



TARA CENTRE FOR
TECHNICAL EDUCATION

Mahatma Gandhi सत्य: International School

Also a Centre for Further Education and Teacher Training

Two institutes on the same campus



MGIS, a school where you become what you truly are





- One of the best IB schools
- Pioneers in experiential learning
- A centre for action research in education
- Generated resource learning pedagogy
- The first IBCP school in India
- A centre for teacher training

ABOUT US



सत्यः

UNITY WITHIN

GANG TOOTH



Mahatma Gandhi International School (MGIS), founded in 1998, is an award winning Public-Private Partnership model between the Ahmedabad Municipal Corporation, Municipal School Board and educationalists, **Dr. Pascal Chazot** and **Dr. Anju Chazot**.

The school integrates a Center for Action Research in Education and a Center for Teacher Training. In addition to in-house training, MGIS founders and senior faculty have mentored schools of various boards to implement the MGIS trademark **Generated Resource Learning** pedagogy. Research done by MGIS faculty includes over 500 articles on education, linguistics and parenting in publications across Europe, Canada and Asia; text-books for the Gujarat Government etc.

MGIS is **student-centric** and functions on **democratic** principles of **self-governance**. It has created a space for **experiential learning** through projects with real life links. It was the first international school in Gujarat, the first school in the state to use Apple technology and the **first school in India** to offer **skill development** courses affiliated to Edexcel BTEC. MGIS has a strong international and national education exchange programme with France and Ladakh (India).



MISSION STATEMENT

The school is committed to provide quality education that is accessible to all sections of society irrespective of caste, socioeconomic status, religion and nationality. Through its experiential pedagogy, it strives to encourage and develop the learner as a compassionate human being towards others.

The school seeks to promote inter-cultural understanding and mutual respect by encouraging all forms of diversity (cultural, intellectual, physical, linguistic and other) within and without the classroom in order to engender diverse learner interactions, which are a fundamental resource to its innovative pedagogy. The school is committed to develop and implement a pedagogy that allows for learning to be an enjoyable experience that is purposeful, logical and coherent.

The school is inspiring the community to foster the spiritual dimension in education through practices that develop both sides of the brain with intuition, imagination and mindfulness. The learning environment encourages students to be independent and creative thinkers.

The school emphasizes holistic development, integrating physical and mental well-being and sustainability into daily practices. By fostering mental, emotional, and physical health, along with environmental awareness, it nurtures socially responsible and eco-conscious individuals, preparing students for both academic success and responsible citizenship.

OUR FOUNDERS



Dr. Pascal Chazot

Dr. Pascal Chazot, founder and Head of School at Mahatma Gandhi International School (India), is an eminent figure in education and international cooperation. A senior French Civil Servant with the Ministry of National Education, he's also the Consular Counselor for French overseas in India, Nepal, Sri Lanka, and Maldives. Awarded the prestigious Medaille d'Honneur by the Government of France, he's a published author, columnist, and teacher trainer. Pascal's extensive qualifications include a PhD in Psychology of Education, M. Phil in International Relations, and numerous degrees in languages, mathematics, and social sciences from esteemed universities worldwide. His profound impact extends globally through various research affiliations and trustee roles.



Dr. Anju Chazot

Dr. Anju Chazot, an esteemed educator, brings a wealth of experience in teaching, parenting workshops, and teacher training. She's authored scripts for nearly 20 educational films, including one for the United Nations, and has contributed as a columnist for Asian Age and Ahmedabad Mirror. Founder of Mahatma Gandhi International School in 1998, she fosters an inclusive, democratic learning environment where students engage in collaborative, real-life projects. She has a doctoral degree in Education at King's College London, Anju holds dual Masters in English Literature and Education from the University of Paris. Her multilingual proficiency and passion for literature and theatre enrich her teaching endeavors, reflecting her dedication to holistic education.



Minoo Joshi

**Pedagogical Director
BTEC Centre Head
TCTE Head**

PEDAGOGICAL DIRECTOR

Minoo Joshi is a founding teacher of Mahatma Gandhi International School (MGIS) and currently serves as the Pedagogical Director, BTEC Centre Head, TCTE Head and IBMYP Personal Project Coordinator. Renowned for her expertise in innovative teaching methods, she has trained educators, government officials, and policymakers worldwide. Minoo plays a key role in curriculum development, interdisciplinary learning and heads International Exchange programmes, with a strong focus on life skills and global citizenship. Her dedication to educational innovation has earned her three consecutive awards. A master teacher trainer, she has trained educators for diverse programmes nationally and internationally. With 25 years of experience, Minoo has also been an IBMYP Workshop Leader, a School Visiting Team Member and MYP Coordinator.

ACTING HEAD OF SCHOOL IBDP COORDINATOR

Ravinder Kaur is an educator and master trainer for experiential learning at Mahatma Gandhi International School (MGIS) where she has led the IB Diploma Programme for 20 years. Recently appointed Acting Head of School, she specializes in interdisciplinary, skill-based projects. She is a passionate teacher and she teaches IB Environmental Systems and Societies (ESS) also serving as an examiner. She has extensive experience with students aged 14-18 and organizes cultural exchanges with schools in France and Australia. She designs experiential learning programmes for KVS, CBSE, and EMRS and has trained over 5000 teachers across India.



Ravinder Kaur

**Acting Head of school
IBDP Coordinator**



Anita Shah

**IBCP Coordinator
ToK Coordinator**

IBCP COORDINATOR

Anita Shah, a seasoned educator with a deep-rooted passion for philosophy and epistemology, she has been a pivotal figure at Mahatma Gandhi International School since 2004. As Theory of Knowledge Coordinator since 2006, and RP coordinator (2023) she has delved into the nature of knowledge and learning. Recently, she took on a new role as Coordinator for the IB Career-related Programme in 2023. Her professional journey has been enriched by experiences as an Assistant Trainer for "Teaching for Understanding" at Harvard Graduate School of Education and as an MGIS trainer for Co-Creative Experiential Learning.

IBMYP COORDINATOR

Hemali Choksi has been with the school since 2016, teaching various grades across the Primary and Middle Years Programs. Hema holds degrees in Economics and Urban Anthropology. She is the founder of a children's library and primary school in Gangtok, and is a certified pianist having taught at the Bangalore School of Music. Committed to MGIS's experiential, student-centered approach, she has led numerous creative and interdisciplinary projects in the school. In addition to her role as IBMYP Coordinator, she has been Personal Project coordinator and a member of the MGIS teacher training team since 2021.



Hemali Choksi

IBMYP Coordinator

SR. MANAGER, INTL. PROGRAMMES

Meenakshi is Sr. Manager International Programme Development and Outreach American Board Initiator and BTEC EE External Coordinator. She is also an IBEN member as Workshop Leader, Programme Leader, Consultant and DS & RP Examiner. She is the initiator of IBCP and BTEC programmes MGIS. She holds a Masters in Engineering from Gujarat University, a Computer degree from IGNOU. Meenakshi holds certifications from AT&T and Dell Inc. She's a Six Sigma Black Belt with 35 years of experience in corporate and education sectors, including a stint as IT Manager at IIMA.



Meenakshi Ganeriwala
Sr. Manager, Intl. Programmes
BTEC EE Initiator
IBEN Leader & Examiner

BTEC COORDINATOR

Dr. Priyanka Goswami, a senior faculty member at MGIS for 12 years, specializes in Mathematics, Physics, and BTEC IT programming for IBDP and MYP. She coordinates the K-12 coding programme and serves as the examination officer for Cambridge assessments. With a PhD in Physics and postdoctoral fellowships in the USA and Germany, she has published extensively. Dr. Goswami has been teaching for 15 years, conducting workshops and contests internationally. She has led CAS programmes very successfully enriching the students' service experiences.



Dr. Priyanka Goswami
BTEC Coordinator

CAMBRIDGE INTERNATIONAL EDUCATION, LOWER SECONDARY AND TCTE COORDINATOR

Komal has been teaching at Mahatma Gandhi International School (MGIS) since June 2013. With a postgraduate degree in Plant Physiology and Biochemistry from St. Xavier's College, Mumbai, and a Bachelor's in Education from Bombay Teachers' Training College, she excels in various educational roles. Her expertise spans teaching grades 5 to 12, initiating MYP sciences, and supervising Personal Projects. Currently, as Lower Secondary Cambridge Coordinator and Coordinator for the Tara Center for Technical Education (TCTE), Komal drives educational excellence and innovation at MGIS.



Komal Modi
Lower Secondary and
TCTE Coordinator

CAMBRIDGE INTERNATIONAL EDUCATION COORDINATOR, PRIMARY

Faraha Khericha began teaching at 18, starting at 'Broad Horizon'. After five years, she returned to her alma mater, Mahatma Gandhi MGIS, as a pre-primary educator. She later transitioned to primary classes, becoming a homeroom teacher and project innovator, eventually taking on roles like Pre-primary Coordinator and Cambridge International Education Coordinator. She also teaches IB subjects. With 17 years of experience, she started teacher training initiatives at MGIS in 2019. Faraha holds a Master's in Mass Communication and Journalism, and a Bachelor's in English Literature, and has interests in Pranic healing, Tarot reading, and crystal healing.



Faraha Khericha
Cambridge International
Education Coordinator,
Primary

SCHOOL COUNSELOR

Ajab is the school counselor at Mahatma Gandhi International School, specializing in Special Education Needs. She also teaches Psychology for the IBDP programme and provides pastoral care to students K-12, addressing their academic, behavioral, and cognitive needs. A practicing psychologist with a Master's and M.Phil. in Psychology, she promotes inclusive education and mental health awareness. Ajab has worked at MGIS since 2010, previously starting her career in hospital psychology.



Ajab Primuswala
School Counselor

CAREER COUNSELOR

Dharti is the career counselor at Mahatma Gandhi International School, guiding students through life after grade 12. She offers advice on higher education options, application processes, and admissions requirements, organizing group workshops and individual sessions. Dharti also arranges university visits, both domestic and international, providing students and parents with valuable insights. MGIS alumni are successfully placed in universities worldwide, including in the USA, UK, Europe, Asia, Australia, and India.



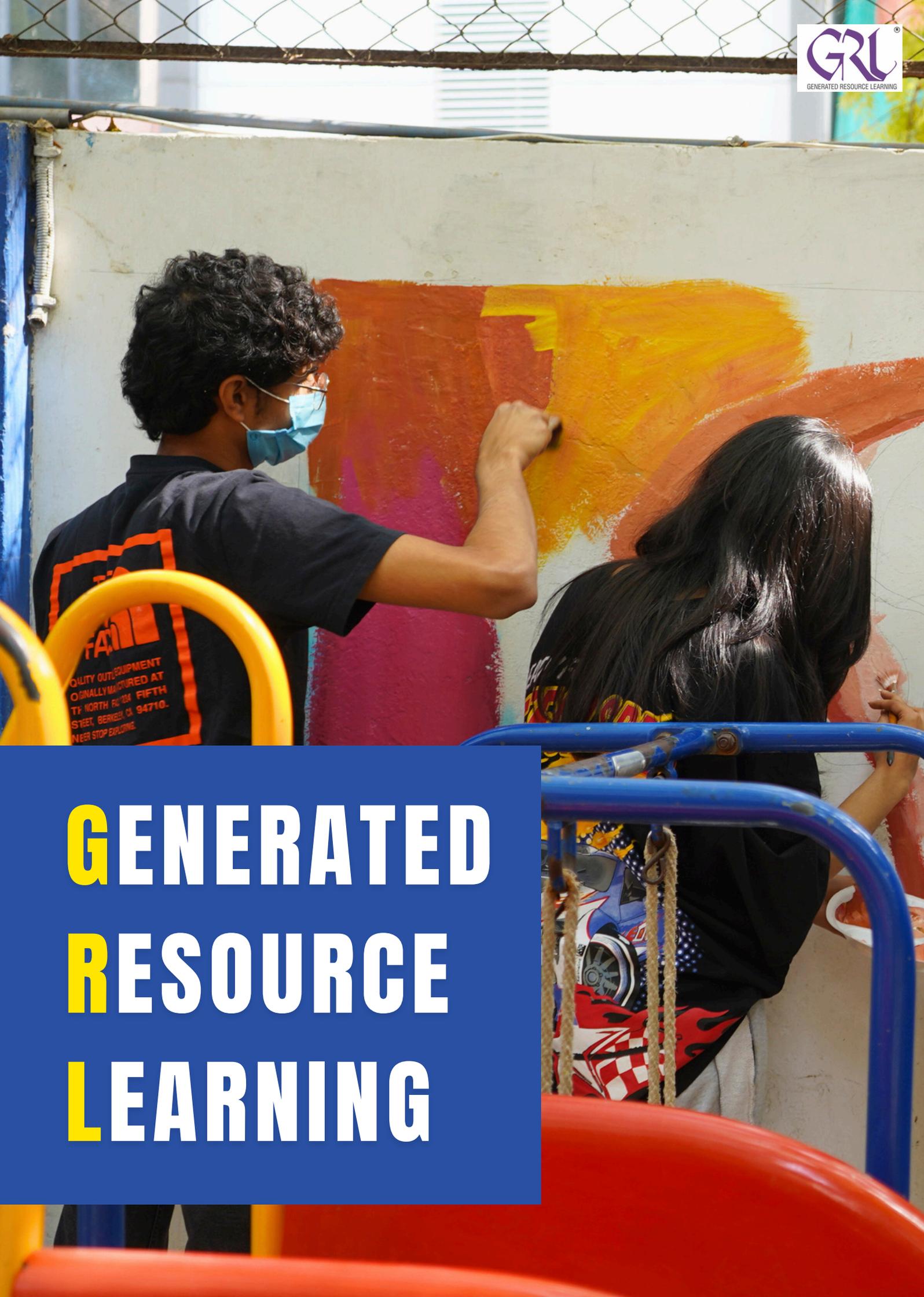
Dharti Dave
Career Counselor

FRENCH COORDINATOR

Audrey Pelerin, Coordinator of French Programmes at Mahatma Gandhi International School since 2022, blends environmental expertise with a passion for education. A native of France with a degree in Environmental Engineering, Audrey has worked in Paris and contributed to global environmental services. After moving to India in 2018, she became President of the French Entrepreneurs Club in Pondicherry. Audrey has expanded the French curriculum, created a global online community, and supports sustainability initiatives at MGIS.



Audrey Pelerin
French Coordinator



**GENERATED
RESOURCE
LEARNING**



The Generated Resource Learning (GRL)[®] pedagogy was conceptualized by Dr. Pascal Chazot at MGIS with researchers from University of Paris 13. It is an innovative teaching methodology inspired from the educational theories of Piaget, Vygotsky, Dewey, Frenet, Erikson, Krishnamurti and of course Gandhi after whom the school is named. The pedagogy also draws from different practices such as Neuro-Linguistic Programming, Gestalt, mindfulness etc. The active learning strategies and experiential pedagogy in this methodology requires children to undertake projects linked to their own real life context, using an enquiry based and problem solving approach.

GRL[®] can be summarised as a pedagogy of spiral experiential learning. Knowledge is delivered through a concept based curriculum and is integrated in a trans disciplinary way through class projects that are meaningful, relevant, engaging. GRL[®] pedagogy uses available material and non-material resources that include the body, different senses, space and movement. The learning process is based on a physical and human interaction between the child and her/his environment. Children learn to research autonomously and present work with academic rigour. They create outcomes of professional standards such as films, calendars, food, products, booklets, ebooks, apps, 3D models, presentations etc. that become a resource for further learning by the same group or another group.

INCLUSIVE EDUCATION



The core philosophy of the school is to use the diversity of the class group as a learning tool. The school thus integrates students from diverse socio-economic backgrounds as well as diverse abilities into the mainstream classroom. As a precursor to the Right to Education Act, MGIS has been providing equal opportunities and inclusive education and has been reaching out to all sections of society including the elite and economically disadvantaged.



COURSES

IB MIDDLE YEARS PROGRAMME

The International Baccalaureate (IB) Middle Years Programme (MYP) is an educational framework followed in MGIS for Grades 9 & 10. The curriculum promotes interdisciplinary learning, critical thinking, and global awareness and connection to real-world issues. Besides their disciplinary work, students engage in service and complete projects that foster independent inquiry, preparing them the IB Diploma Programme or Career-related Programme.

IB DIPLOMA PROGRAMME

Grade 11-12 offers a rigorous and well-rounded educational programme at MGIS, equipping students for both university and life beyond. It focuses on nurturing students' intellectual, social, emotional, and physical well-being. Participants select one subject from each of six groups and fulfill core requirements for the Diploma Programme. MGIS has been running the programme successfully since 2005.

IB CAREER-RELATED PROGRAMME

MGIS is the first International Baccalaureate Career-related Programme (IBCP) school in India. The IBCP course has been running successfully since 2019. This programme integrates IB Diploma Programme courses, a core curriculum encompassing Personal and Professional Skills, Service Learning, Reflective Project, and Language Development, along with career-related studies from the BTEC Programme. It is a unique programme designed to bring the academic rigour and global focus of the IB through career-related courses.

BTEC, UK

BTEC enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTEC focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

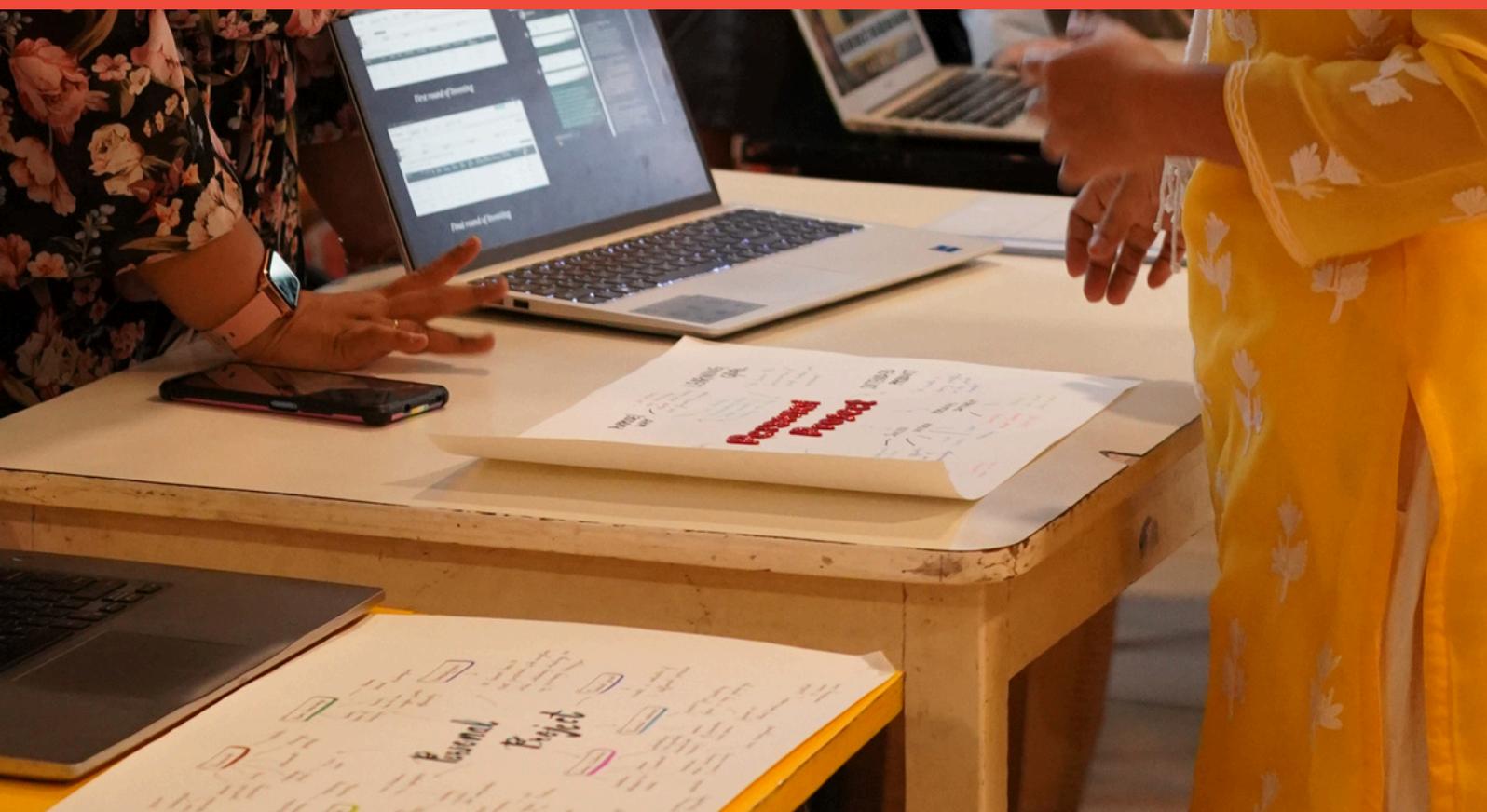
FRENCH PROGRAMME | MISSION LAÏQUE FRANÇAISE

Open to students from grades 3 to 10, this programme fosters self-expression, critical thinking, and independence. For each age range 3-5 and then 6-10, our plurilingual curriculum features French in an evolutive, collaborative and adaptive way to include all students in their own unique way and interest. Recognized by the French Ministry of Education, this programme cultivates global citizenship, empowering students to thrive in an interconnected world.



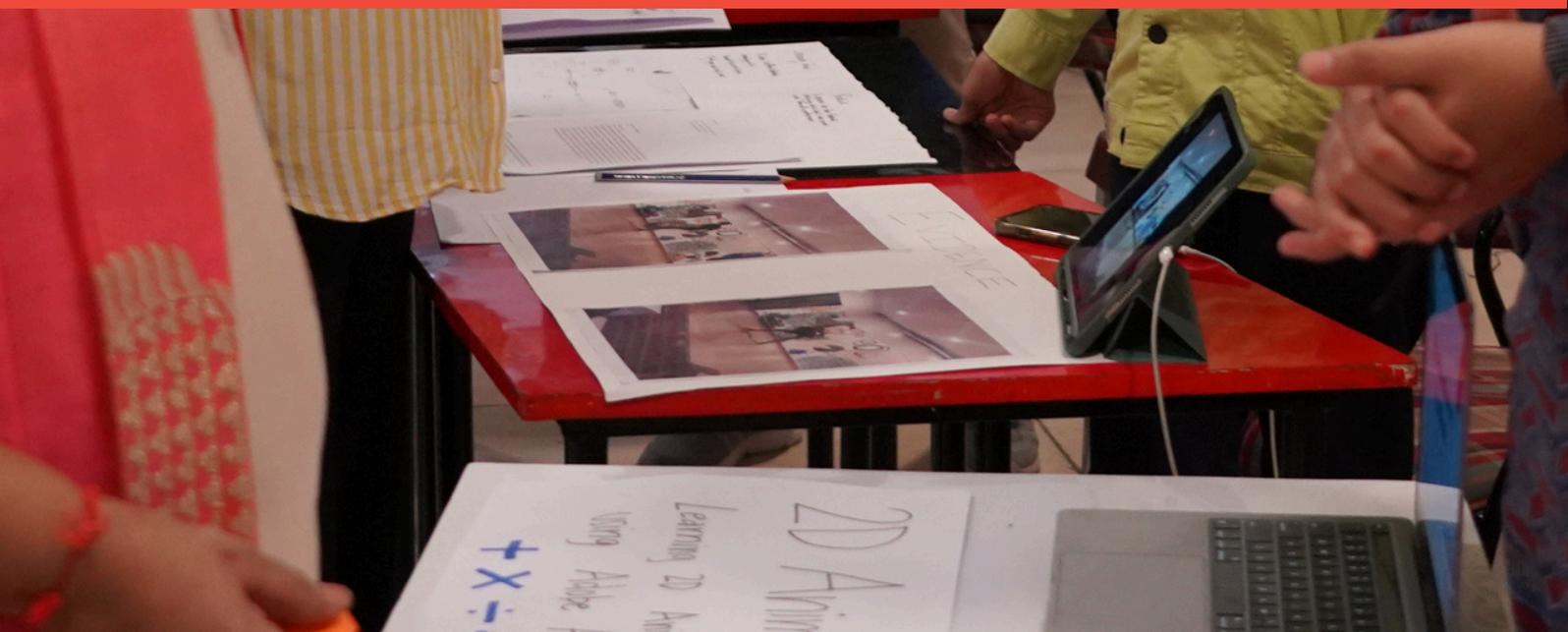


IB MIDDLE YEARS PROGRAMME





The MYP is structured around a concept-driven curriculum that focuses on developing students' skills in communication, collaboration, and critical thinking. Each subject encourages students to explore connections between disciplines through real-life contexts. Additionally, the programme includes the Personal Project, a culminating project that allows students to showcase their learning and creativity. Through these components, the MYP aims to cultivate responsible global citizens who are prepared for the challenges of the future.



IB MIDDLE YEARS PROGRAMME MODEL



MYP SUBJECTS AT MGIS-Years 4-5

LANGUAGE AND LITERATURE

INDIVIDUALS AND SOCIETIES

MATHEMATICS

THE ARTS

SCIENCES

LANGUAGE ACQUISITION



MYP PROJECTS

THIS LEARNING FURTHER CULMINATES INTO 2 PROJECTS:

- Community Project in MYP 4 (Grade 9)
- Personal Project in MYP 5 (Grade 10)

COMMUNITY PROJECT

The Community Project is designed to engage students in meaningful service within their communities. This project encourages students to identify a community need or issue and develop a plan to address it. Students work collaboratively, applying their skills and knowledge across various subject areas while fostering a sense of social responsibility and empathy. The project culminates in a presentation where students reflect on their experiences, challenges faced, and the impact of their efforts. This initiative not only enhances students' understanding of community dynamics but also empowers them to become active, compassionate contributors to society.

The three main components of the project are:

- Service as action
- Process journal
- Oral presentation

PERSONAL PROJECT

The Personal Project is a hallmark of the IB Middle Years Programme, allowing students to explore a topic of personal interest in depth. This project, undertaken in MYP 5, encourages students to engage in independent research and creative expression, culminating in a product or outcome that reflects their learning journey. Students choose a subject that resonates with them, set specific goals, and develop a plan to achieve those goals, honing their organizational and time-management skills. Throughout the process, they document their progress and reflect on their experiences, culminating in a presentation that showcases their work. The Personal Project fosters self-directed learning, critical thinking, and a sense of ownership, empowering students to pursue their passions while developing essential skills for future academic endeavors.

The personal project comprises of the following requirements:

- Tangible or intangible product
- 15 page report documenting the project
- Presentation to all MYP students and initiators
- Exhibition at the end of the year





IB DIPLOMA PROGRAMME



The IB students study six subjects, three subjects at higher level and three at standard level selecting one subject from each group. Group 6 subjects are elective and students not interested in Arts can select one more subject from group 1-5. The higher level subjects require 240 teaching hours while SL course require 150 hours.



IB DIPLOMA PROGRAMME MODEL



SUBJECTS OFFERED IN IBDP

Group 1	English Language and Literature HL/SL
Group 2	French ab Initio, French HL/SL, Hindi HL/SL
Group 3	Economics HL/SL, Business Management HL/SL, Psychology HL/SL
Group 4	Physics HL/SL, Chemistry HL/SL, Biology HL/SL, Environmental Systems and Societies SL/HL
Group 5	Mathematics AA HL/SL and Mathematics AI HL/SL
Group 6	Theatre Arts HL/SL

DP CORE REQUIREMENTS

Theory of Knowledge (**TOK**)

Creativity, Activity and Service (**CAS**)

Extended Essay (**EE**)



THEORY OF KNOWLEDGE (TOK)

This requirement is central to the educational philosophy of the Diploma Programme. It encourages each student to reflect on the nature of knowledge by critically examining different ways of knowledge (perception, emotion, language, reason). Students examine the nature of knowledge of their own culture and in other cultures. It contributes in self - understanding, awareness of themselves as thinkers and they become familiar with the complexity of the knowledge. Through the course students considers how they know and what they know. They begin to reflect on each subject leading to a deeper intellectual experience. In TOK students are encouraged to review all the aspects of their Diploma Programme work. The main aim of TOK is to raise self- awareness and promote clarity of thought and good judgment.

THE EXTENDED ESSAY

This is an independent self directed research work that culminates into 4000 words thesis. IBDP offers an opportunity to students o investigate a topic of interest from their selected subjects. It recommends 40 hours of research and writing . Students develop skills to analyse, synthesize and evaluate knowledge. School provides a subject supervisor as they write their extended essay. The supervisor provides academic guidance, monitor the progress of research work and steer them on the management of time. They conduct viva- voce to ensure original work by the student.

CREATIVITY ACTIVITY SERVICE

CAS is a fundamental part of the Diploma Programme. It gives an opportunity to students to share their strengths with others. The activities help students to develop confidence, determination, empathy commitment and willingness to help others in a wide community. The CAS activities could be integrated or done separately.

Creativity: Refers to a wide range of activities to show creative aspects in designing and executing interesting projects and harness their creative abilities.

Activity: Includes learning and participation in individual and team sports and activities that require physical involvement.

Service: Deals with activities that require involvement of students with the community and any kind of service they would offer.



CAREER-RELATED PROGRAMME



IB CAREER-RELATED PROGRAMME MODEL



Career-related Programme

Specialized - students focus on a specialized area of study

Students study 2-4 DP subjects

For students who are looking to apply to art / design / sustainable business / sustainability university programs

Career-related studies & internships

Approaches to Learning Course

Reflective Project

Both

Challenging International Mindedness
Critical Thinking
Creative
Collaborative

Language Development
Service

Internal & External Assessments

University Oriented

Career Oriented

IB Learner Profile

Diploma Programme

Broad - students study 6 different subjects

3 subjects are studied at Higher Level and three are studied at Standard Level

For students who are considering applying for applied math/science faculties in the UK, Europe, Hong Kong, and Singapore

Theory of knowledge Course

Extended Essay

Creativity, Action, Service

PERSONAL AND PROFESSIONAL SKILLS (PPS)

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. A minimum of 90 timetabled hours is expected to be devoted to the personal and professional skills course.

SERVICE LEARNING (SL)

Service learning is the practical application of knowledge and skills towards 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. A minimum of 50 hours is expected to be devoted to service learning.

REFLECTIVE PROJECT (RP)

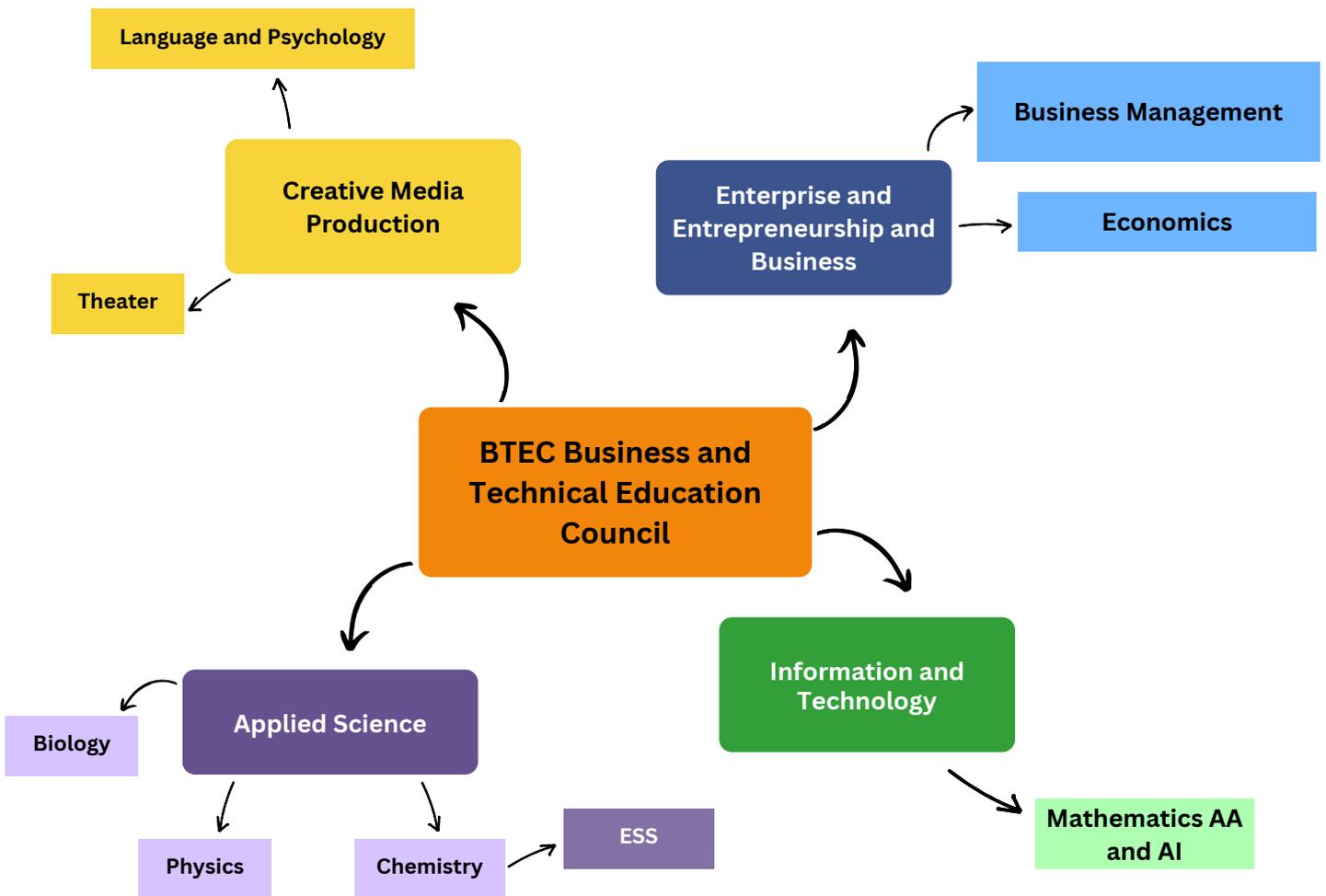
The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the Career-related Programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills. 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.

LANGUAGE DEVELOPMENT (LD)

Language development ensures that all students have access and are exposed to an additional language, which is a central tenet of an IB education and will increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language other than their best language that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities. A minimum of 50 hours is expected to be devoted to language development.

IBCP CAREER RELATED STUDIES

Business and Technology Education Council courses offered under IBCP career related studies



10 Reasons



Career-related Programme

why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways

1



It encourages you to think about others

The service learning course allows you to make a positive difference to the world around you.

2



Explore, understand and engage in real world issues

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

3



It integrates academic and practical learning

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

4



It allows you to do what you really want to do

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

10



Become an independent learner

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

6



Learn about different cultures

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

5



It gives you more career options

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

9



Develop essential life skills

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

7



Build friendships and connections

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

8



Explore and apply your creativity in innovative ways

Personal and professional skills courses promote creative thinking techniques.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

www.ibo.org/cp

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**PEARSON BUSINESS AND TECHNOLOGY
EDUCATION COUNCIL (BTEC), UK**





BTEC promotes a learner-centered approach to education through its flexible, unit-based structure and project-based assessments. It emphasizes the holistic development of practical, interpersonal, and cognitive skills necessary for success in both employment and higher education.



COURSES OFFERED UNDER THE IBCP PROGRAMME

BTEC	Information Technology Level 1 and Level 3
BTEC	Creative Media Production Level 2, Level 3, Level 4 and Level 5
BTEC	Enterprise and Entrepreneurship Level 3
BTEC	Applied Science Level 3

BTEC Information Technology

The Pearson BTEC International Level 3 qualifications in Information Technology are designed for learners who are interested in the study of information technology, with a view to progressing to a range of graduate entry higher-education courses and/or working within the IT industry on completion of this qualification. Learners will have exposure to a wide range of IT topics that will enhance their progression to higher education in this sector, a complementary sector or a contrasting sector, and ultimately lead to employment. MGIS offers level 2 and level 3 in information technology.



BTEC Creative Media Production

Creative Media spans a broad range of specialisms and purposes, but all practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated creative media practices in order to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose. MGIS offers Level 2 and level 3 in Creative media Production.



BTEC Enterprise and Entrepreneurship

A broad basis of study for the enterprise and entrepreneurship sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels. MGIS offers level 3 in Enterprise and Entrepreneurship.

BTEC Applied Science

The Pearson BTEC International Level 3 qualifications in Applied Science are designed for learners in the 16–19 age group, who wish to pursue a career in science-based industries via higher education to access graduate entry employment with science, or, alternatively through junior science-based employment. The content of this qualification has been designed to support progression to particular roles in applied-science industries, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in the particular areas.

NATIONAL AND INTERNATIONAL PROJECTS



LAAL PROJECT

The Laal project is a student-run initiative at MGIS since 2016. Its mission is to spread awareness about menstrual hygiene to young girls and boys and provide sustainable menstrual products to women of rural Gujarat. Zainabad has been our target area until this year, and we now aim to reach out to more communities.



UK EXCHANGE

The 21 day trip to the UK which includes academic association with premier colleges like Cambridge and Coventry and visits to cities like London, Birmingham, Oxford enriches the IBCP programme at Mahatma Gandhi International School. MGIS offers BTEC in different branches as the Career Related Studies for the IBCP programme. As the BTEC is highly valued at the FE centers in the UK, the primary aim of the programme is to be able to provide exposure to the MGIS students at BTEC centers across the UK.



LADAKH EXCHANGE

Ladakh Exchange is an enriching experience between programme Mahatma Gandhi International School and Mahabodhi Residential School (MRS), which offers interactions between DP and CP students, teachers, monks and international delegates in Ladakh.



JAWAI TRIP

Students from TCTE BTEC involved in the Creative Media Production levels 3, 4 and 5 enrolled in the IBCP programme, visited Jawai, a small village situated on the Jawai river, located in the Pali district of Rajasthan. Students of the IBCP programme got hands-on experience of sighting leopards and learning to capture them through their camera lens. One of our students - Kai Bhujwala, is a professional wildlife photographer who captured some wonderful images of the baby leopards along with the other students learning from him.



FTV SCHOOL OF PERFORMING ART

A group internship was conducted at FTV where PPS students experienced a learning environment to reflect on professional interests and ethical issues, connecting it to their CP core and DP subjects. The learning outcome emphasized the students' ability to reflect on these skills in personal and professional situations. One student remarked, "This was a 180-degree shift in my thought process about my professional representation." The module focused on effective communication as a key strategy, offering fun, hands-on learning for practical life implementation.





MISSION LAIQUE FRANCAISE

This programme, open to students from grades 3 to 10, fosters self-expression, critical thinking, and independence. Tailored for two age groups grades 3-5 and grades 6-10 our plurilingual curriculum incorporates French in an evolving, collaborative, and adaptive manner, engaging each student uniquely based on their interests. Recognised by the French Ministry of Education, this programme cultivates global citizenship, empowering students to thrive in an interconnected world.

Assessment under the the Mission Laique Francaise

Students can opt for the certifications - Cambridge English, and French (Delf, Dalf). They can also attempt the National Diploma (Brevet) and the French Baccaalaureate. MGIS uses integrated assessments to monitor learners' progress.

French Exchange

MGIS initiated an exchange programme in 2000 with L'Ecole Aujourd'hui in Paris. Since 2008, every year MGIS welcomes students and teachers from Lycée St Germain-en-Laye, American Section in February as part of the international educational and cultural exchange programme between both the schools. This programme acts as a catalyst to enhance the cultural exchange between India and France through education. They collaborate on service projects in the city to help socio-economically underprivileged children. The exchange focuses on culture, education and service initiatives. On the last day of the exchange, the Lycée students showcase what they have learnt about India, run the cafe for the entire school, dance to Bollywood tunes and French songs and put together a few performances.

Partnership with French Embassy in India

The school has established a partnership with the French Embassy in India, facilitating extensive teacher training opportunities through both online and offline modalities provided by the embassy. Our French team has participated in several in-person training sessions. Last year, two French teachers attended training in Goa, another teacher attended in Delhi, and most recently, one teacher received a full scholarship to undergo a 15-day training programme in France.





FRENCH EXCHANGE PROGRAMME



INTERNATIONAL EXCHANGE PROGRAMME FROM 2008
MAHATMA GANDHI INTERNATIONAL SCHOOL AND LYCEE INTERNATIONAL SCHOOL.



The yearly exchange programme is a catalyst that strengthens the bilateral ties between India and France through education and cultural exposure. As part of the programme, students get to stay in Ahmedabad and experience the life, culture and way of living here as a local and not as tourists, as they are put up with host families. MGIS students too visited France in October 2022.

The programme is so designed that the French students are not limited to classroom teaching- learning alone but are rather taken to orphanages and evening street-side schools to be able to engage with different strata of society here. The programme also focuses on promoting a better understanding of emerging India and its growth story. They participate in the Heritage walk in the walled city of Ahmedabad to be able to connect with the city's rich culture, history and heritage and view it from a different lens. Art, culture and food helps break boundaries and create bonds.



Students also visit several places of significance such as the Gandhi Ashram, the Adalaj Stepwell

Students visit orphanage



UNIVERSITY ACCEPTANCES









“Being an MGIS graduate has been incredibly valuable to me. The programme equipped me with essential analytical and critical thinking skills that universities often don’t teach from the ground up. This foundation has helped me tremendously in both my academic and professional life.”

**- Niyati Patel, Batch 2007
Warwick University**

"MGIS gave me the courage and self confidence required to break away from the mould and do something I really wanted to do."

**- Sunaina Shah, Class of 2007
CEPT, Columbia University**

"It's different not because we don't have uniforms, it's different because the freedom has helped me become a responsible person" - Aseem patel (Batch 2009)

**- Aseem Patel, Class of 2009
Science Po, London School of Economics**

"The IB curriculum at MGIS has provided me with practical knowledge and critical thinking skills that distinguish me from my peers. It truly shaped who I am today; I carry those invaluable lessons with me as I study Artificial Intelligence."

**- Harsh Shah, Class of 2020
Brunel University**

