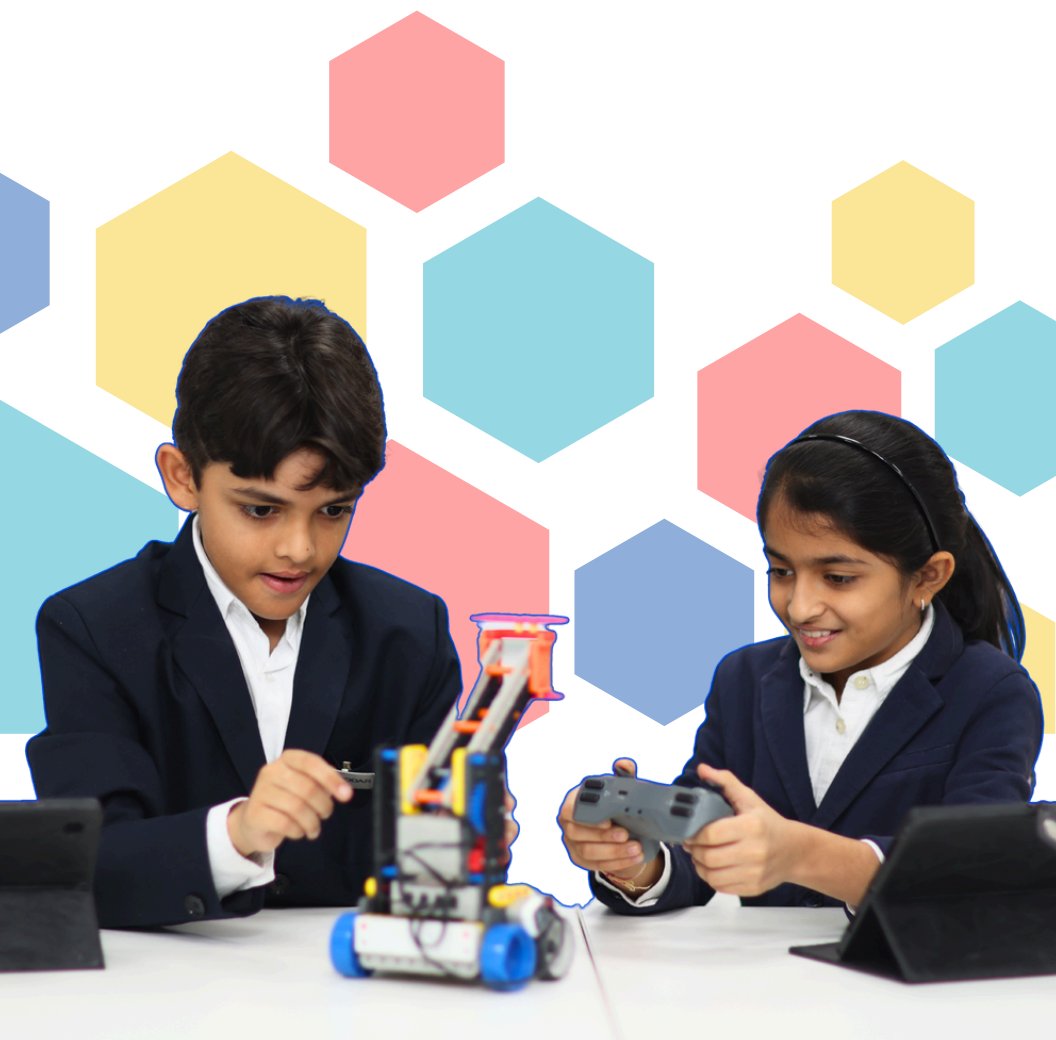


PODAR INTERNATIONAL SCHOOL

(IB & Cambridge International)

Affiliated to International Baccalaureate and Cambridge Assessment International Education
Affiliation No.: 1B0-002228 & Cambridge International-IN420





*Changing Lives,
Making A
Difference.*



Chairman's Message

The Podar Education Group legacy is long and enduring. For over nine decades, the Podar family has made education a mission and quality the fulcrum of their commitment. Today, Podar International Schools across the nation cater to the educational needs of over 2,50,000 learners annually. Podar International School, entrusted with the future, the careers and the lives ahead of the students. We need to nurture them as learners, inculcate values and arm them with the necessary skills that will help them make the nation proud.

The management of Podar International School brings together an exceptional learning community. Our curriculum and practices, based on learner-centric education, strives to build independent, responsible and global citizens. Therefore, each Podar school will impart world-class education through the best use of new resources, developing young minds to think, question and create.

Our network of schools aims to fuse the strong cultural fundamentals of Indian society with advanced learning tools acquired from the world over giving education an exciting and dynamic direction.

As we open our doors to each new generation of students, expectations run high as we believe that our students will grow into the stars in our skies. Every day, every year, we scale new heights, never standing still.

Sincerely,

Dr. Pavan Podar

Chairman - Podar Group of Schools

Chairman.ib@podar.org



Principal's Message

We share the belief of John Dewey (1859–1952), the American education reformer, that "Education is not a preparation for life; education is life itself." Inspired by Dewey's philosophy, our motto, "Excellence in Education," reflects our commitment to this purpose—a commitment every Podarite passionately upholds. This academic year, we have witnessed deeply enriching efforts to redefine our limits across all aspects of teaching and learning—whether in curricula, assessment, or the experiences of new teachers and students alike.

Real-life application of knowledge and skills has been the hallmark of the education revolution at Podar International School. The nurturing and compassionate ethos at Podar has empowered our students to grow into caring, high-achieving members of society, responsible global citizens, and lifelong learners. In the year that was, we have seen ample evidence of cross-culture exposure and internationalism in classrooms and outside. We provide the stage and work tirelessly behind the scenes to support and celebrate our students' endeavours, standing with them, behind them, and beside them in every step. Podar International School takes pride in celebrating the success of its students and has undoubtedly carved a niche for itself in the field of education.

Podar International School, with its many accomplishments, awards and top rankings for pursuing excellence in education, stands as a testament to our commitment to growth and innovation. Building on this strong foundation, I warmly welcome you to a new year of achieving greater milestones. Together, let us empower our students—eager explorers on a journey of learning, discovery, and personal growth—to soar to new intellectual and spiritual heights.

For information, please reach out to principal.ib@podar.org

Dr. Mrs. Vandana Lulla
Director/Principal



IB Mission Statement

The International Baccalaureate Organization 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 programs of international education and rigorous assessment.

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



Mission

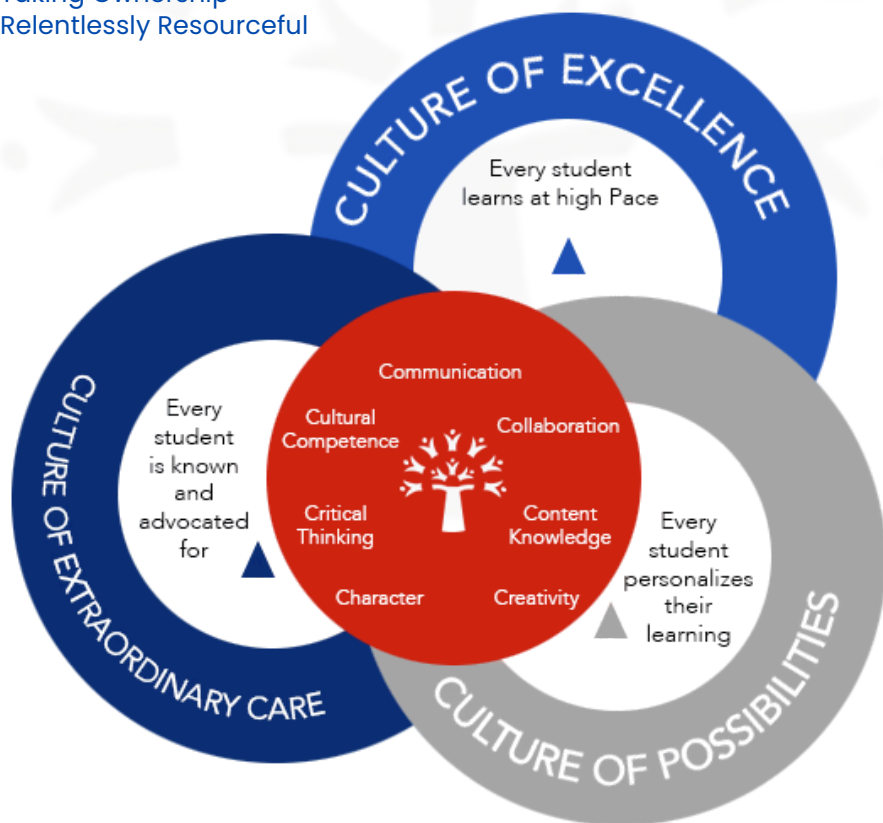
At Podar International School, we provide opportunities to students through stimulating, safe and supportive environment for attaining personal mastery and teamspirit through collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect of different cultures and religions and become proactive and responsible world citizens.

Vision

To achieve excellence by creating globally competent, ethical and high performing world citizens through world class education.

Values

- Learners First
- Taking Ownership
- Relentlessly Resourceful



Our Holistic Learning Strategy

Our holistic learning strategy is designed to achieve academic excellence by fostering the intellectual, emotional, social, and physical development of every learner.

We believe in:



Providing a stimulating, safe and supportive environment, in which all our students can aim for success.



Providing opportunities for all our students to reach the best levels of achievement of which they are capable.



Imparting information, skills and processes which prepare students to function effectively in a rapidly changing world. Develop sporting, cultural and social skills.



Helping our students to develop not only their knowledge but also to gain the skills and understanding necessary for success in the 21st century.



Helping our students to become active and responsible world citizens.



Providing our students with strong moral values, especially tolerance and understanding of different cultures and religions



Celebrating cultural and religious diversity, creating a truly international global environment.



Cultivating and encouraging in the students an inquisitive nature as well as the love of learning so that both will be lifelong activities.



Imparting students the methods and disciplines necessary to be able to utilize effective study habits for the rest of their lives.



Making full use of opportunities and resources available in the school.



Recognizing the importance and encourage co-operation and communication between home and school.



Our Facilities



SCIENCE LAB



ICT LAB



SENSORY LAB



ROBOTICS LAB



SMART CLASSROOM

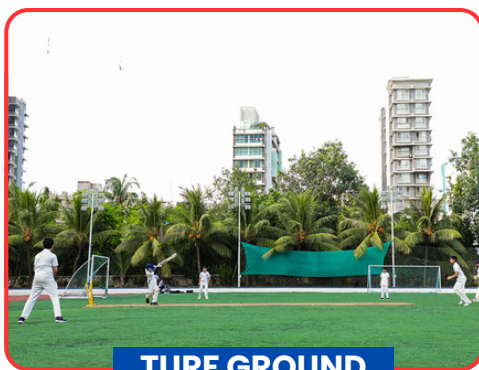


LIBRARY

Our Facilities



MULTI-PURPOSE HALL



TURF GROUND



CAFETERIA



TRANSPORT



LEARNING SPACES



INTERACTIVE TABLES ARE

Co-curricular Activities

[WATCH NOW](#)**DANCE****DRAMA****VISUAL ART****DRUMS****KEYBOARD****GUITAR**

Co-curricular Activities

[WATCH NOW](#)

YOGA



CHESS



CRICKET

IB Learner Profile

The Learner Profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose. The Learner Profile perfectly complements our belief in the idea that all students can find within themselves the desire, aptitude, and commitment to pursue a path that inspires them.

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



IB learner profile

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

As IB learners we strive to be:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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 we are willing to grow from the experience.</p> <p>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.</p> <p>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.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>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.</p>
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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.

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IB Learner Profile

WATCH NOW



International Mindedness

At Podar International School, we believe that International mindedness is a perspective that encourages students to understand, respect and value diverse cultures. It's about recognizing our shared humanity and responsibility towards a global community. This involves fostering intercultural understanding, promoting global engagement, and embracing multilingualism.

Developing international-mindedness

To build an internationally minded school culture, the school considers:

- focusing student inquiries on fostering relationships with ourselves and others in human and natural worlds
- creating opportunities for meaningful cultural engagement and action in the local and global communities
- embracing multilingualism to enhance intercultural dialogue and global engagement.



WATCH NOW



The PYP Curriculum Framework

The Primary Years Programme (PYP) offers a transdisciplinary, inquiry-based and student-centered education with responsible action at its core, enabling students to learn between, across and beyond traditional subject boundaries. The framework serves as the curriculum organizer and offers an in-depth guide to achieve authentic conceptual inquiry-based learning that is engaging, significant, challenging and relevant for PYP students.

Through the programme of inquiry and by reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile.

The pillars of the PYP curriculum framework

The transdisciplinary model extends across all three pillars of the PYP curriculum framework—the learner, learning and teaching, and the learning community.

The learner: describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

Learning and teaching: articulates the distinctive features of learning and teaching (how best to support learners?)



The learning community: emphasizes the importance of the social outcomes of learning and the role that 18 communities play in achieving these outcomes (who facilitates learning and teaching?)

The PYP Curriculum Framework

The Primary Years Programme (PYP) offers a transdisciplinary, inquiry-based and student-centered education with responsible action at its core, enabling students to learn between, across and beyond traditional subject boundaries. The framework serves as the curriculum organizer and offers an in-depth guide to achieve authentic conceptual inquiry-based learning that is engaging, significant, challenging and relevant for PYP students.

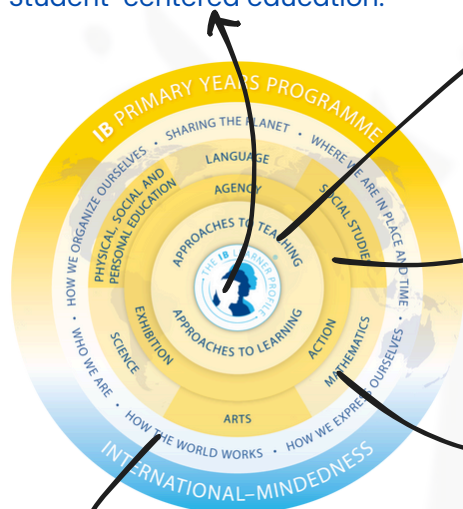
Through the programme of inquiry and by reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile.

The Learner profile is the core of the model and the whole IB Philosophy, It also makes reference to the Student-centered education.

The IB's six approaches to teaching and five to learning guide educators and students through a cycle of inquiry, action, and reflection—asking, doing, and thinking—that shapes daily teaching and learning.

Agency and self-efficacy are central to PYP learning. Learners take ownership of their learning with identity and self-belief, while building community and respecting others' views. Action, rooted in agency, drives the PYP and supports international mindedness.

The PYP identifies a body of critical knowledge for students in all cultures in six subject areas.



Pyp Curriculum Framework

Framing the programme of inquiry, these globally and socially driven transdisciplinary themes help students explore real-world issues and opportunities. Together, they offer authentic learning beyond traditional subjects, reflecting the boundaryless nature of real-world problems.

WATCH NOW



The PYP Curriculum Framework

In the PYP, students learn about significant concepts through units of inquiry. The six transdisciplinary themes that guide units of inquiry and compose a year of study are:



An inquiry into identity as individuals and as part of a collective through:

- physical, emotional, social and spiritual health and well-being
- relationships and belonging
- learning and growing



An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses



An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity of all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

The PYP Curriculum Framework

In the PYP, students learn about significant concepts through units of inquiry. The six transdisciplinary themes that guide units of inquiry and compose a year of study are:



An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision-making



An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation.



An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation: possibilities and impacts

Elements of the PYP:

Transdisciplinary Learning

Transdisciplinary Learning in the PYP organises elements of the PYP into the Programme of inquiry. All units are mapped under the six transdisciplinary themes which focus on developing enduring understandings.

Subjects:

The subjects are threaded through the six transdisciplinary themes, enabling students to appreciate the richness of diverse knowledge domains. The six subject areas identified within the PYP are:



The transdisciplinary elements of the PYP

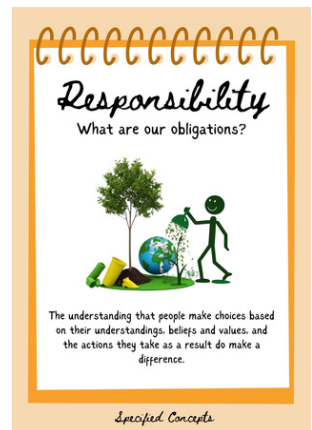
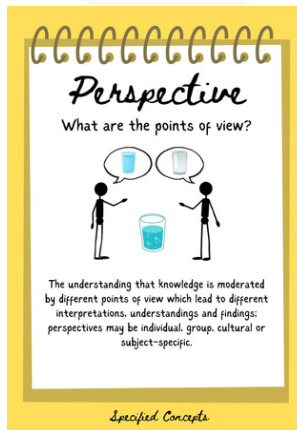
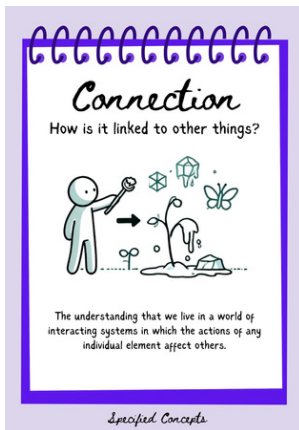
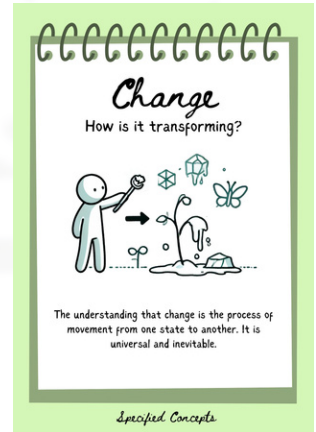
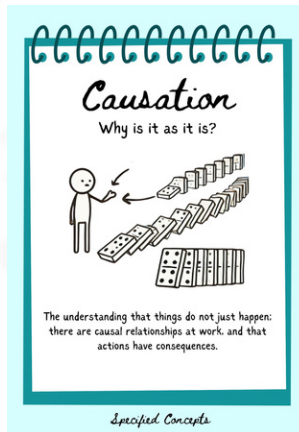
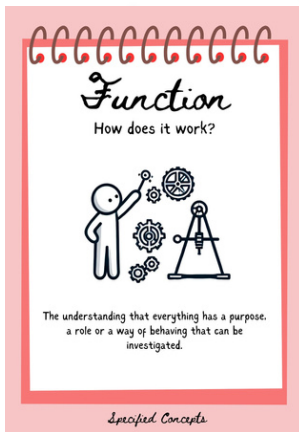
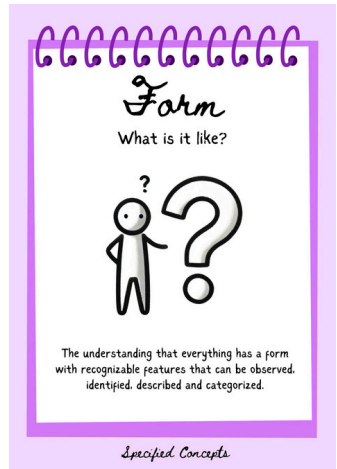
Core Subjects	Languages	Arts	PSPE
English	Hindi	Dance	Physical Education
Mathematics	French	Drama	Social, Emotional & Ethical Education
Science		Music	
Social Studies		Visual Arts	

The Role of Concepts

Teaching for conceptual understanding is supported by the approaches to teaching. In particular, collaboration and inquiry activities support the development of a learner's conceptual understanding.

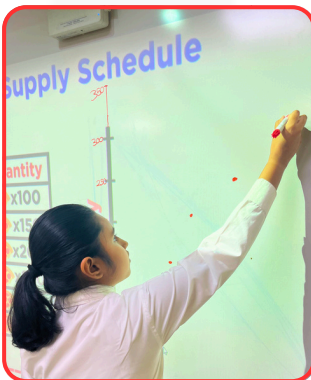
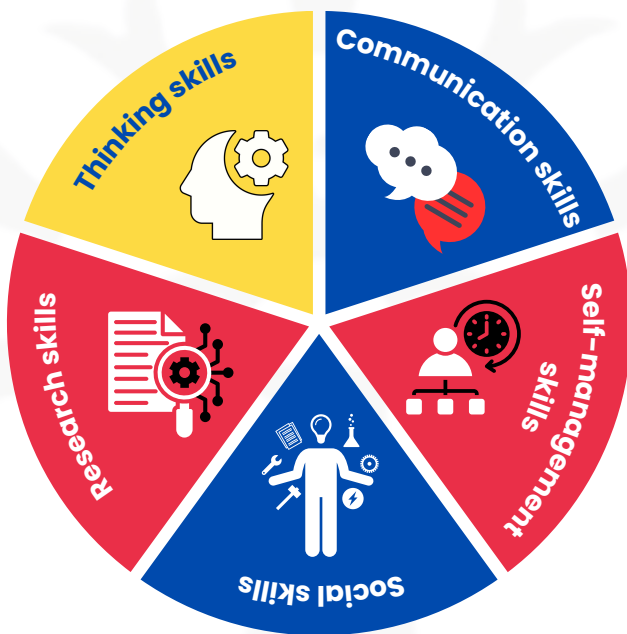
In turn, teaching for conceptual understanding enhances the process and outcomes of inquiry.

The Specified Concepts



Approaches to Learning

- Approaches to learning are grounded in the belief that learning how to learn is fundamental to a learner's education.
- Five categories of interrelated skills and associated sub-skills support learners of all ages to become self-regulated learners.
- Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop approaches to learning both inside and outside the programme of inquiry.



The approaches to learning and sub-skills

Although the approaches to learning are presented as distinct categories with associated sub-skills, there are close links and areas of overlap between them.

For learning that is connected, it is important that learners and teachers recognize these skills as interrelated.



The five interrelated approaches to learning

ATL SUB SKILLS		
Category	Sub-skills	
Thinking	Critical Thinking	Analysing
		Evaluating
		Forming decisions
	Creative Thinking	Generating novel ideas
		Considering new perspectives
Research	Information Transfer	Using skills and knowledge in multiple ways
	Reflection and metacognition	Using thinking skills to reflect on the process of learning
	Information literacy	Formulating and planning
		Data gathering and recording
		Synthesizing and interpreting
		Evaluating and communicating
Communication	Media literacy	Interacting with media to use and create ideas and information
		Understanding and applying social and ethical technology
	Exchanging information	Listening
		Interpreting
Social	Literacy	Speaking
		Reading
		Writing
	ICT	Communicating using technology to gather, investigate and share information
Self-management	Interpersonal relationships, social and emotional intelligence	Interpersonal relationships
		Social and emotional intelligence
	Organisation	Managing time and tasks effectively
		Mindfulness
		Perseverance
Self-management	States of mind	Emotional management
		Self-motivation
		Resilience

Teaching and Learning

Podar International School focuses on the diversity of the individual. The main aim of education at Podar is to encourage the students to work together in a variety of situations that help them make sense of the world. Through varied methods and democratic classroom settings, the students are empowered towards a way of learning which is independent, collaborative, and lifelong.

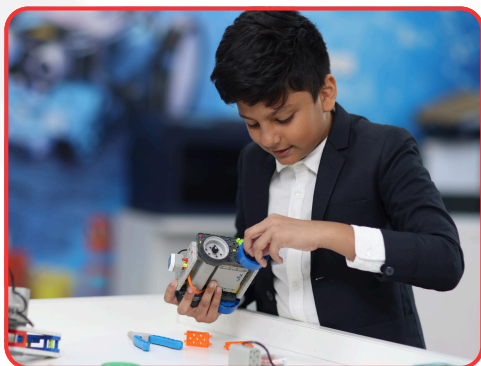
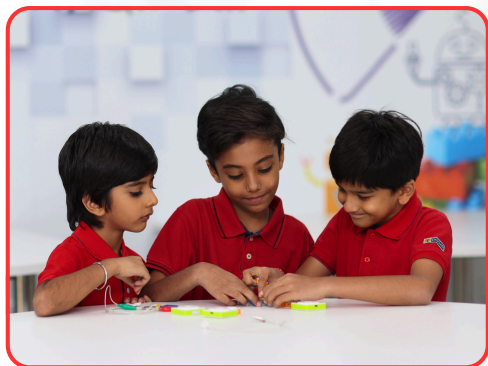
The framework of the teaching-learning at Podar International School is broadly based on six key elements that support and give direction to the school's teaching-learning process.

Approaches to Teaching:

- Based on Inquiry
- Focused on conceptual learning
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment – formative and summative



Teaching and Learning



WATCH NOW



Assessments in the PYP

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of learner learning to inform teaching.

Learners actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

Fostering an assessment culture involves the development of assessment capability among all members of the learning community.

Learning goals and success criteria are co-constructed and clearly communicated.

Category	Assessment for Learning	Assessment of Learning	Assessment as Learning
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support learners in learning how to become a self-regulated lifelong learner.
Timing	Conducted throughout the learning process. It is iterative and interactive.	Typically conducted at the end of a unit, grade/year level or programme.	Conducted throughout the learning process. It is iterative and interactive.
Features	<ul style="list-style-type: none"> - Learner involvement - Quantitative and qualitative data - Written and oral artefacts - Observations and feedback - Questionnaires - Teacher/learner dialogues or conferences - Context-based - Informal - Indication of process - Indication of knowledge/skill application 	<ul style="list-style-type: none"> - Limited learner involvement - Quantitative data - Tests, exams, standardized tests - Indication of skills and knowledge acquisition or mastery - Based on teacher judgment - Norm- or criteria-referenced 	<ul style="list-style-type: none"> - Learners are active agents in their own learning by developing and using metacognitive strategies to: - Plan learning goals - Monitor goals - Reflect in order to modify learning and to adjust learning

Reporting

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the learners’ learning, identifies areas for growth and contributes to the efficacy of the programme.

Reporting to parents, students and teachers occurs through:

- Conferences (two-way, three-way and student led)
- Report Card
- The Exhibition (Year 5)
- Additional meeting requested by Teachers, Parents or Senior Management

READ NOW

Student Agency

VOICE

- Students initiate conversations by asking questions to guide their learning.
- Students participate by sharing their ideas, interests, and opinions.
- Students offer and receive feedback to support and improve learning.
- Students express their learning needs and advocate for themselves.



CHOICE

- Students make choices about how they learn and show understanding.
- Students co-construct learning experiences with teachers and peers.
- Students set personal learning goals and take steps to achieve them.
- Students initiate strategies and actions when solving problems.



OWNERSHIP

- Students take responsibility for their learning progress and behavior.
- Students reflect regularly and make adjustments based on feedback.
- Students take action when challenges arise by changing their approach.
- Students monitor their goals and learning and stay committed to growth.



Action and Inquiry

Action supports agency, which is an opportunity for students to have choice, voice and take ownership of their learning. Action can be individual or collective, giving students an opportunity to work towards a shared purpose. This allows students to take responsibility and develop an understanding of international mindedness.

Successful inquiries generally lead to responsible learner action; action can lead to further inquiry. Actions initiated by the learners as a result of the learning process are most powerful. This may include action that extends the learners' learning or have a wider social and/or ecological impact



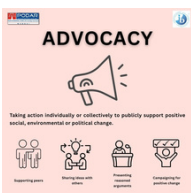
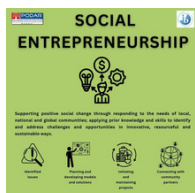
Reducing carbon footprint - switched over to bamboo toothbrushes and tissues, wooden combs



Raising awareness about human contributions to carbon emissions

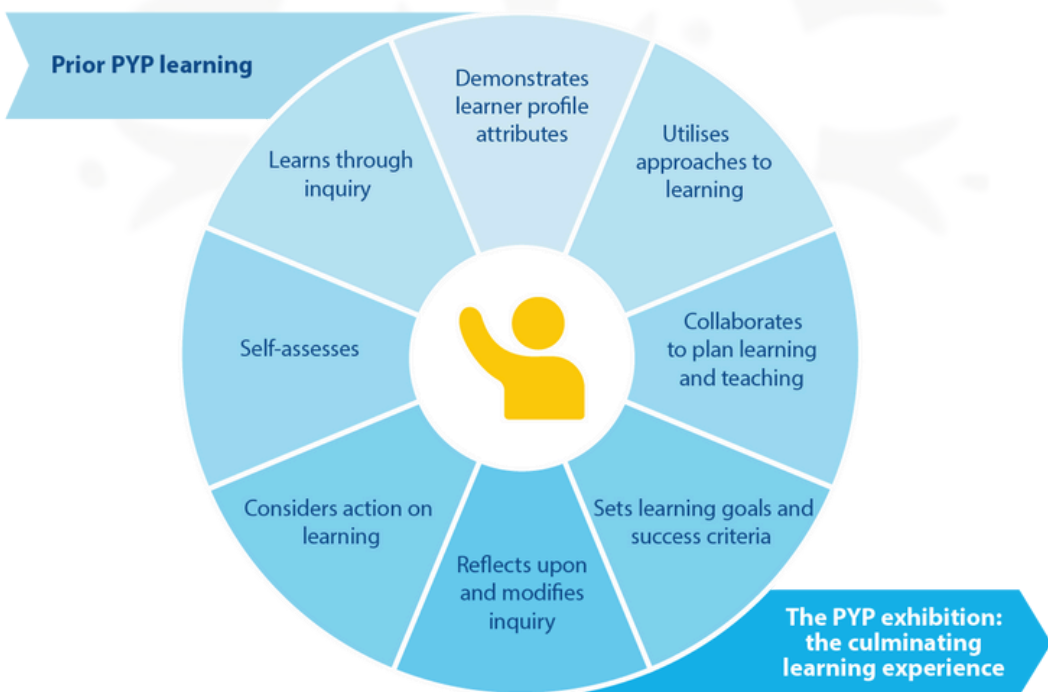


Organising beach cleanup spreading awareness to save the marine ecosystem



The PYP Exhibition (PYPX)

- Engaging in an in-depth, collaborative inquiry.
- Demonstrating independence and responsibility for their own learning.
- Exploring multiple perspectives.
- Applying and reflecting on their previous learning to reflect upon their journey through the PYP.
- Assessing student understanding.
- Taking action as a result of their learning.
- Uniting the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- Celebrating the transition of learners from primary to middle/secondary education.



PYPX 2025

Gen Alpha Insights: SDG 11 – Smarter Cities, Cleaner Futures

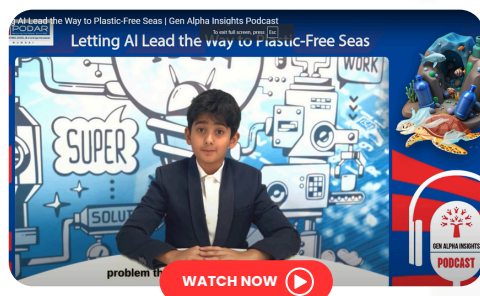
In this innovative episode, students explored how AI could transform waste management to build cleaner, more sustainable cities. Through inquiry, research, and digital tools, they examined smart systems for waste sorting, recycling, and energy recovery. A powerful showcase of student-driven advocacy at the intersection of technology and urban sustainability.



PYPX 2025

Gen Alpha Insights: SDG 14 – Protecting Life Below Water

In this insightful episode, students explored the challenges facing our oceans—from plastic pollution and overfishing to coral bleaching and habitat loss. Through research, analysis, and thoughtful discussion, they uncovered the human impacts on marine ecosystems and advocated for urgent conservation efforts. A powerful example of student inquiry and environmental stewardship.



PYPX 2025

Gen Alpha Insights: SDG 8 – Future-Ready Work and AI Innovation

In this episode, students explored emerging job markets and AI's impact on automation and innovation. They researched trends, created awareness about AI-focused education, and developed key skills like critical thinking and creativity. Through hands-on AI experiences, they highlighted the need for lifelong learning and adaptability in a changing workforce. A powerful example of student inquiry and advocacy for the future of work.



PYPX 2025

Gen Alpha Insights: SDG 13 – Climate Action

In this episode, students investigated the impact of climate change and explored how AI can help monitor, predict, and mitigate environmental challenges. Through research and reflection, they advocated for innovative solutions and urgent action to protect our planet. A compelling example of youth-led inquiry and sustainability advocacy.



PYPX 2025

Student-Created Newsletters: Voices of Change

As part of their PYP Exhibition journey, our students brought their inquiries to life through vibrant, student-designed newsletters. Each group crafted informative and inspiring editions focused on their chosen Sustainable Development Goal—ranging from climate action and sustainable cities to future work and marine conservation.

These newsletters showcase deep research, creative communication, and authentic advocacy, giving students a platform to share insights, raise awareness, and inspire action within the school community and beyond. Together, they reflect the power of youth voice and agency in shaping a better future.

8 DECENT WORK AND
ECONOMIC GROWTH



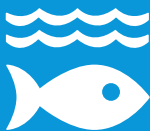
[CLICK TO READ](#)

13 CLIMATE
ACTION



[CLICK TO READ](#)

14 LIFE BELOW
WATER



[CLICK TO READ](#)

11 SUSTAINABLE CITIES
AND COMMUNITIES



[CLICK TO READ](#)

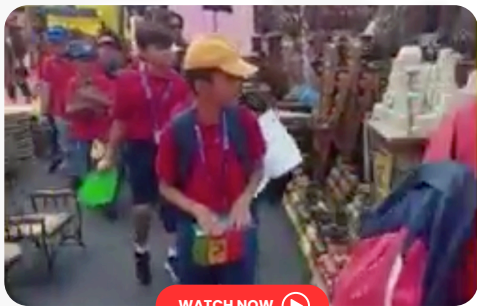
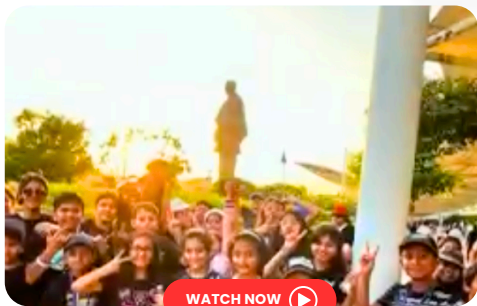


NEWSLETTER

Outdoor Learning : Connecting Classrooms to the Real World

At Podar International School, outdoor learning is a vital extension of our PYP curriculum. Through thoughtfully planned field trips, students explore real-world connections to their units of inquiry, deepening understanding and sparking curiosity.

These hands-on journeys build research, communication, and self-management skills—empowering students to become active, reflective learners in and beyond school.

[WATCH NOW](#)[WATCH NOW](#)[WATCH NOW](#)[WATCH NOW](#)[WATCH NOW](#)[WATCH NOW](#)

Parent FAQs

Frequently asked questions about the Primary Years Programme

What is the Primary Years Programme?

The PYP is a curriculum framework for young learners aged 3–12. Like all International Baccalaureate (IB) programmes, the IB learner profile permeates all facets of school life in the PYP. The PYP is based on the recognition of a child's natural curiosity, creativity and ability to reflect. It generates a stimulating, challenging learning environment to nurture the whole child and foster a lifelong love of learning for all. The PYP is transdisciplinary, meaning students learn across subject areas while inquiring into big ideas.

Learn more about the Primary Years Programme on the official International Baccalaureate website.

[CLICK HERE](#)

Parent FAQs

Frequently asked questions about the Primary Years Programme

Does the PYP have a specific set of standards?

The IB standards offer rigorous guidelines that allow for school and classroom practices to align with the IB educational philosophy and values. The PYP is a framework for schools and their approach to learning and teaching. Students explore significant concepts through units of inquiry.

The six transdisciplinary themes that guide units of inquiry in each school year* are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet
-

Units of inquiry authentically interweave ideas and skills from the relevant subject areas:

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

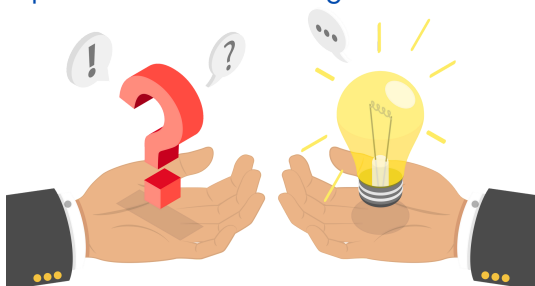
This approach encourages students to make their own connections between what they know and how it relates to the world around them.

The school outlines its specific knowledge content and academic curriculum within the framework of the PYP including:

Knowledge content organized by the transdisciplinary themes. Each school decides specific concepts and topics studied through each theme based on their local context.

Approaches to learning skills aimed to help students become independent, self-motivated learners.

Action initiated by learners that is authentic, meaningful, mindful, responsible and responsive of their learning and the world they live in.



PODAR INTERNATIONAL SCHOOL

(IB & Cambridge International)

Affiliated to International Baccalaureate and Cambridge Assessment International Education
Affiliation No.: 1B0-002228 & Cambridge International-IN420



Admission:

<https://podarinternationalschool.com/admission/>



Admission Inquiries:

ib.counsellor@podarinternationalschool.com



General Inquiries:

connectpis@podar.org



For new admissions call - 88797 53461/9511942542

Existing parents call - 022-26001311

For new admissions WhatsApp - 88797 53461



(8:00 a.m. to 4:00 p.m.)