

IB



PARENT STUDENT HAND BOOK 2021-22





Content

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Principal's Message

Dear Parents and students,

As the new academic year commences with its varied challenges to meet and benchmarks to maintain, a set of guiding principles of school conventions and regulations become a necessity.

With these principles of NISV governance as our guide, the singular aim of the school is to ensure the smooth transaction of education within a safe, secure, sound and sanguine environment. NISV recognizes that the school is a microcosm of the world we inhabit. Inculcating sound social values to enable our students to become global citizens is the life long learning NISV is committed to provide.

The requisite standards and practices which complement global mindedness is the end towards which this endeavor is directed to.

Communication between parents and school staff is just as vital as the learning process. The PSHB is one of our important means of communicating with you and should serve as a guiding light along this journey of learning together.

Best wishes

Theophane D'Souza
Principal

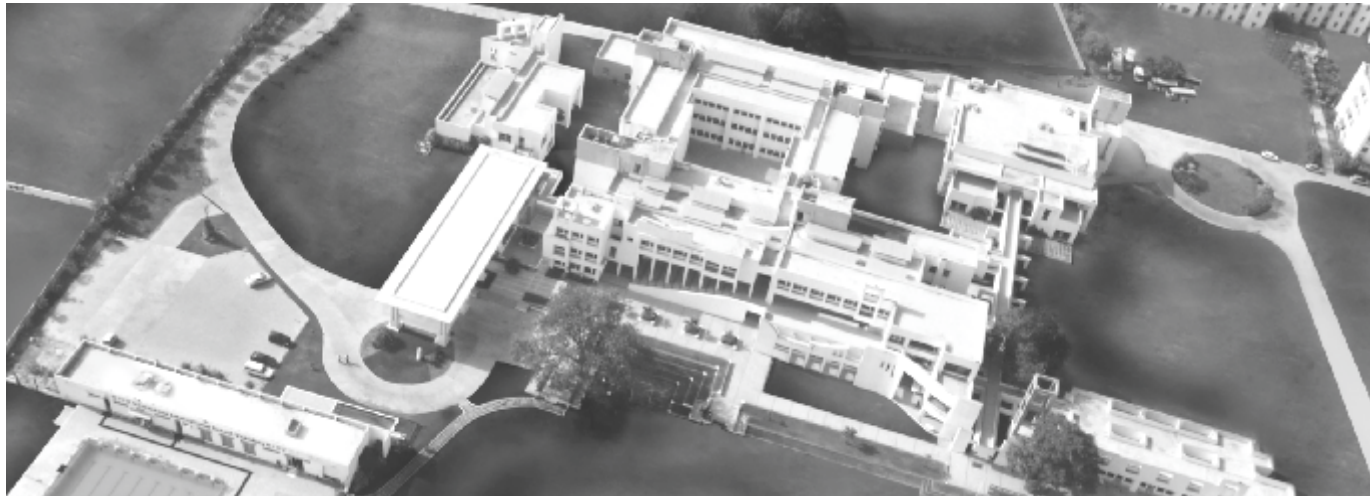


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NAVRACHANA INTERNATIONAL SCHOOL, VADODARA (NISV)



More than a school...

Situated on the outskirts of the city on a lush 25 acre campus, Navrachana International School combines a rich heritage with a vibrant, modern outlook. Surrounded by fields that change colour with the seasons, it keeps pace with the latest trends and technology.

... a unique learning environment

About us



The Logo - Our Identity

The three leaves of the Peepul tree, the tree under which Lord Buddha attained enlightenment, form the school logo. It signifies the three vital facets of one's mental, physical & emotional growth that Navrachana translates as "New Creation." The emblem thus embodies the ideal of the school to synergise these qualities to groom self-assured, balanced and multi-faceted individuals, who strive consciously to enhance their potential.

School Motto

Educating, Empowering, Enlightening

School Mission

NISV's Mission is to:

- Educate, all those who enter its portals, making them life long learners.
- Provide co-curricular and residential facilities of the highest standards in a safe and secure environment.
- Engage the very best tutors to implement proven national and international curricula.
- Teach through contemporary but appropriate methodologies and technologies.
- Develop qualities of tolerance, humility and compassion in an environment pervaded with the Indian ethos.
- Foster attributes of inquiry, critical thinking, creativity and leadership.
- Nurture inherent talents and interests of its students and make them dream the dreams that will shape their lives as caring responsible global citizens.



About us

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Navrachana Education Society (NES)

Navrachana Education Society (NES), established in 1965, is a registered charitable trust, managed by a Board of Trustees comprising of eminent educationists, philanthropists, and administrators.

Through its Schools, NES has imparted quality education for four and a half decades, predominantly to the children of the residents of Vadodara.

The Society's Institutions are professionally managed by an Executive Committee (Managing Trustees), vastly experienced in administration, technology aided learning and education management.

While management of academics is placed in the hands of a distinguished and highly competent Principal and team of Tutors, the Society provides and administers support services such as Meals, Transportation and Infrastructure.

Institutions of NES

- **Navrachana School-Sama-CBSE**, Established in 1967, 3000 students
- **Navrachana Vidyani Vidyalaya-Sama - GSEB**, Established in 1999, 1800 students
- **Navrachana International School-Bhayali**, Established in 2003, affiliated to University of Cambridge International Examinations (CIE), UK, International Baccalaureate Organisation (IBO), Geneva & Central Board of Secondary Education (CBSE), New Delhi, 950 students.
- **Navprerna**, an institution for underprivileged children started in 2002, affiliated to NIOS, 300 students.
- **Navrachana Sports Academy**-providing training in various indoor & outdoor sports.
- **Eklavya Model Residential School** - a Government of India project for tribal children, established in 2007 and managed by NES.
- **Navrachana University** - established in 2009 under the Gujarat Government - Private University Act No. 8 of 2009.
- **Navkaushalya** - established in 2015, NES' Golden Jubilee Year, as our 'give-back-to-society' initiative.

The Institutions and the Programs have distinguished themselves, through outstanding results achieved, consistently. Time and again students from the various NES run institutions, have excelled at local, national and international competitions, be it in academics, sports, music or other cultural and aesthetic fields.

About us

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Board of Trustees Navrachana Education Society

President:
Rahul Amin, *Industrialist*

Chairperson:
Tejal Amin, *Industrialist, Educationist, Social Entrepreneur*

Members:
Dr. T K S Lakshmi, *Educationist*
Pradeep Sinha, *Designer*
Toral Patel, *Educationist*
K K Chokshi, *Legal Consultant*
Sandhya R Gajjar, *Freelance Writer*
Deepak Joshi, *Technocrat*



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NISV Membership and Accreditation

1. NISV is one among the very few IB World schools in the country authorised to offer the Primary Years Programme (IB PYP), the Middle Years Programme (IB MYP) and the Diploma Programme (IB DP).
2. The School is accredited as a Center for the University of Cambridge International Examinations (CIE). The students take the the IGCSE(International General Certificate of Secondary Education) of CIE in Grade 10, which is equivalent to 'O' levels of GCSE - UK and Grade 10 in India.
3. NISV is accredited with the British Council's International School Award. This award provides a platform to schools to integrate an international dimension in the curriculum, with a view to developing global citizens, who appreciate the diversity of cultures and are sensitive to others' opinions and words.
4. The school is also a licenced operator for "The International Award for Young People (IAYP) - The Duke of Edinburgh's and a YES(Youth Engaging Society) Centre for the IAYP.
5. NISV has a partnership with the Federal Republic of Germany for cross cultural teacher exchange and other programmes.



Website - www.nisvib.in

The website of Navrachana International School is updated constantly to provide the latest information about the school. It also has category specific information for students, parents and tutors.

Vidyalaya- A software that allows us to integrate and manage various applications and automate many back office functions related to academics, technology, services and human resources.

About us

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Governance

NISV is an Institution of Navrachana Education Society, a Charitable Trust. It is managed by an Executive Committee appointed by the Board of Trustees.

The Head of the School is the Principal, who is fully responsible for the day-to-day management of the School, supported by a team of competent Coordinators.

Eminent and experienced educationists who form the Board of Trustees, advise the Principal actively on curriculum planning, methods of instruction, assessment & evaluation, and numerous other academic & school related issues.

The Maintenance department ensures the upkeep of the campus, and the various services it incorporates.

The House Parents, with the support of resident tutors are responsible for the pastoral, academic and disciplinary well being of the resident students.

Academic Management

NISV has a structure which is designed to ensure maximum effectiveness in the delivery of the curriculum and other aspects of our academic programme. The coordinators are responsible to the Principal for administering and coordinating the various stages of the academic programme:

Primary Years Programme (IB PYP) Coordinator

Nursery to Grade 5

Middle Years Programme (IB MYP) Coordinator (incl. IGCSE)

Grades 6 to 10

IB Diploma Programme (IB DP) Coordinator

Grades 11 & 12

Activities Coordinator

Sports Coordinator

HODs

They are responsible for the delivery of the varied programmes in the specific areas of their expertise.

Note : Parents with specific concerns about the academic progress of their children are encouraged to contact the Grade Tutor, in the first instance, through the [Link Book](#). Parents may contact the concerned coordinator for further assistance.



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Facilities

NISV has one of the finest school complexes in Vadodara city. A beautifully structured, well equipped and centrally air-conditioned building stands amidst sprawling lush green surroundings. The overall growth and development of its students is the guiding principle, and to this end the infrastructure and facilities necessary for a modern academic institution are provided for.

- 1. Study Centers:** The centers have the requisite equipment and resources for day-to-day educational pursuits, with comfortable seating arrangement for students. These are well equipped with ICT facilities.
- 2. Science Laboratories:** The laboratories are equipped to ensure high standards of safety, and support the core programs of learning science from an early age. Experimentation skills are taught and encouraged under the supervision of trained tutors.

3. Information and Communication Technology (ICT) Center:

The Use of ICT is in evidence throughout the NISV campus with sophisticated networked nodes, SMART rooms, computer system installations and fast Internet connections. The installed Internet connections, e-beams, digital projection and audio visual systems, and a host of ICT hardware enhance the quality and depth of learning for the student as also for the teaching community at NISV. The school has successfully integrated a computerized process of administration, be it for preparation of report cards, fee slips, communicating with parents, managing the school finances etc. The school's website contributes immensely in the dispersion of information and interactive communication capabilities.

- 4. Media & Resource Center :** The Central Library, planned for over 30,000 books, tapes, CDs, VCDs and DVDs, is staffed by qualified librarians and equipped with

networked computers linked to a filtered Internet service. Ample facilities have been accorded for reference reading and research. Extended Library facilities are provided in study centers, tutors conclave, boarding houses and other learning centers.

- 5. Open Air Theaters:** The huge quadrangle, a unique open air theater has the capacity to accommodate about a 1000 people for any function or event.

"Expressions", another stage in front of the Performing Arts Center is a beautiful venue for public functions.

- 6. Multipurpose Hall / AV Rooms:** Seminars, competitions and meetings are conducted regularly in the hall for the staff, the parents as well as the students. These have the latest technological equipment to aid performance and presentations.
- 7. Kitchen & Dining Hall:** A hygienic and fully staffed kitchen

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prepares food which is wholesome and nourishing. Tutors and students enjoy a varied menu everyday, in the very large, well-ventilated & clean dining hall.

8. Sports Centre: The school has Volley ball, Basket ball and Tennis courts, an Olympic sized Swimming Pool, as well as fields for Football, Cricket and a 400 mts Athletics track. The practice nets for cricket encourage students to achieve excellence. The Indoor sports area is equipped with Table Tennis tables and a ROBOTIC TABLE, for the students to play and practice on. Carom and Chess are the other indoor games which the students enjoy playing.

9. Performing Arts Centre: The Performing Arts center caters to both Western and Indian forms of music, dance and drama. This center, in more ways than one, is the nerve center of the school, since it facilitates the inter-disciplinary approach of the teaching learning process, adopted by the school.

10. Visual Art Centre: The school has an impressive Visual Arts Center for imparting training in various disciplines, enabling students to gain interest and basic skills, which they may choose to pursue later.

11. Infirmary: Qualified nurses have been appointed to look after the students. In case of any illness or accident, first aid is provided immediately to the child at this center. Medical Specialists are called and consulted on a regular basis.

12. Counseling Centre - Vivarta : Vivarta caters to the needs of students, parents and staff members. The literal meaning of the word Vivarta is transformation and with this, the centre plans to positively transform the lives of all the stakeholders. Vivarta provides services regarding Student Counseling and Career Counseling.

Students Counseling: A school is an institution which strives to nurture

a child into becoming a complete human being. A school-going child passes through different phases of development, both physical and mental. Recognizing the need to steer our children through their adolescence, the school contributes significantly to their emotional, intellectual and physical growth through its team of counselors, which is an important support system that helps the child to pass through the learning process with comparative ease.

The team as a whole deals with problems such as emotional and social maladjustment, arising out of various constraints, cultural disparity and the conduct of adults in his/her environment. Our counselors offer student guidance in the areas of physical and social growth by helping them to better understand themselves and the society they live in. They also aid students in planning their academic and social goals; and assist them in dealing with personal adjustment issues. These objectives are



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accomplished through group or individual counseling and by collaborating with parents, tutors and the school administration.

We welcome parents to take help from our resource team, whenever needed and help us to help the child become a well-adjusted and balanced individual.

All discussions with the resource personnel are strictly confidential and privacy is assured.

Career Counseling: Students are assisted in planning their academic pursuits and careers. A number of career sessions and interactions with University officials and experts from different fields are organised for the students to help them chart their future goals. They are also helped to identify the universities based on their interest, aptitude and capabilities. Students are also assisted in application process for their Undergraduate admissions.

13. Student Hostels: NISV has two

student hostel complexes - one each, for the boys and girls. The three - storey student residences have been designed for safety, comfort and aesthetic living. Air-conditioned bedrooms accommodate three students, each having his/her own bed, wardrobe and study table. A study lounge with an ICT network node, on each floor is a unique feature that enhances a private study environment. Pastoral care is provided by the House Parents, and Resident Staff.

14. Staff Quarters: Resident teaching staff are provided well designed spacious flats.

15. Management Zone: Parents and visitors are welcome in this area. It houses the school Reception Area, Finance, Human Resources, Public Relations, Admissions, the Principal's Office and the Trustee's Office.

16. Pre Primary Wing: The very colourful, state-of-the-art pre-primary wing is equipped with a Kids Library, Art Corner, Role Play

Room, Mini Theater, and a large open area loaded with interactive toys & materials to explore, learn from and grow with.

PTA

The NISV IB PTA is very active and involved with the students and staff. The PTA plans & organise the school annual "Funfair", the Navratri Celebrations, besides supporting various activities & social outreach programmes organised by & for the students.

The PTA Executive Committee meets once a month to review and consolidate their work.



Staff at NISV

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Staff List

Principal	Theophane D'Souza B.A., B.Ed., B.Ph., B.Th., M.Ed. DHRM principal@navrachana.ac.in
PYP Co-ordinator	Viraaj Jhaveri B.Sc., PGDECCE, PGDCCP, pypcoordinator@navrachana.ac.in Asst.
PYP Co-ordinator	Purna Ganesh B.Sc (F&N), B.Ed, purnag@navrachana.ac.in
MYP Co-ordinator	SRILAKSHMI DEVI M.A, B.Ed., mypcoordinator@navrachana.ac.in
DP Co-ordinator	Jyoti Nagar M.Sc., M.Ed., dpcoordinator@navrachana.ac.in
ASST. DP CO-ORDINATOR	DR. RITU SHUKLA M.SC, B.ED, RITUS@NAVRACHANA.AC.IN
PA Co-ordinator	ARUN SANKAR PG IN PERFORMING ARTS, pacordinator@navrachana.ac.in
Sports Co-ordinator	Pawan Rai B.P.Ed., M.P.Ed. sports@navrachana.ac.in
Manager Administration	Indravadan Joshi M.A., Dip. In Electronics, adminmanager@navrachana.ac.in

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PYP (Nursery – Prep Senior)

Akita Patel B.Sc.-HDFS, DSE, D.El.Ed.
 Amrin Khan M.Com., DECE
 Bela Dave B.Sc., M.Sc., Child Dev., UGC-NET B.A., DECE
 Beroz Cooper

Bindiya Vasavda BA, B.Tec
 Chaitali Shah B.Sc.(Home Sc.)
 Christina Jubin M.A., B.Ed.

Falguni Maradia B.Sc.(Home Sc.), DECE, D.El.Ed.
 Hetshree Patel B.Sc.-HDFS, PGD ECCE
 Karuna Bhansali DECE, Dip. in Comp.

Kena Patel Engg. M.A.(Vis. Com.), DECE
 Kirti Birla PGDBM, PGD-EECD

Mugdha Bankapur B.Com., PGDBM, NMM
 Navneet Huda B.A., B.Ed., MBA
 Neeta Somani B.Com., DCM, DECE
 Neha Sharma B.Com., DPTT
 Nidhi Patel M.Com., B.Ed., E.C.C.Ed.

Nirali Rana BPA(Tabla), G.M.(Sitar, B.N.)

Nivedita Patel
 Priya Bahuguna
 Purna Ganesh
 Roopali Jhala
 Shruti Biniwale
 Shaili Shah
 Sibyl Pawar
 Snehal Majumdar

Swaroop Jhaveri
 Tanvi Vinod

Primary (Grades 1-5)

Charvi Kakwani
 Jalpa Patel
 Kenny Suri
 Mansi Shah
 Mausumee Banerjee

Pooja Vora
 Reema Narula

Remya Nair
 Rishita Karani

Saswati Das

Shampa Patra

M.Sc. (Home Sc.), PGDGC
 B.Sc., Montessori
 B.Sc (F&N), B.Ed
 B.A, Montessori
 B.Sc. (Home Sc.)
 PG Dip. in Applied Nutrition, B.Ed.
 B.A.(Fine Arts)
 B.Com, BA, B.Ed., DECE
 B.Com, ECCE
 Dip. in Civil Engg.,
 D.El.Ed.

M.A., B.Ed
 B.Sc., B.Ed., M.Ed.
 M.A., D.El.Ed.
 BBA, MBA
 B.Sc.(Zoo. Hons.),

B.Ed.
 M.A., B.Ed
 B.A, PGDFD,
 D.El.Ed.
 B.Com., PGDHRM
 BMS, M.Com.,
 M.A., B.Ed.
 B.Sc, MSW, PGDHRD & IR, B.ED.
 B.Tech Engg.,
 D.El.Ed.

Shivani Kumar
 Yogita Prasad
 Vinita Rangwani
 Viraj Jhaveri

MYP - DP : First Language English

Anupama Bohtan B.Sc., M.A, B.Ed
 Lily Rana M.A
 Minal Shah M.A.(Sociology), M.A.(English), B.Ed.

ICT

Almas Fatima B.Tech, B.Ed
 Shweta Bhatia M.Com., PGDCA,
 MCA
 B.Sc, PGDSM,
 PGDCA

M. Deva Sudhakar

Humanities/Social Sciences

Dipannita Sarkar M.Com, B.Ed.
 Dr. Divya Chauhan M.A., Phd.
 Mellissa Fernandes M.A., M.Sc.
 Payal Kamanpure M.Com, B.Ed
 Theophane D'Souza B.A, B.Ed, B.Ph,
 B.Th, M.Ed., DHRM

Mathematics

Ashwini Patange B.E., MDBA
 Bijal Patel M.Sc., B.Ed.
 Jyoti Nagar M.Sc, M.Ed.
 Pooja Paliwal M.Sc, B.Ed.
 Dr. Rachana Karia M.Sc., Phd.
 Sampada Bhugra M.Sc, B.Ed.



Academics - IB/IGCSE Curriculum

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Scheme of Studies

IB Primary Years Programme (Nursery to Grade 5)

The PYP is a trans-disciplinary model where themes of global significance transcend the confines of the traditional subject areas. The PYP at NISV represents the scope & sequence of all traditional subjects (language, math, science, social studies, performing arts, visual arts, PS PE) meeting the standards of the National Curriculum Framework of the NCERT, New Delhi. Learning strategies develop connections of these traditional subjects with the real world, laying emphasis on knowledge, concepts, attitudes, skills and action for future.

IB Middle Years Programme (Grades 6 to 10)

The MYP consolidates the Primary Years Programme, thus maintaining the required continuity, keeping in mind minimum levels of learning and the IGCSE requirements in the future. It is designed to enable students to move

seamlessly into their board examination patterns.

The new MYP design creates an innovative concept based on an appropriately assessed programme for 11-16 year old students that reflects the IB principles of teaching and learning completely. The Personal Project is mandatory for Grade 10 students. All the students follow the inter-disciplinary approach in the academic disciplines of Mathematics, Language and Literature, Individuals and Societies, Design, Arts and Physical & Health Education. They undergo mandatory training in Performing Arts (Grades 6 to 8), Physical & Health Education and Personal & Social Education.

The subject groups are...

Language and Literature - English
Language Acquisition - Hindi / French / German
Third Language - Hindi / Gujarati
Individuals and Societies - History, Geography, Social and Political life (Gr. 6 to 8)
Economics, Business Studies (Gr. 9 & 10)

Sciences - Integrated Sciences (Physics, Chemistry and Biology)
Mathematics - Standard Mathematics and extended Mathematics (Grades 9-10)
Arts - Visual Arts & Performing Arts
Physical & Health Education - Physical & Health Education
Design - Digital Design

The Personal Project which forms the core of the programme, is mandatory for each MYP student of Grade 10 and shall be moderated by the IBO. Service as Action is mandatory for Grades 6 to 10.

The International General Certificate of Secondary Education (IGCSE) - Grades 9 and 10

IGCSE is a popular international qualification for 14-16 year old students. It develops successful students, providing excellent preparation for their next step in education, including progression to Grade 11 of the State and CBSE Boards, Cambridge A and AS Level study or the International Baccalaureate Diploma (IB-DP), and equips them with skills for immediate

Academics - IB/IGCSE Curriculum

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employment, but more importantly, for challenging under-graduate programmes in Universities across the world. Cambridge IGCSE is recognised by universities and employers in India and across the world.

This course is a balanced mix of practical experience and theoretical knowledge with a choice of Core and Extended papers in most Subjects and therefore suitable for students with varying levels of ability. Students are encouraged to opt for 7 subjects. In addition, students have courses in Physical Education and Life Skills.

IGCSE Grading is based on an eight-point scale (A* to G). In addition to the IGCSE Certification, the ICE (International Certificate in Education) is also awarded to all students who successfully complete the study of seven subjects, including two languages and minimum one subject from each of the other subject groups. Students who do not meet this requirements of ICE would still be eligible for an IGCSE certification.

The study programme consists of five

groups :

- Group 1 - First Language - English
Foreign Language - German/French
Second Language - Hindi
- Group 2 - Literature in English,
Economics
- Group 3 - Combined Science and Co-ordinated Sciences
- Group 4 - Math, Additional Math
- Group 5 - Art and Design, Business Studies, Information and Communication Technology, Computer Science

IB Diploma Programme (Grades 11 & 12)

Students who enroll for the two-year IB Diploma Programme (Grades 11 and 12) write their final examination at the end of Grade 12. Internal assessment projects/portfolios completed over the two years also form a part of the final assessment.

The IB Diploma (regular) subjects are arranged in six Groups. The students need to choose one subject from each of the first five Groups and may then choose their sixth subject from Group six or a second subject from Group 3 or

4. This ensures the delivery of a well-balanced curriculum. However, students may apply for a non-regular IB Diploma with three sciences to meet their admission requirement. Students usually study 3 subjects at the higher level (HL) and 3 at the standard level (SL). Theory of Knowledge (ToK), Creativity-Activity-Service Programme (CAS) and Extended Essay (EE) on a topic of the student's choice, form the core of the IB Diploma and are mandatory.

The marks awarded for each course range from 1(lowest) to 7(highest). TOK and the EE are graded A to E with A being the highest grade. These two grades are combined in Diploma Point Matrix to contribute between 0 to 3 Points to the total. CAS is not assessed but must be completed in order to pass the Diploma. The diploma is awarded to students who earn at least 24 points, subject to certain minimum levels of performance across the whole programme. The highest total that a diploma programme student can be awarded is 45 points.

The six groups and the subject

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choices in each group available at NISV are as follows:

Group 1: Studies in Language & Literature

English A Literature Higher Level
English A Literature Standard Level
English A Language and Literature Standard level

Group 2: Language Acquisition

Hindi B Higher Level
Hindi B Standard Level
French B Higher Level
French B Standard Level
French Ab-Initio Standard Level
German B Higher Level
German B Standard Level
German Ab-Initio Standard Level

Group 3: Individuals & Societies

Economics Higher Level
Economics Standard Level
Business Management Higher Level
Business Management Standard Level
Psychology Higher Level
Psychology Standard Level
Information Technology in a Global Society Higher Level
Information Technology in a Global Society Standard Level
Environmental Systems & Societies Standard Level

Group 4: Experimental Sciences

Physics Higher Level
Physics Standard Level
Chemistry Higher Level
Chemistry Standard Level
Biology Higher Level
Biology Standard Level
Environmental Systems & Societies Standard Level
Computer Science Higher Level
Computer Science Standard Level

Group 5: Mathematics

Mathematics - Analysis and Approaches - Higher Level and Standard Level (first examination 2021)

Mathematics - Application and Interpretation - Higher Level and Standard Level (first examination 2021)

Group 6: The Arts

Visual Arts Higher Level
Visual Arts Standard Level

Core Requirements

Theory of Knowledge, Extended Essay and Creativity, Activity, Service

Note - You must choose one subject from each of the groups 1,2,3,4 and 5. You need to choose another subject from the group 6 OR groups 3-4. Only courses with sufficient demand will be offered. Other subjects can be added to the list depending upon student's requirement. The core elements of IB DP TOK/EE/CAS are now available to IB World Schools as individually recognized stand alone courses.

What are these?

Theory of Knowledge (TOK): This subject helps students find answers to questions such as, What is knowledge, and what is not? How is it used, and by whom, and with what purpose? Students learn how to think and express themselves in a logical and clear way.

Extended Essay (EE): This subject requires students to write a 4,000-word research essay of high academic standard, whereby they learn to apply effectively, university level academic methodologies. It not only strengthens students abilities to ask the right questions and look for the right answers, it also prepares them to think and formulate the conclusions they have

Academics - IB/IGCSE Curriculum

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arrived at in a persuasive and logical manner. It is a perfect preparation for university studies.

CAS (Creativity, Activity, Service) Programme: CAS is an integral part of the IB Diploma Programme. All Diploma candidates have to devote a certain number of hours to this programme, in order to be awarded the Diploma.

The IB Diploma is equivalent to Higher Secondary (+2) qualification. It is recognised by the Association of Indian Universities for Undergraduate Studies, as also by International Universities across the world.

Assessment, Reporting & Examinations

(Please refer Assessment Policy for further details)

The Boards specify very strict rules for the conduct of their examinations and non compliance with these rules results in its status as an Examination Centre being revoked. If a student uses unfair means or behaves improperly during an examination, it is necessary for the school to inform the Board. This could

lead to the cancellation of all the student's grades in the examinations. We therefore follow the same rules and sanctions for our internal examinations as well.

All matters regarding entries for and the administration of, IGCSE, IB MYP or IB Diploma Examinations should be referred to the Principal. The approximate dates for the examination period will be included in the school calendar and the detailed timetable given to the relevant group of students and their parents as soon as the final version is received from the respective Examination Boards.

The NISV reporting system regarding the student's progress is designed to give information on a regular and systematic basis. However, the school is also committed to informing parents immediately if problems arise. Term end Progress Reports will be made available online. Hard copies of the Progress Report Summary Transcript would be available on a written request to the co-ordinator. The child's progress can be discussed with the student's Grade Tutor at the scheduled interactive

sessions or by appointment.

Assessment, both formative and summative, is conducted regularly.

Primary School (Nursery to 5 IBPYP) does not have examinations but has a continuous assessment policy against levels of achievement. Students are assessed on the 5 essential elements of the PYP - Knowledge, Concepts, Skills, Attitudes and Action using various strategies and tools. At the end of each semester, report is given in the form of a detailed skill-based appraisal with a detailed Student Profile.

Middle School (6-10 IBMYP) reports include criteria based assessment and an achievement grade together with a detailed profile / evaluation comment on the student's performance in each subject, co- curricular activities and service as action. These are issued at the end of each semester.

Grades 9-12 (IGCSE/IBDP) end of semester examinations prepare students for board examinations and NISV is dedicated to the task of making this preparation both effective and

Academics - IB/IGCSE Curriculum

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realistic. The structure and content of internal examinations are based on the requirements of the content and nature of the IGCSE or IB examination syllabus.

Grades 6-9, 11 have two semester examinations per year. Internal assessment through a formative and summative approach is done throughout the year.

In Grade 10 there will be one practice and two 'mock' examinations. While in Grade 12 there will be one practice and one 'mock' examination.

There will be External Public Examinations for IGCSE (Grade 10) & IB DP (Grade 12) students

1. For Grades 10 & 12, since the final result is based on the entire year's performance, it may be noted that NO RETEST for any reason whatsoever, will be conducted after the semester examination.
2. For Grades 6 to 8 Performing Arts, Visual Arts, Physical Education are the part of the curriculum and will be assessed each semester.
3. The report card (Grades 1-5) will

be descriptive in nature based on specific rubrics as per the IB PYP requirements.

4. The report card (Grades 6-10) **IBMYP will indicate the following features:**
 - (A) Approaches to learning skills
 - (B) Levels awarded for each criterion of a subject as per IB MYP specification and its descriptor in brief.
 - (C) Level total of each subject.
 - (D) Grade point(1-7) of a subject determined by level total of a subject.
 - (E) Descriptor of the grade as per IBMYP specifications.
 - (F) Learning Outcomes of Service as action activities.
 - (G) Attendance.
 - (H) Height and weight.
5. The grades given on Grades 9-10(IGCSE) reports relate directly to the grading system for the IGCSE.

Letter grades	Range of marks
A*	90% - 100%
A	80% to 89%
B	70% to 79%
C	60% to 69%
D	50% to 59%
E	40% to 49%

F	30% to 39%
G	20% to 29%
U	Ungraded Or not offered

6. The Grades Points for IB DP (Gr. 11-12) will be awarded as per IBO regulations.

Predicted grades for university admissions are usually issued by December of IB DP Year 2. The students' DP Year 1 exam results & DP Year 2 practice examination results will be considered for the predicted grades.

Promotion Policy

Promotion is based on the cumulative performance throughout the academic year. Please note, that a student's report also includes academic assessment conduct, discipline, participation in school activities & community service.

1. Nursery to Grade 5

A non-detention policy is favoured in these classes unless detention at a particular level is advised by Grade Tutor/Coordinator.

2. Grade 6-10(IBMYP)

A student must ensure a minimum of Grade Point 3 in each subject to

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get promotion to the next grade.

3. Grade 9(IGCSE)

A student must ensure a minimum of Grade F in each subject to be promoted to the next grade.

Note: Students not meeting the above conditions for promotion would be considered for registration in fewer IGCSE subjects and/or asked to do the core component(if available) of subjects where the student has attained a grade less than F.

Grade 11

Students must score minimum grade 3 in all SL subjects and grade 4 in all HL subjects to get promoted to the next grade.

Students not meeting the above conditions will be asked to shift to IB Course.

Awards and Prizes

The School recognizes and commends exceptional effort and high achievement of its students. Excellent work & behaviour will be recorded in the Link Book & Student Record Book by the

subject tutor. To motivate and encourage students, the school, honours them by awarding Academic Prizes, Proficiency Certificates, Scholar's Badges and Medals:

- Proficiency Certificates** are awarded to students getting Grade A (Gr.1-5), Grade Point 6 (Gr.6-12, IB MYP/DP) in each subject in both the semesters.
- General Proficiency Certificates** (for Grades 1 - 5) & **Scholar's Badge** for Grades(6-12) are awarded for academic excellence on the basis of the following criteria :

Grade	Minimum requirement in both the semesters
1-5	Grade A in all subjects
6-12(IB)	6 points in all subjects
9-10(IGCSE)	Grade A in all subjects

Grade 1-5 students must get a minimum Grade C in all co-curricular subject areas i.e. Visual Arts, Performing Arts, Physical Education, Personal & Social Education.

- The **Scholar's Medal** is awarded to a recipient of the Scholar's

Badge (Grade 6 onwards) for three consecutive years.

- The **Scholar's Gold Medal** is awarded to a student who has received the Scholar's Medal for two consecutive years and his/her conduct and behavior has been consistently good.
- Special recognition/certificates are awarded to students who show outstanding performance in the Inter-House Activities & Sports.
- A **100 % attendance certificate** is given to a student who remains present on all the working days of the academic year. Late coming & short leave would be treated as absence & will render a student ineligible for the certificate.
- Best Athlete** of the year Boys & Girls in all Categories.
- Best sports person** of the year (Boy & Girl)
- Rolling Trophies** are awarded to the best house in co-curricular activities, sports and academics.

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Beyond Academics

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Clubs (IB)

To facilitate a more holistic development and make learning fun, we have introduced various clubs for all students.

For Grades 4-5

- Needle work
- Art and Craft
- Quiz Club
- Reading Club
- Scrabble/Pictionary
- Debate
- Dance/Drama

For Grades 6-8

- Guitar
- Vocal Music
- Key Board
- Drums
- Drama
- Congo
- Traditional and Classical Dance
- Western and contemporary Dance
- Tabla
- Debate/ Elocution
- Reading
- Art and Craft
- Quiz

Extended Learning through School Cinema Programme

School / student age appropriate movies are screened to enable the students to groom their learner profile. Discussions held after the screening are most rewarding as they are very reflective in nature.

NISV Field Trips / Outbound Programme

Based on various topics and the Program of Inquiry, field trips would be organised to give students a hands on experience, consolidate and make learning enduring.

The NISV Outbound Programme is organised once a year to develop life skills and a collaborative & cooperative attitude. These could include trekking, camping, picnics, cultural/field trips and visits to other schools. Students are always chaperoned by members of the staff.

Parents are requested to give permission to students to join school-organized trips within and outside Vadodara via the "Parents Consent Form" given in the Link Book.

Student Council

NISV's focus is to promote students in decision making roles directly in partnership with the tutors of the school. The intention is for student office bearers to help in the smooth running of the day to day co-curricular and sports activities of the boarding / school by assisting in supervision and overall execution of the activity.

1. The 'Student Council' comprises of a Head Boy, a Head Girl, four House Captains and Prefects, Sports Captains, Chief Editor, Asst. Editors, Community Outreach Captain, Disaster Management Representative, Cultural Affairs Captain, Boarding and Class Representatives.
2. The student council nominations

Beyond Academics

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and elections take place in September-October.

3. A solemn investiture ceremony inducts these members into the student council.

House System

The school is divided into four houses - Nurturers, Inquirers, Seekers and Venturers. The houses are the focus of many of the important educational activities which take place outside the grade room. They promote a spirit of healthy competition in sporting and cultural activities. They also create a sense of belonging to members of the school from different grades. Each house has a tutor coordinator, a House Captain and Prefects.

Inter House Activities and Competitions

A number of inter-house activities / competitions are held throughout the year on Fridays as per the 'Year

Planner'. There are demonstration sessions/ practice time and performance / competition time. Performance standards are recognised as "highly commendable", "commendable" & "good performance".

1. List of all Inter-House Activities are notified in the Year Planner (Approx 12-14 activities per year /per group)
2. Students are required to attend all activity demonstration sessions.
3. To maximize the involvement of all the students, participation is allowed in four Inter-House Activities only.
4. The highest aggregate points in all competitions determine the "Best House in Co-curricular Activities".



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Sports

1. Students are encouraged to choose from the following games / sports. Athletics, Basketball, Cricket, Football, Skating, Swimming, Table Tennis and Tennis. Training is imparted to all students of the school under the guidance of qualified coaches and trainers.
2. It is recommended that during the morning PE (MPE) classes students play ONE game / sport throughout the year, which in turn will help them to excel in their chosen game.
3. Students should excel in one individual & one team game by the end of their schooling at NISV.
4. Swimming is an essential & compulsory activity for all students.
5. Yoga and meditation is compulsory in the primary years.
6. During the compulsory Games / Sports Activities, it is expected that all students wear the school

sports attire and bring their personal table tennis racquet & ball, tennis racquet, skates & helmet, football shoes, swimming costume etc.

7. In case the student is sick / under medical observation, he / she must furnish a medical certificate to the concerned tutor / instructor concerned.
8. If some injury / accident happens during the Game / Sport Activity, the parents shall bear the cost of the treatment. (Filling of the Indemnity Form by Parents is a must at the time of child's admission).
9. NISV sports team participate in most of the district, state, national & international events for exposure & attaining excellence.
10. Expenses (Travel / Food / Stay / Entry Fee) of students representing NISV for any out station competition shall be borne by the student. The cost of the school team attire shall be borne by the student.

Inter-House Competitions

1. Inter House Competitions would be conducted as per the School Calendar.

The Grade Categories are as follows: Grades 1 to 3, Grades 4 & 5, Grades 6 to 8 and Grades 9 to 12.

2. Students should report for their matches after signing for Inter House competitions. In case they fail, they will not be permitted to participate in other competitions and 10 points will be deducted from their annual house points tally.
3. Athletic Events' rules and regulations are given on the following pages.
4. Inter-House Trophy / Certificates / Individual Awards shall be given to the winners & runners up of the competition conducted.
5. There is an Inter-House point system, defining the house positions



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of competitions conducted. The house points will be carried forward in deciding the “Best House” at the end of the 2nd term.

- 6. The PE Department is a neutral body. They help the Houses-In-charge at the time of practice / selection of the house teams.
- 7. During the mid term /vacations the school organizes sports coaching camps / workshops for promoting games / sport and improving the performance level of students. The charges for these are borne by students separately.

POINT SYSTEM

Position	Individual Game/ Sport (Points)	Team Game/ Sport (points)
1	5	10
2	3	7
3	2	5
4	1	3

“Champion Sportsman of the Year” Award Policy

- 1. Inter-House Competitions
- 2. District Sports Office / Sub Coaching center, Sports authority of Gujarat, Sports authority of India
- 3. Competition organized by IB / IGCSE / CBSE Sports Program at various levels.
- 4. Competition organized by District Association / State Association / All India Association or All India Federation / International Association

POINT SYSTEM

Participation	Participation Points
International Level	10
National /All India	8
State / Zonal	6
District	4
Inter House Game / Sport	2

Athletics (Rules and Regulations)

- 1. FOUR best participants are required from each house in each grade category to contest an event.
- 2. Entries once given will not be changed.
- 3. Participants can choose only three events, either two track and one field event OR one track and two field events.
- 4. A participant is allowed to participate in one grade category only. Houses-In-charge and Teachers-In-charge should ensure that the participant is put in the right Grade category. In case of a default the participant will be disqualified.
- 5. Direct finals will be there for all relays.
- 6. Only two trials in preliminary rounds and three trials in final round of field events will be given to an Athlete;



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however, in High Jump three trials will be given to an athlete to clear each height.

7. Points system for individual events will be as follows.

1 st position	7 points
2 nd position	5 points
3 rd position	4 points
4 th position	3 points
5 th position	2 points
6 th position	1 point

Points system for Relay / Tug of War

1 st position	14 points
2 nd position	10 points
3 rd position	8 points
4 th position	6 points

8. Best six participants against time from heats in Track events will be taken for the finals.
9. Best six participants from the Preliminary rounds in field events will qualify for the finals.
10. For Individual Championships Relay points will not be counted.
11. For Champion House relay points will be counted.
12. A Relay team shall consist of 4+1 extra participant.
13. Following are the categories for an Individual championships.

Primary school	Grade 2 & 3
	Grade 4 & 5
Middle school	Grade 6 to 8
Senior school	Grade 10 to 12
14. If there are less than THREE entries in any event, the event will not be conducted.
15. An athlete causing an obstruction in the play of the other athlete shall be disqualified. The athlete leaving the track on his own stands disqualified.
16. In case of any dispute, the matter must be reported in writing to the Sports Coordinator on the same day. The final decision will be taken by the Jury.



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NAVRACHANA SPORTS ACADEMY (NSA)

The Beginning.....

In a life, heavily loaded with stress & tension, games & sports help to bring about the much required balance that helps in offsetting this mental & physical pressure on young people. But, the vital question in most educational set up is “whither sports”?

The Navrachana Education Society's futuristic vision to provide the best sports facilities to all children, led to the birth of Navrachana Sports Academy in the year 2005.

Through a well chalk out programme, NSA caters to every sporting need of the child – like high class state of the art infrastructure & facilities, excellent National & International level coaching & providing ample opportunities to participate in the National & International events & competitions.

Vision Statement

To offer young boys and girls access to structured and organized sports coaching of the highest possible quality, which, along with developing proficiency in the chosen sport, promotes psycho-social development, life skills training as well as the understanding of team spirit and values of sportsmanship.

Mission Statement

To promote mass participation of young persons in sports, to develop their skills holistically through coaching clinics (NSA Sport4Life Programme) and through “high performance” coaching programmes. To teach life skills, especially empowering girls, through self defense training, to expose young sportspersons to various career opportunities that lie in sports and to create job opportunities for the youth and for sports enthusiasts.

Sports Facilities at both our NSA Centre's

(Navrachana School & Vidyani Vidyalaya Sama & Navrachana International School, Bhayali)

- ❖ Athletics
- ❖ Basketball
- ❖ Cricket
- ❖ Football
- ❖ Kho-Kho
- ❖ Tennis
- ❖ Skating
- ❖ Volleyball
- ❖ Handball
- ❖ Swimming (Olympic Size 50mt.)

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NSA Sports Programmes are offered to all Navrachana Education Society Institutions Students / Parents as well as other local school Students of Vadodara.

Month/ Duration	Programmes for Students	Fees Morning-6.30 to 8.00am Evening – 5.00 to 6.30pm	Special programme – with flood lights Evening - 7.00 to 8.30pm
15 June to 31 st December 2020	6 Months / 5 Days a week Program Monthly Fees- Rs.1500/-	Rs.7500/-	Rs.1800/- per month or 9000/- for 6 months
January to April 2021	Monthly Sports Program	Rs.1500/- per month Or 5000/- four months	Rs.1800/- per month or 6000/- for 4 months
3 rd May to 30 th May 2021	Summer Sports Camp(7.15am to 9.15am)	Rs.3000/-	-----

NSA ONE YEAR MEMBERSHIP

Students – Rs.15, 000/- Fee 15th June 2021 to 30th April 2022 (Inclusive of summer camp)

- NSA shall supervise all ongoing activities during the game.
- NSA rules and regulations apply to all persons.
- List of holidays as per the respective Navrachana Education Society Institutions.
- Mode of Payment: Cheque in favour of Navrachana Sports Academy, Digital Payment Gateways.
- Fees once paid are non-refundable.
- Parking will be allowed only at the designated place. Kindly cooperate with the School Security Personnel.

For NSA membership Registration Contact:

Mr. Narendra Dogra (9427341583) Sama,

Mr. Pawan Rai (9725770105) Bhayali

Dy. Director, Navrachana International School, Bhayali, **Email** sportsacademy@navrachana.edu.in / **Mobile No.** 9427612953

Admissions, Withdrawal, Fee & Refunds

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Admissions at NISV

Before applying for their ward's admission to NISV, parents and guardians are advised to consider the following:

(1) Admission Criteria

Subject to availability of places, NISV offers education to all children.

Normal minimum age on 1st June in the year of entry are as follows:

GRADE	AGE	GRADE	AGE
Nursery	03+		
Prep. Jr.	04+	Prep. Sr.	05+
1	06+	2	07+
3	08+	4	09+
5	10+	6	11+
7	12+	8	13+
9	14+	11	16+

As the medium of instruction is English, up to grade 3 children are required to be able to understand the language comfortably. However, students admitted to the Middle School need to be fluent in English communication.

New students will normally not be admitted to Grades 10 and 12, i.e. in the middle of the two-year IGCSE and IB Diploma courses respectively.

(2) Admission Procedure

NISV is an independent school and admission is entirely based on the school admission policy. Parents are requested to meet the Admissions Officer to understand the admissions process.

Application for admission is made through the online Admission Form with the printed Brochure available on www.nisvib.in and at the school office.

Admissions take place throughout the year, usually on the first Saturday of the month. In the absence of a vacancy in

the desired grade, successful students will be wait listed and considered for the first available place. Parents are strongly advised to apply for admission to NISV as early as possible.

Once admitted, parents will have to pay the stipulated fees. They also have to submit the transfer certificate, scholastic record, transcript and personal recommendation filled in by the existing school, and supply the school with copies of the last two reports. Proof of date of birth, citizenship and a declaration from parents stating the country of employment/work with documentary evidence.

The school website also carries detailed information.

For further admission inquiries email...

nisv@navrachana.ac.in

(3) Fees (at the time of admission)

The fee structure of the school can be

Admissions, Withdrawal, Fee & Refunds

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

obtained from the Admissions In-charge or downloaded from the school website. The fee structure is revised annually and amendments/escalations are hosted on the website at the appropriate time.

(4) Imprest Account

An Imprest Account is put into place to avoid cash transactions through the student, for such activities like entry to competitions, olympiads, costumes, trips, books and stationery, etc.. All charges for the above mentioned activities will be debited to the student's account with prior approval/information to the parents. A detailed statement of the expenses incurred under this category will be issued at the end of the year.

(5) Mid Semester Admission

If a student is admitted in the middle of a session the fee payable for the semester shall be calculated on pro rata basis for the balance period for which the student shall attend the school considering the date of joining as the 1st

day of the month of joining.

(6) Expelling from School

If the school expels a student for behavioural issues the fee will be charged for the semester in which the withdrawal takes place.

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Admissions, Withdrawal, Fee & Refunds

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Guide to payment of fees. Navrachana International School- Vadodara. IB Students 2021-22

It is the responsibility of the parent/guardian to ensure that all fees are paid on time as per the schedule given.
The School takes no responsibility of reminding the parent/guardian.

1st Installment	2nd Installment	3rd Installment	4th Installment
Last Date: 20 April 2021	Last Date: 15 July 2021	Last Date : 15 Oct. 2021	Last Date : 15 Jan. 2022
For : April. '21 to June '21	For : Jul. '21 to Sept. '21	For : Oct '21 to Dec. '21	For Jan. '22 to Mar. '22

1. Fees must be paid on time. Late fee will be charged for delayed payments.
2. If fees remain unpaid beyond a stipulated period, the students name will be struck off the role.
3. Payments to be made by cheque
 - a) Cheque must be payable to “NAVRACHANA INTERNATIONAL SCHOOL”(For Grades 1 to 12) and “Navrachana Education Society - NISV” (For Pre-Primary) along with the fee slip.
 - b) Post dated cheques will not be accepted.
 - c) Out station cheques will not be accepted
 - d) Cheques may be deposited at any branch of Union Bank of India in Vadodara (cheque must be Account Payee CTS 2010 only).
 - e) Do not use drop boxes at ATM Kiosks.

4. Charges towards delayed payments

S.No.	Extra Time for Fees Payment	Late Fee
1.	7 Days from Last date of Payment	Rs. 500=00
2.	10 Days from Last date of Payment	Rs. 1000=00
3.	20 Days from Last date of Payment	Rs. 3000=00

5. IN CASE FEES REMAIN UNPAID BEYOND 20 DAYS FROM LAST RELEVANT DATE FOR PAYMENT OF FEES:
 - a) The Parent/Guardian should not send the student to school till fees are paid with additional charge of Rs. 5,000/-
 - b) In case the student comes to school he will not be allowed to attend classes and the parents will be informed to take the child home or pay the fees.
 - c) In case of students residing in the Hostel, If fees are not paid up to 20 days from relevant last date for payment of fees, the local guardian of the student will have to take custody of the student and the student will not be allowed to reside in the hostel or attend classes.

Admissions, Withdrawal, Fee & Refunds

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6. If fees remain unpaid till 30 days from relevant last date for payment of fees the name of the student will be removed from the rolls of the school.
7. In case the students wishes to continue in the school after his name has been removed from the rolls of the school. His admission to school will be at the sole discretion of the school on full payment of unpaid fees and penalties and the admission will be considered to be a new admission and all fees and charges applicable to a new admission will apply.
8. No student, whose fee remains unpaid in full or in part will be allowed to sit for semester examination. No internal examination results, reports, Transfer Certificates or recommendations to future schools/ colleges will be issued to the student or parent until the outstanding fee is paid.
9. **Transportation Fee**
School transport facility users have to pay the 'Transport Fee' as prescribed from time to time.

10. Conversions

Students converting from Boarding to Day Boarding should do so at the end of a semester/term. Students converting from Boarding to Day Boarding in the middle of a semester are required to give 3 months prior notice or 3 months fee in lieu of the notice.

Students converting from Day Boarding to Boarding (upon availability of space) should do so from the 1st day of the month. Students converting in the middle of a month shall have to pay boarding fee from the beginning of the month

11. Migrations

Parents who wish to change the board from Grade 1 from International Exam Board to CBSE or vice versa, may do so subject to availability of a vacancy and by paying a migration fee of Rs. 20,000=00 in addition to the other fees as applicable. The change will take effect in the new academic year.

12. Bank Charges

All bank charges pertaining to inward remittance of school fee, if any, shall be debited to student's account; in the event of a cheque /

draft return, a sum of Rs. 500/- besides the bank charges shall be debited to the student's account;

13. To discontinue any extra paid activity, one semester's written notice is to be given. Failing to do so will result in the payment of full charges.
14. Withdrawal from an educational out station trip arranged by school, will be as per the terms and conditions of the tour operator and school.
15. Fees will not be refunded or waived for absence through sickness, shortened term or extended vacation, early release before term end, non consumption of food or any other reason.
16. **Refunds**
Refunds if any, are refunded by "Cheque" without interest, less any outstanding charges due to school after the student has left the school.
17. **Fees are revised annually.**
18. Fees must be paid through the school fee slip book. If paid otherwise (Bank pay-in-slip, bank transfers) parents must provide details of such transactions to the

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Admissions, Withdrawal, Fee & Refunds

NISV accounts department in writing within 3 days. Otherwise the fee will not be credited to the student's account.

Withdrawal from NISV

1. Parents or Guardians are required to notify the Principal in writing of the withdrawal of the student. If this is to occur at any time other than the end of Grade 10 and Grade 12.
2. Students who have applied for withdrawal from the school must obtain a Withdrawal Form from the Administrator's Office. Until this has been completed and signed, signifying all dues cleared and school property including text books / equipment in good condition returned, examination results, transfer certificates / recommendations to future schools / colleges will not be issued.
3. Students wishing to withdraw should give at least one month's prior notice. Boarding students must give 3 months notice. Such notices should be given in writing and addressed to the Principal. The parents will be given a letter as a confirmation of such a withdrawal

notice.

4. Failure to provide the requisite notice of withdrawal will result in payment (or become adjustable against any balance with the school) of 1 month's school fees (3 months boarding fees for boarders) in lieu of the notice and may be charged at the time of withdrawal whether or not the vacancy is being filled.
5. Parents, who are uncertain regarding the continuation of their child, may make a conditional withdrawal application giving three months' notice.
6. Any instrument / equipment / gadget or books, stationery and uniforms purchased from / through the school are Non - Returnable.
7. If a newly admitted child is withdrawn before the commencement of the academic term, admin charges of Rs. 5000=00 will be deducted.
8. Transfer/Leaving Certificates will only be issued once the student's dues to the school have been cleared and all school equipment /

books are returned.

9. At the time of exit, unless the Principal has received a written request from the parent, he would be unable, for legal and ethical reasons, to respond to requests from prospective schools to invigilate entrance examinations or supply information about a student's academic progress.

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Student Welfare

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Liability & Indemnity

The Principal, Staff, and all engaged by the school to conduct various school activities, including out of school excursions will take all reasonable steps to provide a safe and secure environment for all students who participate in school activities. However, the school shall not be responsible for loss, damages, personal injury, sickness, death, or property damage/loss which the student may sustain or which may occur accidentally as a result of his/her participation in school activities. The school is not responsible in any way for any mishaps or undesirable acts of the Student outside the school campus.

The school authorities always take special care of your children and all precautions feasible to keep them safe. However, it is mandatory that parents sign the Agreement Form in the Link Book on Page no. 11 that is issued to students as a precautionary measure, and return the same the following day.

Parents are requested to enable the school to make informed decisions on behalf of the student during trekking, camping, sports or cultural visits to other schools. Students will always be chaperoned by members of the teaching or boarding staff.

As part of the admission package parents are required to sign forms accepting school rules, policies (including fee policies) permitting students to take part in all activities arranged by the school. This includes all mandatory trips, excursions, trekking, swimming, activities arranged for boarders at weekends, all sports activities, and students accompanying school teams for competitions or tournaments or festivals. Students who wish to take up any other activity, as and when introduced by the school, have to sign a further indemnity bond for the said activity.

School Uniform

We believe in a practical and

comfortable approach to School Uniform. As per the school's philosophy, uniform is a necessity, but it has been adapted to the student's need and comfort.

Formal Uniform - This is worn on days specified in the time table and on all formal and ceremonial occasions, where students represent the school at inter school or other off campus occasions. The formal uniform consists of a school shirt, trousers / shorts / skirt, tie, belt, socks and shoes. In winter, the school blazer is worn by students from Grades 6-12 while students from Nur. to Gr.5 wear the school sweater. The skirt should be 2 inches above the knee and must be worn with blue tights underneath. Students are not permitted to wear leggings beneath the skirt.

Sports Uniform - This is worn for all sports sessions and events, as specified in the time table. The Sports Uniform consists of a T-shirt, track pants/shorts, a jacket and sports shoes. Uniforms are available at designated outlets in the city.

Student Welfare

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School Transport System

The school has contracted the services of a transport company that operates its buses on specific routes, depending on the number of students on the route. Whilst the bus contractor try their utmost to facilitate the best possible routes for our students, it may not always be possible for them to drop students at the doorstep or to accommodate requests for changes. Once a route has been finalised, no changes/diversions are entertained, and parents are requested to co-operate. An addition to existing bus stops or revision of routes is entirely at the bus contractor's discretion. Details of the bus routes are available with the bus contractors.

In the event that any special requests are to be made, parents are required to call the contractor, not the driver except during emergencies. In case of a change in your pick up/drop point contact the school authority in charge of

transport. Please ensure that you and your child understand the transport rules, and that you encourage your child to follow them to ensure safety.

Do's

1. Please be at your designated stop a few minutes early; this enables the students to reach school on time. The vehicle will not wait at the stop after the specified time.
2. Find a seat and sit down immediately after boarding the school bus.
3. Remain in your seat through the entire journey.
4. Be courteous to the staff on the bus and follow instructions.
5. Remember that students represent their school; one must treat passers by and those in other vehicles with respect.
6. When disembarking from the

school bus, students must ensure that they carry all their belongings.

7. Behave in a sensible manner whilst traveling in the bus, do not disturb others especially the driver. Bad behaviour can cause accidents.
8. Contact the staff in the bus in case of immediate transport related queries.
9. Bullying any student in the bus is not acceptable.

DO NOT's

1. Try to board or disembark from a moving bus; it may result in an accident
2. Talk with the driver on a moving bus, it may cause accidents
3. Try to open the door or stand while the bus is moving
4. Throw waste or desecrate any part of the bus
5. Do not damage or vandalise the

Student Welfare

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A Doctor is called when required.

The school has an arrangement with one of the city's private hospitals "Bhailal Amin General Hospital". In cases of emergency, the patient can reach the hospital in a short while.

Regular medical checkups are undertaken for the students, and their records are maintained, including height/weight information and results of periodic eye, ear and dental checkups. Parents are expected to fill in and submit a comprehensive medical form before admission, and at the beginning of each academic year. These are mandatory, so as the school is able to maintain each student's medical record.

First Aid kits are provided on all school buses and for groups going out on trips.

Parents are required to send a set of detailed instructions to aid their child with specific medical problems such as diabetes, asthma or allergies. Parent of students receiving short or long term

medical treatment are required to discuss this with the school doctor or House Parent (for boarders) prior to the commencement of school so that such information is documented on the medical form.

Students resuming school after a period of absence, including vacations, must provide details of any illness or accident encountered in the interim. In the event of a medical emergency we shall do our utmost to contact parents/ guardians immediately.

Security

The security of the school is in the hands of a security service which runs a 24-hour shift system.

The boundaries are patrolled regularly and all the external gates manned.

Each building inside the campus has its own security guard who regulates exit and entry. Entry and exit of students is governed

by the School's Exeat Policy. All visitors first need to register at the entry gate and obtain a visitor's pass before proceeding further.

As a security measure all vehicles entering the school campus must have an NISV sticker on the wind-shield. Vehicles without such an identification will not be permitted beyond the gate. Parents are requested to co-operate in the interest of the safety & security of our students. The school is also under a 24 hour electronic surveillance.

Disaster Management

1. Students will be regularly educated in Grade Rooms / Assemblies about various emergencies which they might encounter.
2. Protection / evacuation drills will be conducted twice a semester.
3. A fire or any other emergency (such

Student Welfare

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Communication

It will always be our aim to communicate clearly and effectively with parents. Communication is a bipolar process and needs to be emphasized. If parents do not receive the information they need, they may ask. Ideas that aid in the development of the school are always invited/encouraged.

The school authorities should be informed in writing of changes in email/postal address, telephone or mobile numbers.

As a general rule the first point of contact for information regarding a student should be the Grade Tutor. If the information required relates to boarding, the House Parent may be contacted. The Section Coordinator and the Principal can also be contacted.

Arrangements for appointments should be made with the Receptionist.

The Principal should be contacted regarding requests for leave and confidential or grave problems.

Absence of Parents : If both parents are temporarily away from their home overnight during term time, half-term or occasional holidays the Principal, must be informed in writing of the name, address and telephone number/s of a suitable legal guardian or other adult with whom the student will reside when not at School and who is willing and authorized by the parents to accept full responsibility for the student in all circumstances. These matters are the responsibility of the parents.

Concerns/Complaints : Parents who have cause for concern on any matter including matters of safety, care or quality of education must inform the Principal in writing immediately. The Parents and the School will be expected to resolve any dispute between them collaboratively and in good faith.

Email

In an E-enabled world, the most efficient way to communicate from outside to within the campus or vice versa, is to use email. You are encouraged to make use of this powerful medium for almost every communication. Email IDs of Co-ordinators are available in the “Staff at NISV” section of PARENT STUDENT HANDBOOK.

Telephone

Tel. : 9737196245, 9427506581

Link Book

The **Link Book** must be brought to school daily. The Link Book is a handy tool for all communication between the school and the parent. Parents are required to refer to it on a daily basis and respond accordingly.

Student Welfare

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Any circular / information to be given by the school will be notified in the Link Book. The parents / guardians must sign in the Link Book to acknowledge its receipt. Parents may also use the Link Book for communicating with teachers on various issues.

Circulars on APP

Communication with the parents is established through school circulars and notifications through the school app “Vidyalyaya”

A hard copy of circulars will only be sent in case approval or consent is needed from parents.

School Calendar

The School Calendar will be issued at the beginning of each academic year. It has details of most of the events scheduled to take place during the year. Schools are dynamic places, and changes and additions will happen. School Calendar needs to be updated by students/parents

as soon as new information reaches them.

Prospectus

The prospectus describes the broad principles on which the school is currently run and gives some details of its history and ethos. The prospectus is not part of any agreement between the parents and the school and documents supplied in the pocket inside the back cover are not part of the prospectus. Although believed correct at the time of printing, certain statements may be out of date from time to time. Parents wishing to place specific reliance on a statement in the prospectus should seek written confirmation of that statement before accepting admission to the school.

Interactions between Tutors & Parents

Parents may ‘stop by’ at the end of the day with the knowledge that most tutors

will be occupied and will not be able to entertain an impromptu meeting with them. It is more appropriate to make an appointment with the relevant Coordinator’s office so that the required ground work may be done in advance and a meeting arranged with the appropriate tutor.

NISV, has developed a tutorial system that provides each student with a caring adult to guide them. Highly dedicated and experienced tutors sensitive to the needs and problems of young children, are appointed as Grade tutor. Each Grade tutor has a group of students in his/her care. In the middle and secondary schools, the Grade tutor is a source of Academic and Pastoral care and is responsible for the welfare, personal development and discipline of his/her ward. S/he is the first line of reference if a student has a problem or is an under achiever. Grade Tutors will regularly liaise with parents to discuss progress, problems and successes of individual students. The parents are required to address their concerns to

Student Welfare

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PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

the grade tutors.

Parent teacher interactions are announced in the school calendar with prior intimation given through a circular. These meetings are held specifically to discuss the academic performance of the children.

1. We expect that such interactions are attended by both the parents.
2. Teachers are not available during the school working hours. Kindly take prior appointment to meet the teachers on a working day.
3. Parents can also come on working Saturdays with prior appointment.





School Policies

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ASSESSMENT POLICY

1. Assessment Policy at NISV

Steering Committee

Members of the Governing body, the Principal, a member of the Parents Association, Senior Student Representatives, Coordinators and Heads of the Departments

Assessment Philosophy

The Assessment Policy is derived from the school's and the IB's assessment philosophy and the principles, which are consistent with each other. It represents a statement of intent and action for achieving the educational goals. It considers time lines and the demands that the assessment places on students and teachers for a clear understanding of the purpose of assessment and its practical application in the IB Programme.

IB PYP Introduction

The purpose of assessment at NISV is to improve student learning, to provide

information on student learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process of gathering evidence for learning. This evidence shall be used to give recognition and timely feedback to the learners and all other stake holders. Assessment shall reflect best practices that support the learner and the teacher in the promotion of student achievement.

1. Assessment Philosophy

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully guiding students through the five essential elements of learning:

- ✓ The acquisition of knowledge
- ✓ The understanding of concepts
- ✓ The mastering of skills
- ✓ The development of attitudes
- ✓ The decision to take action

The prime objective of assessment in the PYP is to promote feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It

identifies what students know, can do and feel at different stages in the learning process. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both.

2. Aims of Assessment

- a) To promote student learning
- b) To collect information and evidence about student learning
- c) To contribute to the successful implementation of the programme.

a) Student learning is promoted through:

- ✓ Student's prior knowledge and experience
- ✓ Knowing and understanding student's areas of strength to assist further growth
- ✓ Planning the teaching and learning to meet individual and group needs
- ✓ Building a profile of student's understanding
- ✓ Student involvement in the assessment process, reflection on their own learning, taking responsibility for their own

School Policies

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assessments can assess several elements simultaneously; it informs and leads to improvement in student learning and the teaching process.

Assessment in the classroom includes:

- ✓ collecting evidence of student's understanding and thinking
- ✓ documenting learning processes of groups and individuals
- ✓ engaging students in reflecting on their learning
- ✓ developing clear rubrics that address the essential elements of the PYP
- ✓ identifying exemplary student work
- ✓ keeping records of tests/tasks
- ✓ maintaining anecdotal records of student performance

B) Recording

NISV teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools.

Assessment Strategies

Observations: All students are observed often and repeatedly with

teachers noting the growth and progress of individuals, the group and the whole class. Observations include how groups work and the role of participants within the group.

Performance Assessments: The assessment of goal directed tasks with established criteria that are authentic challenges and problems. Students apply what they have learnt by completing authentic tasks that have more than one acceptable solution.

Selected Response: Test and quizzes are the most familiar examples of this form of assessment.

Open ended tasks: Students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Tools

Checklists: These are list of information, data, attributes or elements that should be present in student's work or performance.

Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in the student's work and then how to rate them on a pre-determined scale. Rubrics could be developed by the teachers and also by involving the students.

Exemplars: Samples of student's work that serve as concrete standards against which other samples are judged.

Anecdotal records: These are visual representation of the development stages of learning. They show a progression of achievement or identify where a student is in a process.

Continuum: These are visual representation of the development stages of learning. They show a progression of achievement or identify where a student is in progress.

C) Reporting

Reporting on assessment at NISV includes communicating what students

School Policies

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know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- ✓ Conferences: Teacher-Parent Conference, Student-led Conference, Teacher-Student Conference
- ✓ Roll on & Roll off of units
- ✓ Twice yearly written Reports
- ✓ The Portfolio
- ✓ Grade 5 PYP Exhibition

Conferences

Teacher-Parent Conference (TPC):

This is held thrice a year from Grades 1-5 and 4 times a year from Nursery to Prep Senior. The purpose of this conference is to discuss and identify social, emotional and academic strengths and areas for improvement.

Student-Led Conference (SLC): This is held twice a year. Some of the personal development dialogues take

the form of student led conferences where the student discusses his/her work and progress with the parent. Students identify and set future goals in conjunction with the parent and the teacher.

Teacher-Student Conference: These are informal and designed to give students the feedback so that they can reflect on their work and further refine and develop their skills. This encourages student learning.

Ongoing Communication

Teachers can be contacted through the school link book, e-mails and phone. Teachers also communicate with parents through the link book, e-mail, Flinnt messages and through the class blog.

Roll on and Roll off

We have two Roll on and Roll off sessions per grade each year where parents are invited to witness student learning and the process of inquiry of a unit that has been completed. Teachers also brief the parents about the new unit of inquiry during the Roll on sessions.

Written Reports

The Report Cards are shown and given to parents once every semester. The school includes an appraisal on student's progress in various areas of academics, learner profile and a general comment in the report card for each semester.

Portfolio

Portfolios are a purposeful collection of student's work that is designed to demonstrate reflection and growth, creativity and higher order thinking.

They celebrate student learning through the PYP showing the development of the whole child, both within and outside of the Program of Inquiry, in all subject areas.

A cumulative collection of student work that travels with the student from nursery to grade 5, the Portfolios are housed in the student's classroom and are accessible to the student. Students should understand the purpose of the portfolios, the process used to compile them, and should be able to explain why specific materials are in the portfolio. Students use the portfolios to

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE



School Policies

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communicate with teachers, parents and peers throughout the year.

There is a balance of the teacher selected work and the student selected work content in the portfolio which comprises of work pieces from all the subjects.

PYP Exhibition

The Exhibition marks the culmination of the PYP. The students of Grade 5 work collaboratively to demonstrate their understanding of the programme. They select one organizing theme and showcase the five essential elements of the PYP (Knowledge, Concepts, Attitudes, Skills and Action). The exhibition provides an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

IBMYP

1. Assessment Philosophy

MYP assessment requires teachers to

assess the prescribed subject group objectives using the assessment criteria of each subject group in each year of the programme. The Criterion related approach represents a philosophy of assessment that is neither 'norm referenced', which means that students must not be compared to each other, nor is it 'criterion referenced', which means that students need not master the lower level before achieving the higher level of the strands of specific criteria.

2. Aims of Assessment of IBMYP

- ✓ Support and encourage student learning by providing feedback on the learning process.
- ✓ Inform, enhance and improve the teaching process
- ✓ Provide opportunity for students to exhibit transfer of skills across discipline, such as in the personal project and interdisciplinary unit assessments
- ✓ Promote positive student attitude towards learning
- ✓ Promote a deep understanding of subject content by supporting students' in their inquiries set in the real world contexts

- ✓ Promote the development of critical and creative thinking skills
- ✓ Reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- ✓ Support the holistic nature of the programme, by including in its model principles that take account of the development of the whole student

3. Assessment Planning

Assessment practices in MYP include-

- ✓ Distinction between internal summative assessment and the supporting formative processes
- ✓ Assessments must allow students to recall, adapt and apply knowledge and skills to new questions and context
- ✓ Development of ATL skills which are closely related to Subject Group Objectives
- ✓ Assessing not only the end product but also the process of learning
- ✓ Professional judgement of teachers in deciding the



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- achievement levels of individual students
- A variety of evidence to improve student learning and to help students achieve their potential
- Reflection which shows the development of students within the subject

4. Assessment Strategies

The MYP values the use of a variety of assessment strategies during the programme to provide a more balanced view of student achievement.

- **Observation**- Teachers may choose to observe all students regularly and often, taking a wide angle view (focusing on whole class)or a close-up view (focusing on one student or one activity). This strategy is useful when assessing some behaviors and skills.
- **Selected Response**- Tests and quizzes are the most familiar examples of this form of assessment. This strategy is useful in formative assessment as it is quick and straight forward to administer and also provides instant feedback for the students and teachers.

- **Open-ended tasks**- Presentations, essay or a diagram as a solution to a problem are examples of this assessment. This strategy allows teachers to present students with a stimulus and ask them to communicate an original response.
- **Performance**- A composition, a research report, a presentation or a proposed solution are examples of this assessment model. This strategy allows students to demonstrate the acquired skills and show their understanding in a real world context. Students are assessed on their ability to demonstrate predetermined learning objectives in and across subjects.
- **Process journals**- Student reflection and metacognition are essential aspects of this process. Regular recording of student reflections lead to enhanced understanding of the concept. Process journal allows student to detail their service and action and its impact on them and on others.
- **Portfolio Assessment**- Students and teachers use the portfolio to

record learning achievements. Students and teachers choose their works or evidences from other assessment strategies that show the level of knowledge and understanding and also demonstrate their skills and attitudes.

5. Implementation of Assessment

- **Appropriateness of tasks** – The assessment tasks should address at least one MYP subject group objective. The student's work is then assessed using appropriate criteria. Assessment task should take into account the requirements of Students with special educational needs. Tasks could be modified for the students who are not able to meet the MYP objectives, but parents and students need to be informed.
- **Creating sufficiently rigorous task**- Teachers ensure that the tasks not only addresses the requirements of the objective but allow students to access all the achievement levels ranging from lowest to highest.
- **Developing task- specific clarification**- Task specific clarification is based on IB specified



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assessment criterion. Teachers redraft the level descriptors of assessment criteria as per the requirement of the task which may be for-

- Facilitating learning process
- Supporting learning by guiding instructions
- Providing examples to deepen understanding
- Bringing transparency to the process of assessment
- Contributing in teachers' reflections in the MYP unit
- Helping in curriculum review by reflecting the specific content actually taught
- Simplifying the command terms used in the task.
- Meeting the expectation of the task through oral discussion

6. Assessment tools

The following tools are used to collect and document evidence of students' achievement in each unit.

- ✓ **Anecdotal records** are used to systematically compile, document and organize the observations of the students learning skills and achievement levels using technology.
- ✓ **Continuums** provide visual

representations of developmental stages of learning. It shows a progression of achievement and identifies the level of achievement. It is used to inform the development of ATL skills to the teachers across all subject groups (Horizontal and vertical)

- ✓ **Examples** are students work which serve as concrete standards against which other samples are judged. These serve as benchmarks for the particular task.
- ✓ **Checklist** are list of attributes or elements that should be present in a particular response to a task. This is useful for formative assessments.

7. Reporting Student Achievement Report Cards-

- The school reports the achievement of the students twice in a session (Once in a term) through report cards.
- All teachers contribute assessment data from their subjects
- Best fit approach is adopted to award the final achievement level to the student
- Summative assessment levels of all criteria of each subject group are recorded
- The level total of all criteria of a subject is converted into grade as per IBMYP 1-7 scale
- MYP report of student achievement communicates the student's achievement level for each assessment criterion with appropriate remark and grade for the subject together with its descriptor
- Level of ATL skills in each subject group is also reported
- The report card reflects percentage range for the grades because most of the schools in India follow percentage range as feedback of the student's achievement. When student shifts to non IB school, the grades are interpreted differently by different schools in terms of percentage. The percentage range is only for standardization on request from parents.
- ✓ **Teacher- Parent Conferences-** Teachers communicate assessment

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understanding of the various subject groups is evaluated with the aim of determining the level of achievement of a student, generally at the end of a course of study.

The Educators plan their instruction around the needs which the students demonstrate. Additionally, it provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Ongoing assessment of student learning is an important part of the planning process.

The emphasis is on criterion related assessment. This method of assessment establishes student levels of attainment.

The main objective of summative assessment is to -

- ✓ Support and encourage appropriate student learning
- ✓ Contribute directly to semester grades, predicted grades and internal assessment grades
- ✓ Be conducted primarily in the form of: a. Semester exams b. Class unit tests c. Projects and internal assessment tasks
- ✓ Contribute towards a proportion of the final IB Diploma Grade that is

awarded by the IB

DP assessment procedures at NISV measure the extent to which students have acquired advanced academic skills to fulfil these goals viz:

- ✓ Analyzing and presenting information
- ✓ Evaluating and constructing arguments
- ✓ Solving problems creatively

Basic skills are also assessed, including:

- ✓ Retaining knowledge
- ✓ Understanding key concepts
- ✓ Applying standard methods

Formal Examination Sessions in the DP:

Grade 11: Internal Exams are held in October and in March.

Grade 12: Practice and Mock Exams are held in December and March, preparatory to the IB exams in May.

Assessment Criteria: In consonance with the IB pedagogy, each subject group uses the criteria based mark schemes provided, as the yard stick against which the assessment tasks are rated. Criteria specific tasks are designed as a formative tool to ensure thorough preparedness.

Mark Levels: In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. The school makes it a practice to follow the same for various assessment objectives, such as, Observation, Teacher Supported Self Evaluation, and Peer Evaluation to strengthen Formative and Summative Assessments.

Mark Schemes: Comprehensive Mark Schemes, which IB provides, are used to grade all forms of assessment whether it is self, peer or teacher assessed. This is adhered to very consciously to allow the students to understand the rubric and improve the calibre of their performance together with recognizing the level of application demonstrated.

Acknowledgement - IBO publications

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Language Policy (IB curriculum)

Steering Committee

The Steering Committee comprises a representative mix of faculty members, a parent representative, senior student representatives, members of the Governing body, Head of the School and the Coordinators.

The role of this committee is to compile & establish, through collaborative effort, the language policy for the entire school. It also oversees the objectives, content, action plan and its implementation. The committee evaluates / reviews the Language Policy every year.

Introduction

The school recognizes the primary need of communication whether at school or within the community. Therefore, cultural identity has strong connection with interaction within the social environment. The school consciously endorses the need to promote bilingualism to develop a respect for multi culturalism.

School Language Philosophy

The school language philosophy is to-

- Use English language, in addition to Mother Tongue, as tool for promoting individual development and identity in the social environment
- Recognize and emphasize the use of English as medium of instruction and operations in the administrative functions of the school
- Consciously integrate inquiry through the Mother Tongue to scaffold proficiency in the medium of instruction
- Sensitize the students to appreciate the world cultures and explore similarities with their own
- Support all teachers in their role as language teachers, considering language to be a primary tool of communication
- Encourage reviewing and introspection of the pedagogy through English Language to endorse collaborative effort and structured output
- Emphasize use of subject specific

terminology through the four basic language skills (listening, speaking, reading and writing)

- Facilitate inter and intra disciplinary learning and intersectional functioning
- Include all stake holders in the shared responsibility of achieving English Language proficiency

Aims and Objectives: NISV aims to-

- Enable achievement of language proficiency in English language through the spoken and written word
- Provide scaffolding through the use of mother tongue where necessary
- Develop aural comprehension and complementary language skills
- Encourage use of English language in a variety of contexts and academic co-curricular activities
- Groom higher order thinking skills in English language for approaches to interdisciplinary teaching and learning
- Inculcate international mindedness and appreciation of diverse cultures/ ethnic backgrounds, through language in literature to

School Policies

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- and associated learning
- ✓ Inclusive of teaching the fundamentals of grammar for usage in structured sentences
- ✓ Augmented through literature with a conscious view that it is the play field of language and anchored in multicultural backgrounds
- ✓ A meaningful assistance to inquire into the role of individuals in society and world communities as the language into Programme Of Inquiry
- ✓ Geared to develop writing skills through phonetics and aural comprehension together with oral and written activities preparatory to PYP exhibition in Year 5
- ✓ Extended by encouraging the students to read books from the library with the involvement of other stakeholders
- ✓ Dedicated effort to grooming the attributes of the IB learner profile, through the integration of Transdisciplinary skills
- ✓ Focussed on the transdisciplinary nature of language learning
- ✓ Directed towards a seamless transition from PYP to MYP

Language learning at MYP – Secondary stage

Imparting Core language skills at MYP includes-

- ✓ Consolidation and extension of skills learnt in the IBPYP
- ✓ Appreciation of complexities of language to interpret its nuances
- ✓ Conscious focus on grooming high order thinking skills through world literature and literature in translation
- ✓ Levels of language interpretation are engrained for understanding in depth
- ✓ To scaffold articulation through extended task based on literary hypothesis
- ✓ Enhancing articulation through structured thought processes for clear communication and cohesive development (Point, Evidence, Explanation, Language)
- ✓ Appraising language through understanding the conventions of drama, prose (novel and short stories) and poetry
- ✓ Refining inferential, implicit and deducing skills to support understanding, interpretation,

appreciation and usage of the core language

- ✓ Bolstering students whose language skills are under power
- ✓ Emphasis on Inter Disciplinary Units to allow for complexities of language to be demonstrated in scaffolding English language as a premier tool for appropriate and accurate articulation
- ✓ Equipping the students to address the requirements of the personal project to quantify the grooming of the Learner Profile and reflect upon the efficacy of the ATL skills utilized
- ✓ Minimum 50 hours of teaching time in each year of the programme

Language learning at DP- Consolidation stage

In its endeavor to consolidate language usage in DP, the school ensures-

- ✓ Finesse of language in communication
- ✓ Ability to demonstrate use of complex structure for articulation
- ✓ Consolidation of proficiency achieved in the IBMYP
- ✓ Students are offered Language A: Literature in IBDP



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- ✓ Based on the assessed proficiency in MYP, students are allowed to make a choice between SL or HL of the core language in DP
- ✓ Students who have achieved proficiency in phase 5 in Language Acquisition of IBMYP may opt for the same language as language A (SL) in IBDP
- ✓ Students who have achieved proficiency in phase 6 may opt for HL/SL of language A in IBDP
- ✓ To support High Order Thinking skills through Extended Essay, TOK essay and CAS initiative and reflection
- ✓ Association with IB learner profile in conjunction with the pedagogy
- ✓ To allot a minimum of 240 hours for HL and 150 hours of SL study in DP

Language Acquisition at NISV

- ✓ The school provides opportunity to all students to learn more than one language to support knowledge acquisition
- ✓ It enhances basic interpersonal communicative skills (BICS).
- ✓ It is central to developing critical and

creative thinking skills, cultivation of intercultural awareness, developing international mindedness and responsible members of global communities

- ✓ Contributes to holistic development for being a lifelong learner
- ✓ It becomes an additional skill in the world community

Language Acquisition in PYP

- ✓ It is organized into five developmental phases
- ✓ Conceptual understanding of each phase is made explicit
- ✓ Learning outcomes associated with each phase are duly noted
- ✓ Geared towards meeting the overall expectations as per IB specification
- ✓ The languages offered are French, Hindi and German

Language Acquisition in MYP

- ✓ This enables the students to communicate in more than one language and gain intercultural understanding
- ✓ Equips students with multi literacy

skills and attitudes, enabling them to communicate on global issues

- ✓ Implements phases for learning which corresponds to level of proficiency
- ✓ Recognizes language as vehicle of thought reflection, self-expression, interdisciplinary learning and enhancing literacy
- ✓ The school consciously integrates linguistic, cultural and social components
- ✓ The school fosters curiosity, inquiry and sustained interest in language learning
- ✓ Languages offered are Hindi, French and German
- ✓ Students get the opportunity to learn an additional national/regional language (Hindi/ Gujarati) as mother tongue/ third language

Language Acquisition in DP

- ✓ The school offers the opportunity of learning one additional language
- ✓ It endorses development of attitude of inquiry and reflection
- ✓ Language offered are Hindi, French and German at ab-initio and standard levels

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Role of Mother Tongue

At NISV, the emphasis is on recognizing, acknowledging and celebrating one's culture as a part of self-development. There is a conscious effort by all staff members to encourage the use of the students' Mother Tongue. The National Curriculum Framework 2005 defines the mother tongue as the first language of communication the child acquires.

- ✓ While the school supports a child's learning through the Mother Tongue, no formal instruction in the same is carried out.

This support finds expression through some of the following programs:

- ✓ A monthly meeting of students, teachers & parents sharing the same mother tongue
- ✓ Displays dedicated to Mother Tongue on a Notice Board, which is regularly updated
- ✓ Cultural events such as plays, dances, poetry, folk music in Vadodara and neighbouring cities
- ✓ Students have the opportunity to express themselves in their Mother Tongue
- ✓ Students may use Mother Tongue during presentations and also during

the PYP exhibition

- ✓ Students may translate and use references from their Mother Tongue
- ✓ The Foreign Language teachers make active use of the Mother Tongue/ Regional Language to teach the Target Language
- ✓ Interaction among students outside a classroom is also an important area of exposure in the use of the Mother Tongue
- ✓ The school Media Resource Centre has a vast range of print and electronic resources that cover a wide range of languages taught at NISV as well as that of the Mother Tongues spoken by our student community

Review Process of Language Policy

- ✓ Based on teacher and student reflections, the Language Policy is reviewed every year to enhance teaching learning strategies for effective programme delivery
- ✓ Members of the steering committee are involved in the reviewing process

- ✓ Extensions of Language policy, following the reflections, are reviewed, and amendments made in the policy
- ✓ Suggestions on the soft copy of the policy draft are sought from the parents, teachers and senior students
- ✓ Relevant suggestions, if any, are incorporated in the policy and final document is submitted to the Principal and the Governance body for approval. The final policy is then made accessible on the school website at the beginning of the session

Reference : IB Documents

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Academic Honesty Policy

Steering committee

The committee comprises members of the Governing body, Head of the school, a Parent representative, senior student representatives, Coordinators, Heads of the departments, Counselors and Librarian.

· *“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (IB Publications)*

Philosophy

The school consciously creates an environment to inculcate honest practices and ensure that they are upheld consistently. The school strives to groom character on the strength of ethical mores and academic practices.

Aims:

As a school community we promote academic honesty in a positive and practical way across our school and stress the benefits of properly conducted academic research and a respect for the integrity of all forms of work and sources of information.

In developing this policy we encourage our school community to be:

- Inquirers- who enquire, research and analyses along the principles of information literacy.
- Knowledgeable- who appraise and evaluate shared concepts, ideas, and perspectives to enhance personal knowledge.
- Principled- who act with honesty and integrity, taking responsibility for their actions and practicing accountability.
- Open-minded- who adapt to

learning practices.

- Risk takers- who pursue and explore their areas of interest in the school environment.
- Communicator- who articulate their ideas with concision, cohesion, and coherence.
- Reflective- who allow for careful consideration while evaluating their learning experience.
- Balanced- who integrates understand the importance of intellectual, physical and emotional balance
- Caring- who show compassion, empathy and respect for each other and the environment
- Thinker- who have a critical and creative approach to learning complexities to acquire a set of well- defined life skills.

Therefore, the school is committed to groom the attitude of the students

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towards-

- 1- Academic honesty
- 2- Authenticity
- 3- Collaboration, cooperation, and creativity
- 4- Copyright
- 5- Intellectual property
- 6- Malpractice
- 7- Plagiarism
- 8- Collusion

Academic Honesty

- 1.1 Academic honesty is perceived as a set of values and life skills that promote personal integrity and good practice in teaching, learning and assessment.
- 1.2 All Diploma and Middle year Programme candidates are required to understand the fundamentals and significance of concepts that relate to academic honesty, especially intellectual property and authenticity.
- 1.3 Candidates must at least be aware that forms of

intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates are liable to face legal proceedings.

- 1.4 In both conceptual and practical terms, candidates are required guidance to understand and interpret the difference between collaboration and collusion. Collaboration is defined as working together on a common aim with shared information, which is an open and cooperative behavior. However collusion is “allowing one's work to be copied or submitted for assessment by another” and

is therefore deemed a malpractice.

- 1.5 An authentic piece of work is one that is based on the candidate's individual and original ideas with the shared knowledge duly acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
- 1.6 Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable

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tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the students' own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, with due acknowledgement. [The ideas conveyed in this section are based on a paper written by Nicholas Connolly (*Theatre and Academic Honesty*, 2008)].

1.7 Plagiarism is defined as the representation of the ideas or work of another person as the student's own. Copying a passage of text, paraphrasing, translating it into another language, and then using the translated text in their work without

acknowledging its source still constitutes plagiarism.

Malpractice is defined as conduct which is likely to result in someone gaining an unfair advantage over another with questionable means or breach of code of the prescribed conduct, such as:

- Plagiarism
- Collusion
- Duplication
- Fabrication of data
- Late or non-submission of assigned task
- Taking unauthorized material into an examination room
- Misconduct during an examination
- Exchanging information during examination
- Failing to comply with the instructions of the invigilator
- Stealing examination papers
- Any other behaviour that gains an unfair advantage for a student

Roles and Responsibilities:

1. The Principal/ Coordinators

- Understand and actively promote academic honesty
- Create and encourage a positive school culture.
- Provide resources to support academic honesty on the campus.
- Stay informed about the regulations and instructions as provided by the IBO that govern the conduct of each examination session.
- Inform staff and students through various media what constitutes malpractice and how it can be prevented.
- Promulgate a school culture that actively encourages academic honesty.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice.

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2. The Librarian

The IB Academic Honesty document states that the Teacher Librarian explicitly teaches academic honesty as part of their teaching programme across IBMYP and DP.

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet.
2. Note taking skills.
3. Paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Referencing of direct quotations and in-text citations.
6. Ways to acknowledge information derived from variety of sources, including electronic.
7. Writing a bibliography.
8. Upholding academic honesty.

3. Teachers

- Provide support for implementing academic honesty across the IB programmes
- Teachers, with the librarian, give specific instruction as well as written examples of proper citation of a variety of sources in all subject areas.
- They emphasize acknowledgement of all sources of prior knowledge/information/data such as, works of art, computer programmes, photographs, diagrams, illustrations, maps etc.
- They ensure that the concepts of intellectual property and academic honesty include the use of footnotes or endnotes to acknowledge the source of an idea that is not the student's own.
- Teachers, in conjunction with the teacher librarian, also provide scaffolding in

developing research and analytic skills consistently.

- Teachers structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
 - To encourage ethical behaviour, teachers may consider having students sign a declaration as a component of enforcement of academic honesty.
 - The assignments stating that the work they submit for assessment is their own authentic work.
 - Teachers actively use the MLA /Havard style bibliographic convention when providing students with reference material and encourage the students to follow suit.
- ### 4. Parents
- As stakeholders, parents are duly educated on the

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importance of the Academic honesty policy which is shared on school website for easy access.

- They are encouraged to strengthen ethical attributes while monitoring the tasks assigned to their child/ward.
- They are required to be informed about the facility of media literacy in the changing academic ethos to monitor their child/wards' e- learning in conjunction with the conventional teaching learning pedagogy.

5. Students

- All students are instructed on the conventions of academic honesty and encouraged to demonstrate ethical behaviour and model digital citizenship in their studies.
- Students have a responsibility to adhere to NISV guidelines and act with integrity and honesty,
- With a strong sense of fairness, justice and respect

for the dignity of the individual, groups and communities.

- Students take responsibility for their own actions and the accompanying consequences.
- All IBMYP and DP candidates should note that the IB checks the work of all candidates for plagiarism using a web-based plagiarism prevention service.

Academic Honesty Continuum

IB learner profile provides a basis for the continuum of academic honesty policy.

PYP
PYP framework provides opportunities for the development of academic honesty through –

- Teachers design the ATL for

delivery of curriculum through carefully referenced, cited and acknowledged resources.

- Teachers as academically honest stakeholders become the formative step in inculcating principles of academic honesty.

MYP
Academic honesty is integral to an effective MYP.

- Approaches to Learning include a conscious grooming of academic honesty to complement enhancement of personal, social and technical skills.
- Academic honesty is the responsibility of all stakeholders.
- The school frames its academic honesty policy according to the guidelines provided in IB publication

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PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

General Regulation MYP

DP

Academic honesty is reiterated and reinforced throughout the programme.

- Candidates must understand the meaning and significance of concepts that relate to academic honesty, intellectual property and malpractice
- The school frames its academic honesty policy according to the guidelines provided in IB publication General Regulation DP and Hand Book of Procedures for DP

Malpractice in Examination Sessions

Incidents of misconduct could include, but are not limited to the following:

- Bringing unauthorized material into an exam room

(for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)

- Misconduct during an exam (for example, disrupting the examination or distracting another candidate)
- Supporting, or attempting to support, the passing on of exam related information
- Copying the work of another candidate
- Failing to comply with the instructions of those conducting the Examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.

How to Avoid Malpractice

Plagiarism

Individual subject teachers will discuss academic honesty in the context of their own subject areas, but generally, an authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Assessed work includes written and oral assignments for internal or external assessment and must use student's own language and expression must be acknowledged whether quoted directly, paraphrased, or used for ideas. Students must acknowledge:

- Sources for all verbatim quotations of two or more consecutive words.
- Sources from which they paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common



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infringement, and not malpractice.

NOTE:

- The IBO randomly checks candidates' work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com
- Students are constantly advised to check for plagiarism only through the system provided by the school.

Malpractice in Group Work

- Allowing a member or members of the group to write any part of their assessment piece.
- Allowing a member or members of the group to write any part of another member's assessment piece.
- Giving a copy of one student's work with respect

to that assessment to any other student within the group.

Note-It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion.

According to the IBO, for most assessment components, candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment.

- The final work must be produced independently, despite the fact that it may be based on similar data.
- The abstract, introduction, content and conclusion or

summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate. (If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration).

- Teachers are required to pay particular attention to this important distinction to prevent allegations of collusion against their candidates

Cite and Acknowledge Sources

- Students are taught how to give citations and acknowledgements of sources.
- This is initiated in IBMYP and consolidated in IBDP.
- Dedicated project work and assignments encourage the students to instill these

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practices in their academic work with extended support from the librarian.

- However, when individual subjects/teachers have their own specific requirements, guidelines are provided by the subject teacher.

Examples of citations that NISV adopts:

- Allott, A., Mindorff, D., (2007), *Biology Course Companion*, Oxford University Press, Oxford
- Cossins, D., "China – The Future's Red", *Knowledge*, Vol.3 Issue 1
- McGrath, M., (2008), "Fossil fills out water-land leap", on *BBC NEWS Science & Environment*, accessed. Monday 25th April 2011

Two basic ways of acknowledging sources of information

• Footnotes- Students are required to-

When quoting directly from someone's work, put an "identifier" next to it in superscript. Then write the source at the bottom of the page with the same identifier.

Eg.
 "Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land.

McGrath, M., (2008) "Fossil fills out water-land leap", on BBC NEWS Science & Environment accessed Monday 25th April 2011" (OR)

• Brackets

When quoting directly from someone's work, write the name and date in brackets and put the work in the bibliography. Eg.

"Experts believe that Ventastega was an important staging post in the evolutionary journey that led creatures from the sea to the land. (McGrath, 2008)"

MYP Student Guidelines

The student is expected to -

- Understand the importance of following the Academic Honesty Policy.
- Abide by the Academic Honesty Policy or face the consequences as mentioned in the Parent Student Hand book.
- Know what defines plagiarism.
- Know what defines malpractices in academics.
- Acknowledge the source of direct quotations.
- Acknowledge information taken from all sources.
- Acknowledge references in a bibliography.
- Use in-text citation.
- Follow all Test/Examination rules

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work.

- The teachers, Examination Committee and the IBDP Coordinator will review these at key times during the two year program.
- The students and parents have to sign a declaration before submitting the IBDP coursework for internal assessments.
- Teachers and students have to sign a declaration before submitting IBDP Coursework to the IBO confirming that it is the student's own work.
- Students will be advised on how to do proper citations by the Librarian and the EE Coordinator and their subject supervisors.
- If malpractice is established then no grade of achievement shall be awarded for the subject concerned.
- Keep and maintain accurate, personal course notes
- Acknowledge explicitly and appropriately any assistance provided by another person
- Be informed about the nature of permissible external help
- Acknowledge, in the specified manner, any information taken from a variety of sources.
- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of malpractice regarding both school-based work and external examinations and assessments
- Follow all examination rules
- giving another student his/her work to copy
- Submit work done by anyone else
- Use notes during a test, unless allowed by the teacher or permitted by the examination rules
- Purchase and submit pieces as their own which are written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced, except in a manner allowed by the teacher or permitted by the examination rules.

The student agrees to-

The student agrees not to-

- Consciously collude by

Monitoring Process in IBDP

Teachers will take the following actions in the light of academic dishonesty-

- For copying from / passing off peer's work as one's own, the offence will be recorded and a copy placed in the student's file

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- For repeated copying / passing off peer's work as one's own, a warning letter would be issued, a copy of which would be placed in the student's file, and parents would be informed
- For cheating in class assignments / Examinations, student's work will not be assessed
- Repeated offence may result in suspension from regular lessons and/ or student being placed on academic probation as a remedial measure till such time that improvement is evidenced
- All investigations of group four subjects are closely monitored, recorded and checked for authenticity
- Teachers record compliance of submission dates of assigned tasks. Non-compliance of the time line will result in warning letters sent to the parents/ disciplinary action being taken
- For non-submission of work, no level of achievement would be awarded
- Non- acknowledged piece of work will not be accepted and penalised as per IB specification
- Checking plagiarism through Turnitin software for Extended Essay, TOK Essay, Written Assignments and Internal Assessments is a mandatory practice. Students would be asked to rewrite/ modify the plagiarised content, failing which, the task will not be assessed.
- If plagiarism is detected after final submission to the teacher or IBDP Coordinator in the school, then it must be reported to IBO
- Students who cheat in the production of IBDP coursework will be disciplined by the Principal; and may be barred from appearing for the examinations
- The IB Coordinator will have to inform IBO, in which case an investigation will take place. This could lead to the student not being able to obtain his/her Diploma

In house sessions with librarian on academic honesty and referencing material/ data are arranged regularly

Procedures of Investigations

The four most common circumstances that initiate investigation by the IBO are:

- The IBDP Coordinator (upon being informed by a teacher) informs IBO that they suspect that a final work submitted for assessment may be affected by malpractice.
- The IBDP Coordinator informs IBO that malpractice may have taken place during an Examination.
- An examiner suspects malpractice and provides

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evidence to justify his/ her suspicion to the IBO.

- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his/ her suspicion.
- Diploma or Certificate may be revoked at any time if malpractice is established.
- A detailed list of procedures for IBO investigations can be found at the website at this link: [p_0707_1_e.pdf](#)

Sanctions in IBMYP and IBDP

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- The offence is recorded and a copy is placed in the student's file.
- A warning letter is issued, a copy of which is placed in the

student's file.

- Receiving a zero in the piece of work or examination for malpractice.
- Suspension from regular lessons.
- Being placed on academic probation till such time that improvement is evidenced.

Acknowledgement

- *IB Publications*
- *Guangdong Shunde Desheng School Academic,*
- *Beijing City International School, Beijing, China.*
- *Osaka International School of Kwansei Gakuin*

Academic Honesty Contract to be submitted by IBMYP and IBDP students

I have read and fully understood the Academic Honesty Policy; and I agree to abide by the same. I understand what constitutes academic malpractice and

what I must do to remain academically honest and accountable. I understand the consequences of indulging in any malpractice, which could result in stringent disciplinary action.

Student name

Parent/ Guardian name

Student Signature

Parent/ Guardian Signature

Date

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SEN POLICY

Special Educational Needs/ Inclusive Education Policy at NISV

Steering Committee- Members of the Governing body, the Principal, Coordinators, Counselor, Senior Student Representatives, a Parent Representative and HODs.

Philosophy

Navrachana International School, Vadodara, is committed to providing an inclusive education, facilitated in a culture of collaboration, mutual respect, support and problem solving, which involves the whole school community.

Inclusion is recognized as an organizational paradigm which is continual and involves change. This is intended to increase learning and participation for all students which, broadly

speaking, embraces the diversity of all learners and all minority groups.

These students, "with their own learning styles and challenges... come to school with combinations of unique and shared patterns and values, knowledge and experience of the world and their place in it." (IBO 2013:3)

Salient features of the Inclusion Policy

Navrachana International School-

- Supports education for all
- Creates proactive and responsive environment that promotes sense of belonging
- Considers learning from an 'aptitude based' perspective
- Values learning diversity to build inclusive community
- Provides equal opportunities to all learners
- Promotes equal access to

the curriculum for all learners

- Resources prior knowledge through connections
- Rewards and celebrates achievements of all learners
- Recognizes multilingualism as a current need, a right and a resource
- Encourages students and school community to have a voice and are given fair hearing
- Ensures that all students experience success as a key component of learning
- Scaffolds learning to support independence
- Ensures that students with special needs are identified and assessed as early as possible
- Forms an apt synergy which includes parents, counselor, coordinator and the grade leader and subject tutor

Barriers to Learning

The school overcomes the barriers to learning by-

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- **School Organization and Resources**
The human and material resources support inclusion. Collaborative teaching and learning practices are a regular feature of the school organization.
 - **Cultures and Policies**
Common understanding, policies and practices take into account human rights, diversity, quality and equity.
 - **Approaches to Teaching and Learning**
Organizational knowledge in developing effective strategies to increase access and participation is maintained and sustained.
 - **Buildings and Physical Obstacles**
Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged.
 - **Relationships among the Community**
Interactions create proactive, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community.
- ### Integrating Inclusiveness at School
- The senior leadership team and school governing body in consultation with tutors, counselor, parents and students have put in place the process to remove barriers to learning for every member of the school community.
 - The teacher ensures that each student is exposed to teaching and learning that reaches the students, as individual learners.
- ### Identification of Students with Specific Education Needs at the time of Admission
- During the time of admission, the medical history report of the candidate is thoroughly studied.
- The school counselor interviews the parents and observes the candidate for-
 - § Students with ADD/ADHD
 - § Students with chronic illnesses
 - § Students with emotional and behavioral challenges
 - § Students with mental health challenges
 - § Students with speech and communication challenges
 - § Students with learning difficulties
 - Admission is granted to those students whose special education needs can be met effectively by the school.
- ### Identification of Students with Specific Education Needs after Admission
- If a special educational need for a student has been previously



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unidentified, or undisclosed by the parents, and the first instance is noticed by the teacher during the interaction with the student, in the classroom, the teacher consults the school counselor.

The teacher carefully fills the Referral form, based on which, the counselor makes the classroom observation for the student in the classroom setting. If necessary, the counselor may also interact with the student to ascertain the findings.

If a special need is identified, the counselor consults with the parents of the student to brief and frame an effective plan of action.

In severe or clinical cases, which are beyond the counselor's expertise, the student may be referred to external experts for the best support. (eg; intense testing and certification of any learning disabilities; special educators; occupational therapist; speech therapist etc.)

Why do students seek counseling?

Students who might require counseling within the scope of this document, fall under the categories below:

- Low self-confidence
- Finding, helping or losing a relationship
- Family concerns
- Getting better grades
- Self-defeating behaviors
- Depression
- Decision making
- Careers, life planning and development
- Educational needs
- Behavioral challenges

Record Keeping

The counselor maintains records of current and past clinical cases in accordance with the standards of the profession.

Responsibilities of the Coordinator

- The Coordinator ensures that the needs and

requirements of the student with special education need, are met well by the counselor and the subject tutors

- The Coordinator will apply to the IB for special consideration to accommodate the student in assessment and examination circumstances
- The Coordinator will provide the requisite 'accommodations' for examinations, as needed and approved by the IB
- The Coordinator will maintain discretion and confidentiality in providing special education needs / services

Responsibilities of the Faculty

- The tutor will identify struggling learners and will refer the student to the counselor or coordinator as needed.
- The tutor will implement the appropriate interventions as

INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

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- outlined by the counselor.
- The tutor will maintain accurate records of students' progress.
- The tutor, with the assistance of the expert, will become familiar with the special needs of the concerned student.
- The tutor will maintain discretion and confidentiality in providing special education needs / services.

Responsibilities of the Parent

- The parent will:
- Play an active role in their child's education
 - Communicate relevant information and documents regarding their child's special education needs
 - Communicate any perceptible change in their child's special education needs to the school
 - Request for child studies and services, as required, in a proactive manner
 - Provide relevant documents

- needed for IBO accommodation requests
- Bear expenses for any services from the external experts

Responsibilities of the Student

- Students will be required:
- To ask for assistance from the school administrators, faculty, and staff
 - To be an active participant in classes and meetings
 - To follow all policies and procedures of the NISV

Responsibilities of the Counselor

- Counseling sessions are planned and carried out in the counselor's office, a space that offers privacy and confidentiality
- Discussions between the counselor and the student are based on the principle of mutual respect
- All conversations are confidential and the

- student's right to privacy is respected in all cases except those where the counselor may suspect the occurrence of immediate harm
- The students have the opportunity of discussing their fear, feelings, and emotions without any apprehension of being judged
- The counselor creates a conducive environment for students to speak their mind openly and uninhibitedly about their concerns
- Counseling sessions are planned for the peers of the student, tutors, coordinators and parents and all stakeholders to sensitize and create a supportive environment for the student
- If there are ongoing concerns, the counselor may seek to develop a therapy plan with external experts, after consulting with the student and parents



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Action

Students facing learning challenges

- Tutors observe the academic/ behavioral/ emotional difficulties of the student and report the same to the counselor
- The counselor identifies any concern and conducts standardized test
- After the analysis of the test, parents are informed and guided for further consultation, if required
- Once a special education need is identified, the coordinator, teachers and the counselor formulate a plan of differentiated learning and engagement of the student. If the need be, help of special educator will be sought
- A plan is designed for differentiated learning and engagement of the student, with the use of multi-sensorial tasks

- Students will be encouraged for active corporeal involvement to facilitate learning
- Regular feedback and monitoring of the student helps the counselor to take any further action if required

Students facing behavioral challenges

- Our unique pedagogy engages children with behavioral issues by involving them corporeally in the learning task
- Each activity is meaningfully designed and based on real-life experiences, allowing the child to identify with the task and be fully engaged in the class

Counseling for SEN

- Counseling is strictly on a one-to- one basis, during which one seeks help from the other
- It is a way of working together in a unique and

- confidential environment, forging a bond between a counselor and the student
- In strengthening this bond, the counselor acts as a facilitator, who helps the student understand and interpret themselves and the world around them
- The counselor analyses the student's feelings and behavior, their relationship with others, and their choices and decisions
- There are provisions for professional assistance and guidance in resolving personal or psychological problems, should the need arise

Screening tests used at NISV

Counselor is trained to administer the following tests-

- Behavioral checklist for screening the Learning Disability
- Diagnostic test of Learning Disability
- Draw a Man test

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- Cognitive Capabilities test for transition period
- Emotional Intelligence test
- Adjustment Inventory for Students (AISS)
- ADHD School Observation Code Kit (ADHD-SOC)
- Five Factor Personality Inventory
- Rosenberg Self-Esteem Scale (RSES)
- Aptitude Testing (By External Agency)
- Candidates with assessment access requirements, (July, 2014)
- Candidates with assessment access requirements (Middle Years Program), (March, 2015)
- Academic honesty in the IB educational context, (November, 2016)

References

- https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1&CFID=1688194&CFTOKEN=88930319&jsessionid=bc309f10cec419505311771056777d766c76
- Learning diversity and inclusion in IB programs, (January, 2016)
- Meeting student learning diversity in the classroom, (May, 2013)

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- 7. ID Proof and Address proof of the parents/guardians from the respective country.
- 8. If student shifts from any residential school of India to NISV, the Resident permit from Foreigner Regional Registration Office (FRRO) needs to be transferred to NISV.

Note - Provisional admission granted to a student will not be confirmed without a Resident permit. A copy of the permit is required to be submitted to the school in 15-days' time.

Conditions for entry at IBDP Level:

1. Academic achievement

a. Internal MYP students

- A minimum final grade achievement of **3** in each of the following subject groups:
 - Language & literature

- Language acquisition
- Individuals & societies
- Sciences
- Mathematics
- Design/Art/PHE

(an average score will apply if a student is enrolled in multiple subjects within a subject group)

- Completion of personal project

b. External MYP students

A minimum final grade achievement of **4** in each of the following subject groups:

- Language & literature,
- Language acquisition,
- Individuals & societies,
- Sciences
- Mathematics
- Design/Art/PHE

(an average score will apply if a student is enrolled in multiple subjects within a subject group)

- Completion of personal project

- Recommendation of one teacher which addresses behaviour, attendance, motivation and self-discipline of the candidate.

c. External non-MYP students

The expectation for students to be enrolled for IBDP is a proven academic record and the demonstration of commitment to make a positive contribution to the NISV. The minimum academic attainment for entry to Grade 11 is 75% for ICSE/CBSE/ SSC or equivalent for IGCSE or any other international boards.

Requirements:

1. In the admission process the school shall consider each applicant individually. To enter the IB programme, applicants are expected to have a high proficiency in English and a sound

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to Grade 11 of the State and CBSE Boards, Cambridge A and AS Level study or the International Baccalaureate Diploma Programme (IB-DP), and equips them with skills for immediate employment, but more importantly, for challenging under-graduate programmes in Universities across the world. Cambridge IGCSE is recognised by universities and employers in India and across the world.

This course is a balanced mix of practical experience and theoretical knowledge with a choice of Core and Extended papers in most Subjects and therefore suitable for students with varying levels of ability. Students are encouraged to opt for minimum 7 subjects to be eligible for International Certificate of Education (ICE).

IGCSE Grading is based on an eight-point scale (A* to G). In addition to the IGCSE Certification, the ICE

(International Certificate in Education) is also awarded to all students who successfully complete the study of seven subjects, including two languages and minimum one subject from each of the other subject groups. Students who do not meet this requirements of ICE would still be eligible for an IGCSE certification.

The study programme consists of five groups :

- Group 1: Language A –English, Language B - German / French / Hindi
- Group 2: Literature in English, Economics
- Group 3: Combined Science and Co-ordinated Sciences
- Group 4: Mathematics, Additional Mathematics
- Group 5: Art and Design, Business Studies, Information and Communication Technology, Computer Science

Additionally the school offers the

opportunity for the students to pursue Physical and Health education through various sports and life skills workshops.

(D) IB Diploma Programme (Grades 11 & 12)

The IB Diploma (regular) subjects are arranged in six Groups. The students need to choose one subject from each of the first five Groups and may then choose their sixth subject from Group 6 or a second subject from Group 3 or Group 4. This ensures the delivery of a well-balanced curriculum. However, students may apply for a non-regular IB Diploma with the three sciences to meet their admission requirement. Students usually study 3 subjects at the higher level (HL) and 3 at the standard level (SL). The Theory of Knowledge (TOK), Creativity-Activity-Service Programme (CAS) and the Extended Essay (EE) on a

School Policies

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR

1. PREAMBLE

- (a) The School is acting under the authority of the Executive Committee of Navrachana Education Society, owners of the School, as now or in the future constituted.
- (b) The Principal is the person appointed by the Executive Committee of The Navrachana Education Society to be the Principal of the School who is responsible for the day to day running of the School and for the student while in the care of the School and includes those to whom any of the duties of the Principal have been responsibly delegated by the Executive Committee
- (c) Teacher/s is/are those employed by the School to instruct in curricular and co-curricular education at the School.
- (d) Student/s is/are those registered as a student/s at the School.
- (e) Parent/s,Guardians is/are those whose wards study at the School.
- (f) School Structure: The School comprises Pre Primary, Primary, Secondary and Higher Secondary sections. Formal education begins from Grade 1 of the Primary section. Promotion from one section to the other is automatic based on student's performance. Pedagogy, Class Strength, Study Time, Infrastructure, Technology integration and Teacher qualifications are variables from one section to another. Fee structure for each section is based on these variables.
- (g) Our Aims: The School's aims to strike a balance between academic work, moral, spiritual and physical education and the pursuit of leisure activities. The School is committed to high standards of teaching and care. Parents are expected to give their support and encouragement to these aims and to uphold and promote the good name of the School; to continue the student's education at home and encourage the student to maintain appropriate standards of discipline, diligence, punctuality, behavior, tidiness and cleanliness; and to conduct themselves in relation to the School and its staff in such a manner that a relationship of trust and confidence between the School and the Parents is maintained at all times.
- (h) Changes at the School: A progressive and forward looking school must initiate and respond to change. It is likely that there will be certain changes at the School during the years when the student is a student. The grant of admission to the School is made on the basis that, in

School Policies

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half-term or occasional holidays the Principal, must be informed in writing of the name, address and telephone number/s for 24-hour contact of a suitable legal guardian or other adult with whom the student will reside when not at School and who is willing and authorized by the parents to accept full responsibility for the student in all circumstances. These matters are the responsibility of the parents.

- (c) Insurances: The School has insured all students under a 'Students Safety Insurance Policy. The School's liability is restricted to the limit and the interpretation of coverage by the Insurers. All other insurances are the responsibility of parents. The School is not the agent of the parents for any purpose related to insurance.
- (d) Concerns/Complaints: Parents who have cause for

concern as to any matter including matters of safety, care or quality of education must inform The Principal in writing without delay. The Parents and the School will be expected to resolve any dispute between them in co-operation with each other and in good faith.

- (e) Special Learning Difficulties: The School shall notify parents if it is felt by the school that a student may need extra support or should be referred to an educational psychologist for a formal diagnosis. The School has Counselors and is able to advise parents as to how they may, at their own expense, obtain specialist advice or specialist support; but the School staff are not qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia or other learning difficulties. Parents will be asked to withdraw a

student if, in the opinion of the Principal, the School cannot provide adequately for a student's special educational needs. Parents / guardians are made aware that the School imparts the highest level of education and co curricular activities to children from diverse backgrounds. Consequently, a Parent/Guardian shall hold the teachers and the School totally harmless for any difference in the method of teaching adopted in the best interest of their child / ward. Parents are also informed that children have different learning abilities, Dyslexia, ADHD and other developmental and behavioral challenges and hence agree to have utmost trust and faith in the methodology adopted by the School to impart education as per the individual needs of the child / ward. This may



School Policies

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website and it is obligatory for them to ensure compliance of the applicable rules by their wards.

- (h) Confidentiality: The School will take care to preserve the confidentiality of information concerning the student and parents. The parents, however, consent on behalf of themselves and the student to the School (through The Principal as the person responsible), obtaining, holding, using and communicating on a "need-to-know" basis, confidential information which, in the opinion of the Principal is material to the safety and welfare of the student and others, The parents consent to the School's communicating with any other school or college which the student attends or which a parent proposes the student should attend about any matter concerning the student or payment of fees,

whether or not the information passing is also held in machine-readable form.

- (i) Examinations, Reports and References: The School will enter a student for an examination only if the Principal is satisfied that such is in the best interests of the student. Information supplied to parents and others concerning the progress of a student and the character, examination, further education and career prospects of the student and any references will be given conscientiously and with all due care but otherwise without liability on the part of the School.
- (j) Intellectual Property: The School reserves all rights and interests in any intellectual property rights arising as a result of the actions of a student in conjunction with any

member of staff of the School and/or other students at the School for a purpose associated with the School. Any use of such intellectual property rights by a student is subject to the terms of a license to be agreed prior to the use between the student, the student's parents and the School. The School will allow the student's role in creation/development of intellectual property to be acknowledged.

- (k) Photographs, Video Clips: Photographs of student/s will be used in maintaining School records, and/or in the promotion of the School programs in newspapers, slide shows, or other media. The parents are aware that the school is under 24 hour CCTV coverage for the safety of the children and staff.
- (l) Safety Drills: It is obligatory for

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School Policies

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Mother's Name

Signature (for school records)

Date - _____

Guardian's Name

Signature (for school records)

Date - _____

Student's Name

Signature (for school records)

Date - _____

Regulations - Student Conduct

REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE - PRINCIPLED - BALANCED - OPEN MINDED - INQUIRER - CARING - COMMUNICATOR - REFLECTIVE - THINKER - KNOWLEDGEABLE

Policy on Bullying / Ragging / Hazing

Policy statement

NISV is committed to providing a caring, friendly school environment for all its school students, so that they can learn in a safe and secure atmosphere. All individuals, regardless of their age, culture, challenges, gender, racial/ethnic origin, religious belief and regions have the right to protection from abuse. Therefore, bullying of any kind is an unacceptable behavior at our school. Any form of bullying / ragging is expected to be reported to the staff for prompt and effective action to be taken against it.

Definition

Bullying / Ragging is the use of aggression with the intention of hurting another person and causing distress, either physical or psychological.

Bullying / Ragging may involve, but is not limited to:

1. Unwanted teasing

2. Threatening
3. Intimidating
4. Stalking
5. Cyberstalking
6. Cyber bullying
7. Physical violence
8. Theft
9. Sexual, religious, or racial harassment
10. Public humiliation
11. Destruction of school or personal property
12. Social exclusion, including incitement and coercion
13. Spreading false rumours

Disciplinary actions/consequences

Once the case has been investigated, the following disciplinary measures will be enforced depending on the severity of the offense:

1. Admonishment
2. Temporary removal from classroom
3. Loss of privileges
4. Classroom or administrative detention

5. Referral to the Student Welfare Committee
6. In-school suspension during the school week
7. Out-of-school suspension
8. Expulsion or termination

Attendance / Leave / Absence / Punctuality

- (1) Students must reach the school five minutes before the bell rings.

Sanction

1. Recorded in Link Book
2. Late comers will be marked in Attendance Register PL (Present but Late)
3. On 3rd late coming in a month the child will be sent back home under the intimation to the parent.

- (2) **Attendance on the opening and the closing day of the school term is compulsory.**

Regulations - Student Conduct

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D. Making any phone calls, from the Coordinator.

(12) For reasons of their own security, students must never leave campus / sports venue / CAS venue without the permission of the co-ordinator or the tutor incharge.

(13) The Principal reserves the right to grant & reject the leave.

General Policies

(1) Students must not conduct any meeting, activity, celebrations or print circulars / magazines without the written permission of the Principal.

(2) Students **must report** the following to the Coordinators/ Grade Tutor **immediately**:

- A. Any breakage
- B. Any errant behaviour by other students
- C. Things or money stolen from bags from the classrooms.

D. Any sickness / injury / contagious disease of self or any other students.

(3) **Out of Bounds** : In the interest of students, certain areas of the campus are out of bounds to students, unless accompanied by a tutor:

- A. The swimming pool, the PE store, Laboratories when a tutor is not present.
- B. Teaching & other staff residences and gardens except by specific invitation.
- C. The Boarding Houses during school lesson hours except by special permission.
- D. Other boarding houses other than a student's own.
- E. The maintenance department, kitchens and store rooms.
- F. The school campus for day scholars on weekends and evenings when not involved in school activities.

G. The school campus for boarders & day boarders during vacations except with permission of the Administration Manager.

H. All service areas

I. Day Boarders are not permitted to visit the boarding house. In case of a pressing need they are required to seek the permission of the concerned House Parents.

Sanction

If any day boarder is found inside the hostel without proper authorization, he/she will be placed on 'Useful Labour' in the form of cleaning the school campus and/or suspended.

(4) Rules when off Campus

All rules applicable on campus are applicable when students are off campus. NISV students are expected to always behave in a manner that is appropriate and reflects the school's ethics and values.



IB World School
Geneva, Switzerland



CAMBRIDGE
International Examination, UK



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