

Arya Gurukul is a Candidate School* for the IBCP Program.

This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Arya Gurukul believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

"To have another language is to possess a second soul."

Charlemagne

Arya Gurukul– Philosophy of language teaching and learning

At Arya Gurukul, language is considered to be not just a medium of communication but a medium of expression, of collaboration. It promotes togetherness through diversity.

Language is constantly evolving as a medium of communication and this makes it a dynamic form of engagement. Especially children are constantly evolving their vocabulary, verbal, non-verbal communication, expressions and expanding their language base.

Keeping this in mind, students at Arya Gurukul are always encouraged to share their ideas through written and verbal mediums through activities and presentations.

Documenting these expressions is an integral part of a teacher's profile to understand trends, growth patterns and creating a conducive environment for learning languages.

At Arya Gurukul, language is integrated into all areas of the curriculum. Every teacher within the school is considered a language teacher. (IB Standard C3, Practice 8).

We encourage the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

While English is the medium of instruction and communication, we find that students who have been exposed to multiple languages express freely and accept new ideas.

Arya Gurukul aims to nurture an appreciation of the richness and diversity of language. With more than 121 languages and many more dialects being spoken across the 28 states of India, India stands to be a multi-cultural hub that encourages diversity of thought and expressions.

Language is always taught meaningfully and in context. This context is ever evolving but the basis of which is real-life scenarios, the local area, and an expansive variety of text types. (IB Standard B2, Practice 11).

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An Outline of the Language profile of students at Arya Gurukul.

At Arya Gurukul, the medium of instruction is English and students have been learning this as their first language since their foundational years.

English is used as the medium of communication for all functional and operational purposes. Communication within the school premises, written communication with parents in the form of circulars and notices are in English.

Media representation of the school is primarily in English along with Hindi and Marathi (in case of print medium in regional language newspapers and publications).

Having said that, the school follows many linguistic patterns that are integral to the culture of India, not restricted to any specific part of the country. For example- Children are taught to greet each other and teachers with a 'Hari Om', they begin their speeches and public deliveries with a 'Namaste' and sing 'Janamadinamidam', the Sanskrit version of the Happy Birthday song.

Sanskrit chanting is encouraged and is an inherent part of every event. This comes from the fact that Arya Gurukul is associated with the Chinmaya Vision Program and the belief, backed by scientific studies that have proven positive effects of Sanskrit chanting on memory, recall, concentration and emotional wellbeing.

(Ref- <https://bulletin.hds.harvard.edu/mantra-chanting-heals-and-connects/>
<https://www.news18.com/news/india/this-neuroscientists-study-claims-memorising-sanskrit-mantras-enhances-memory-1634407.html>
<https://blogs.scientificamerican.com/observations/a-neuroscientist-explores-the-sanskrit-effect/>)

The pillars of the Chinmaya Vision Program also includes "Universal Outlook" besides patriotism and cultural sensitivity and therefore, the approach to language is to adapt a worldly view while reflecting on the relevance and richness of the Indian culture.

Going forward we plan to integrate 'French' as a language for students to widen their language profiling.

The reasons for selecting the language are-

1. Its wide acceptability and relevance,
2. A thrust to the career path for students
3. The existence of good institutes in the city of Mumbai such as Alliance Française, that can support us through their material and other know- how.

Students will be given a choice of completing the course in levels depending on the curriculum by Alliance Française, along with the CBSE board prescribed curriculum outlined here- [https://www.alliance-francaise.co.nz/learn-french/adult-courses/AFA-Curriculum-overview-\(1\).pdf](https://www.alliance-francaise.co.nz/learn-french/adult-courses/AFA-Curriculum-overview-(1).pdf)

In a constantly evolving world with a myriad culture, we not only need good national citizens but excellent global citizens who while being rooted in their own culture, appreciate and embrace world culture. (IB Standard C3, Practice 7).

Arya Gurukul is located in the suburbs of Mumbai- a location that is fast developing with numerous Multinationals and leading Indian companies belonging to the Manufacturing, IT, Banking and FMCG sectors.

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Real estate development is huge attracting people from across the country to work and live in the area. Making the student profile highly cosmopolitan.

This makes students proficient in languages such as Hindi (national language- written and spoken), Marathi (regional language-written and spoken) and other state languages being a direct or indirect mother tongue.

Language does much more than promote only cognitive growth; it is crucial for maintaining cultural identity and emotional stability. Understanding, learning and speaking in languages from other countries helps expand horizons of students as it builds their understanding of international histories, cultural references, food, traditions, and other aspects, that are as crucial to live a sustainable life in any part of the world. It enriches their experience and exposure. (IB Standard A, Practice 7).

The following points summarize the language profile of students currently studying at Arya Gurukul-

1. The school has a marginal majority of Marathi speaking population as the school is in the state of Maharashtra.
2. Having said this, there are several other languages as the mother tongue language in one class at a time. This makes the school a cultural hotspot.
3. English is the medium of instruction and is commonly acceptable to all.

Strategies towards effective implementation of the language policy.

The following strategies are suggested to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines
- Extempore.
- Debate.
- Theatre.
- Writing argumentative, persuasive articles/essays, imaginative stories etc.
- Editing the school magazine.
- Making movies on socially relevant issues.
- Street Play.
- Public Speaking.
- Celebrating various occasions & festivals.
- Role Play
- Participating in Intra - School and Inter - School debate, symposia, turn-coat competitions.

Oral, visual, and written language are all present within planner activities.

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The school already has 4 languages being taught – English, Hindi, Marathi, and Sanskrit. Adding an international language, namely, French will only boost the linguistic proficiencies of the students.

English, Hindi, and French will then be a combination for the student who is opting for the IB syllabus.

Arya Gurukul has been strongly following the recommendations of the National Education Policy (NEP) that suggests an integrated approach to languages. Therefore, the language will be taught in a manner where students will learn cultural amalgamation of the Indian and the French from a historical point of view or Mathematics in French, the combinations are endless, making subjects more relatable.

Guidelines of CBSE are currently in place for assorted options -

French- https://cbseacademic.nic.in/web_material/CurriculumMain22/SrSec/French_SrSec_2021-22.pdf

Support for mother tongue

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela

Arya Gurukul believes in moulding global citizens who are rooted to culture. In accordance to the IB philosophy, the mother tongue plays a pivotal role in appreciating your roots and culture. Students are given a broader perspective on the international aspect by learning a target language and thereby appreciate the similarities and differences between their own cultures and those of the target language by reflecting on cultural values and behaviours. Thereby, strengthening aptitudes in students' mother tongue is necessary to help students appreciate their own culture as well as others'.

The use of mother tongue in schools in the early years is the cornerstone for 4rnsing access, retention,4ransition and preventing drop-out. According to the Census of 2011, in India there are 121 mother tongues, of which 22 languages are included in the eighth schedule of our Constitution, and account for the mother tongue of 96.72% Indians. An analysis of the UDISE+ data of 2019-20 shows that states/Uts have up to seven languages of instruction (for example, Assamese, Bengali, Bodo, Hindi, English, Manipuri & Garo in Assam) to up to two mediums of instruction, one of which is the state's predominantly spoken language and the other either English/Hindi. More than 25 languages are prevalent as the first medium of instruction in schools. (Ref- https://economictimes.indiatimes.com/industry/services/education/reasons-why-the-neps-move-to-teaching-in-mother-tongue-could-transform-learning-in-india/articleshow/89691532.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

Many instances of high student engagement and participation can be seen during activities where children, especially at the formative years are given a chance to speak in their mother tongues. During an activity conducted as a part of the Integrated Settling Plan for Preschoolers at Arya Gurukul's Little Aryans, evidence of such high engagement could be seen.

The below video is evidence of the same-

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My Perfume Garden



The library plays an integral role to support the mother tongue and has many resources and material available to students. Towards enforcing the importance of preserving regional culture and languages, the school will organise various cultural trips for students and teachers. Exposure to regional and host country culture and language is also experienced during completion of the service-learning element of the core when students directly interact with the local community.

Language development as an IBCP core

Arya Gurukul will aim towards creating an integrated approach to languages where English, Hindi, Marathi and French will be presented under one roof.

Teachers trained to teach each language will be separate. French teachers will be hired after undergoing a thorough interview and demo lessons. Past recommendations, work experiences will be studied to understand the depth of knowledge.

The teacher's approach to teaching the language will be assessed and must resonate the approach of the school.

Our approach is a Course that will structured around experiential learning, so that students receive a working knowledge of the language, whereby they understand the perspectives and the various semantics associated with the French language. They will get a cultural insight into the language which is more crucial than the language itself.

Students will devote a minimum of 50 hours towards language development through either/ all of the mediums including but not limited to oral communication, visual representation (such as movies, docuseries etc), reading comprehension and writing.

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The library resources at the school are well equipped to assist students in their language development in addition to guided lessons in English by an external tutor / language provider available at specific times.

Assessment: the assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students must document and create their own language portfolio and complete it to the satisfaction of the school. A nominated language teacher will check students' language portfolio regularly and discuss progress with the student. The language portfolio is not assessed by the IB but may be subject to sample review during CP evaluation.

The language portfolio helps students to map their progress and understanding of the language from when they began and to have periodic comparisons.

Language development runs concurrently with the other elements of the CP core.

Teachers as well as students should adhere to all aspects towards giving and receiving an ethical education and follow academic honesty.

Language in the Career-related studies.

The career-related studies offered at Arya Gurukul accepts assignments and assessments in English.

Role of the library at Arya Gurukul

The library is fundamental to the language programme at Arya Gurukul.

The library provides a learning space and an environment to promote love for reading, books as well as a place for research.

The library at Arya Gurukul is well equipped with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff.

The school takes pride in its library as a valuable resource to promote the international mindedness aspect of the IB programme.

The library has a collection of bilingual books, books in regional languages of India and the school continues to add to this collection. It is seen as a place which strongly proclaims that all languages are celebrated and supported.

The resources will be expanded further to include books, encyclopaedias, dictionaries in the French language.

The library also provides resources for collaborative planning, researching and teacher professional development.

The librarian incorporates multilingual books for the students; however, most of the books are in English. In addition to our school library, the staff has access to guided reading collections for classroom instruction. A

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series of books are available to cater to their year level specifications to expand the depth and breadth of language. Teachers collaboratively make decisions on what resources to purchase every year and submit the list to the librarian.

In addition, we use a variety of online resources to support student learning and research. These resources include, but are not limited to, accessible apps like Duolingo and Mondly, e-books, YouTube and Netflix.

The language development aspect of the core focuses on giving the student the basic knowledge of both the language in everyday use and the culture of the places where it is spoken. This ensures that students are one step closer to an international mindset and learn to appreciate and embrace a culture apart from their own, by doing so, becoming global citizens.

The school will not permit students who have studied a language for more than 3 years or scored a C and above to take the Ab Initio level. We will also have in-house assessment to help gauge the level of language already known.

Support for students

Arya Gurukul school understands that students would be learning in a language other than their mother tongue and to that end is committed to address any challenges.

Access to the rich resources at Alliance Française de Mumbai will be worked out per student for yearly library membership. (Ref- <https://bombay.afindia.org/centre-accessibility/>)

We are committed to providing students with any resources required to provide an integrated, well-implemented English programme. Arya Gurukul endeavours to integrate students' cultural and linguistic heritage throughout the curriculum.

Process of review of the whole school Language Policy

A Language Steering Committee is defined, and the language policy is reviewed annually, collaboratively involving the academic leadership team (head of school), the IBCP coordinator, language heads, teachers, and the librarian.

All teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively to ensure an effective implementation of the language policy.

All teachers are language teachers. All teachers contribute to the language development of students. As such, all teachers provide invaluable feedback and modifications (if required) towards the school's language policy.

We strive to ensure that all staff members are supported to understand the needs of students learning in a language other than their mother tongue, particularly in English (the language of instruction)

The following key steps have been undertaken in the development of this policy:

1. Gathering information from various stakeholders on their expectations of the language development for the children.
2. Study of past literature related to language and language learning.

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3. Creating a of language profile of student community by collecting views and aspirations from the parent community.
4. Preparation of first draft of the policy.
5. Presentation of draft to the Pedagogical leadership team.
6. Incorporating changes and finalizing the Language Policy.
7. Publishing the language policy to all stakeholders.

The language policy is subject to review annually. (Next review: October 2022).

The review committee will be led by a member of the academic leadership team and is suggested to include the librarians, teachers, students, parents of the school and other stakeholders.

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO, the school's philosophy towards language and language teaching, changes in student and community demographics or other circumstances which justify the need for revision.

This document is a work in progress.

Bibilography

- Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.
- Language Scope and sequence, International Baccalaureate Organization 2003
- Guidelines for developing a school language policy, by IBO
- Internet Sources

Satyam Shivam Sundaram

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