate to ask if you want to

find out more about this fantastic experience that awaits you.

I look forward to meeting you soon.

Regards,

SERGIO CHIRI

IB Diploma Programme Coordinator

“
The IBDP at our school features an exciting range of subjects and additional learning opportunities whose main objective is to help you develop physically, intellectually, emotionally and ethically.



Enquiry process for Admission:

Interested parents are requested to visit the school's website: www.jbcnschool.edu.in and fill up the Enquiry Form.

JBCN International School, Parel

Yogi Mansion, CTS No. 244, Off Dr. S.S. Rao Road,
Dr. Vinay Walimbe Road, Parel East, Mumbai - 400 012

TEL: 022 24114627 / 022 24114628 / 022 24114629

EMAIL: admissions.parel@jbcnschool.edu.in
www.jbcnschool.edu.in

We thank our learners from the JBCN Photography Club for taking the wonderful photographs used in the brochure.