



NISV

નાવરચના

**Navrachana International
School, Vadodara**

Educating..

Empowering..

Enlightening...



**Contact Us: Vasna, Bhayli main road, Vadodara, Gujarat 391410
Call us on: +919737196245**

Our Mission is to:

- Educate 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 of Indian ethos.
- Foster attributes of enquiry, critical thinking, creativity and leadership.
- Nurture the inherent talent and interest of its students and make them dream the dreams that will shape their lives as caring responsible global citizens.

NISV Vision Statement:

NISV aspires to provide a comprehensive, secure and supportive student-centered educational programme, promoting a holistic intellectual and social growth to motivate and prepare the students for a dynamic and changing world.

NISV Philosophy:

NISV believes in nurturing students into well-balanced, caring and principled individuals who consistently strive to realize their true potential, by providing them with a conducive environment for their physical, mental, emotional and social development.



The School

Navrachana International School, Vadodara (NISV), an integral part of the Navrachana Education Society (NES), marks the coming of age of International School Education in Gujarat. Its unique distinction is that, it is the first Day-cum-Residential coeducation school in the state, which offers complete K-12 education, through well-reputed international/national curricula and pedagogies to students. It is the brain-child of the Society's pioneering leaders in the field of education over the last five decades, and a far sighted tribute of NES to the cause of education with a truly global perspective.

The Navrachana International School is located in quiet and serene surroundings in Vadodara, a city with a rich cultural heritage and a unique cosmopolitan character, the result of the visionary genius and zealous endeavour of its erstwhile ruler, Maharaja Sayajirao III. In this environment, NISV has been embraced as a significant contributor to quality education.

The School's mission statement incorporates the time-honoured principles of fostering the spirit of excellence through Educating, Empowering and Enlightening all its students. With an effective mix of internationally acclaimed curricula and methodologies with an essentially Indian ethos, NISV's objective is to train generations of young students to grow and develop into proud and responsible global citizens. In tandem with this conviction, NISV pursues a judicious blend of tried and tested pedagogies, characterized by essential innovative practices. Hence its affiliation with the Cambridge Assessment International Examinations (CAIE) of the University of Cambridge, UK, The International Baccalaureate Organisation (IBO), Geneva, and the Central Board of Secondary Education (CBSE), New Delhi. NISV thus keeps itself abreast with the latest in holistic education, practised in the best schools around the world.

School Timings:

NISV - IB/IGCSE

Monday - Friday

Grades 1 -10

8.30 am - 3.10 pm

Grades 11 & 12

8.30 am - 3.10 pm

3.10 pm - 4.00 pm : Extra classes as per schedule provided

On 1st, 3rd & 5th Saturdays/as per school calendar

Grades 1 - 3 : will not be working

Grades 4 -12:

8.30 am - 1 pm : Regular classes, Clubs & other activities.

Nursery to Prep Sr.

Monday - Friday

9.15am - 1.10pm : School Timings

Saturdays : Non working for students in this section



School's Infrastructure

The bedrock of NISV's education policy is to lay a sound foundation for life for all its students in their concerted effort to help them frame their destinies. NISV's academic curriculum complements its state-of-the-art infrastructure that helps in physically creating an environment of enquiry and learning. The school is situated at the centre of a verdant green expanse of sports fields fringed with trees. It is a low rise building flooded with natural light and air. The large open-to-air central courtyard and wide corridors flanking the class rooms use these elements to advantage.



शारदा

School's Infrastructure

The classrooms are air-conditioned and large enough to accommodate its 20+ students. Subject laboratories, IT enabled Resource Centres, Art and Craft rooms, Libraries and technology-aided Classrooms help NISV's supportive team of highly qualified and experienced teaching professionals to deliver its curricula effectively. Their skills as facilitators are continually enhanced through frequent faculty enrichment programmes, both external and in-house. Consequently, the symbiotic culture of “grow as you learn and learn as you grow” underpins the academic environment at NISV.



Co-Curricular Activities

All activities at NISV attempt to develop students into well-rounded personalities. With the objective of providing an appropriate platform for 'hands-on' learning to our students, a wide array of sporting facilities, conducted under the supervision of qualified sports coaches, have been provided. From conventional field games, to the more stimulating activities such as aerobics and yoga NISV offers them all. A dream 400 m race track, lush green Football Fields, Tennis Courts, Basketball Courts, Table Tennis facilities and an Olympic sized swimming pool - are temptations enough to stimulate even the most athletically uninspired!

No less important in the NISV scheme of things is Aesthetics. Full-fledged Centres for Visual and Performing Arts are the pride of the School. In this crucible, latent talent is nurtured, enhanced and acknowledged under the tutelage of dedicated, and extremely talented teachers, who are often practicing artists and performers themselves.



Co-Curricular Activities

Our Outbound Programme to various parts of the country and abroad has added a vital fillip to our curricular endeavors as it provides an experiential learning beyond the walls of the classroom and facilitates a deeper contact with nature and the environment. The vibrant Student and Teacher Exchange Programme with schools abroad is aimed at facilitating international mindedness and creating opportunities to focus on the world as a canvas for learning.

We have opened our hearts and doors to students from around the world! NISV's residential suites are geared for comfortable living, designed aesthetically and practically, and accommodate three children to a room. While the recreation lounges allow for relaxation, the ICT node in the study lounges makes for pleasurable learning.



The IB Program

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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



Scheme of Studies (International Curriculum)

IB Primary Years Programme PYP (Nursery to Grade 5)

The PYP follows a trans-disciplinary model that lays a strong foundation of inquiry in the very early years of a child's journey through school. Learning strategies introduced at this stage develop connections of the traditional subjects (such as language, math, science, social studies, performing arts, visual arts) as well as PSPE (personal, social, physical education) with the real world, laying emphasis on the five essential elements i.e. knowledge, concepts, attitudes, skills and responsible action for the future. In terms of the science of education, the IB-PYP Programme represents a combination of wide-ranging research and experience, an excellent coming together of teaching-learning practices derived from a variety of national curricula systems and from IB world schools offering a coherent programme of international education.



Scheme of Studies (International Curriculum)

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, Language Acquisition, Sciences, Individuals and Societies, Design, Arts and Physical & Health Education. They undergo mandatory training in Performing Arts and Physical & Health Education (Grades 6-8).

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 (G. 6 to 8) Economics, Business Studies(Gr. 9 & 10)

Sciences -

Sciences (Gr. 6 to 8) and Combined and coordinated Sciences (Gr. 9 - 10)

Mathematics -

Standard Mathematics and extended Mathematics (Gr. 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 to10.

Scheme of Studies (International Curriculum)

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 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

Scheme of Studies (International Curriculum)

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 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 the 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.



Scheme of Studies (International Curriculum)

IB Diploma Programme (Grades 11 & 12)

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
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

Mathematical: Analysis and Approaches Higher Level & Standard Level
Mathematics: Application and Interpretation Higher Level & Standard Level

Group 6: The Arts Visual Arts Higher Level Visual

Arts Standard Level
Core Requirements
Theory of Knowledge, Extended Essay and Creativity, Activity, Service

University Acceptances

IB - 2008-2021	Madras Christian College, Madras	Arizona State University
India	Maharaja Sayajirao University, Vadodara	Art Institute of California, Los Angeles
Alliance University, Bengaluru	Maharashtra Institute of Technology, Pune	California Polytechnic University, San Louis Obispo
All India Shri Shivaji Memorial Society's Coll. of Engineering, Pune	Manipal University, Jaipur	California State University
Amity Global Business School, Ahmedabad	Marwadi Education Foundation Group of Institutions, Rajkot	Clevelend State University
Amity University, Noida	Mithibai College, Mumbai	Coastal Carolina University
Auro University, Surat	National Academy of Event Management & Development, Ahmedabad	Columbia University
Ashoka University, Sonapat, Haryana	Navrachana University, Vadodara	Denison University
Babaria Institute of Technology, Vadodara	NIFT, Gandhinagar & Hyderabad	Drexel University
BITS - Pilani, Goa	NIIT University-Neemrana, Rajasthan	Emory University
Charutar Vidya Mandals' SEMCOM, Vallabh Vidyanagar	Nirma University, Ahmedabad	Fashion Institute of Technology
Charotar University of Science & Technology - Charusat, Changa	SMAID, Vallabh Vidyanagar	Florida International University
Christ College, Bengaluru	Pramukhswami Medical College, Karamsad	Fordham University
D.Y. Patil College of Engineering, Pune	SVIT, Vasad	Georgia State University
DSK Supinfocom International Campus, Pune	Uka Tarsadia University, Bardoli	Georgia Institute of Technology
Delhi University	Pandit Deendayal Petroleum University, Gandhinagar	Grinnell College
Ecole Hoteliere, Lavasa	Pearl Academy, Mumbai	Harper College
Flame University, Pune	Podar World College, Mumbai	Hult International Business School, San Francisco
FOSTIIMA Business School, New Delhi	Russell Square International College, Mumbai	Indiana University Bloomington
Foundation for Liberal and Management Education, Pune	Sophia College for Women, Mumbai	Iowa State University
GD Goenka University, Gurgaon	Srishti School of Art Design and Technology, Bengaluru	Massachusetts College of Pharmacy & Health Sciences
GMERS Medical College, Vadodara	Wilson College, Mumbai	Metropolitan College of New York
Gujarat National Law University, Gandhinagar	The United States of America	Miami University
H.R College of Commerce & Economics, Mumbai	University of Florida	Michigan State University
ICFAI University, Hyderabad	University of Houston	New York University
Indian Institute of Aeronautical Engineering, Dehradun	University of Illinois at Chicago	North Carolina State University
Indian Institute of Hotel Management, Aurangabad	University of Illinois at Urbana Champaign	Northeastern University
Indian Institute of Planning & Management, Mumbai	University of Maryland College Park	Pace University
Institute of Hotel Management, Aurangabad	University of Maryland Baltimore County	Parsons, the New School for Design
Institute of International Management and Technology, Gurgaon	University of Michigan	Pennsylvania State University
International Institute of Hotel Management, Ahmedabad	University of North Texas	Purdue University
St. Xavier's College, Ahmedabad	University of North Carolina at Charlotte	Rutgers' University
St. Xavier's University-Autonomous, Mumbai	University of Nottingham	San Francisco State University
Symbiosis Centre for Management Studies, Pune	University of Pennsylvania	Savannah College of Art & Design
Symbiosis Institute of Design, Pune	University of Southern California	School of Visual Arts
Symbiosis International University, Pune	University of South Florida	State University of New York
Uttaranchal Institute of Technology, Dehradun	University of Tampa	Twin Cities-University of Minnesota
Vellore Institute of Technology, Vellore	University of Toronto	Temple University
Visveswaraya Technological University	University of Washington	University of the Arts
Whistling Woods International, Mumbai	University of Whisconsin	University of North Buffalo North Campus
ITM-Vadodara, Vadodara	Villanova University	University of Arizona
Jai Hind College, Mumbai	Washington University in St. Louis	University of California, Berkeley
Karnataka University	Wentworth Institute of Technology	University of California, Los Angeles
KM Music Conservatory, Chennai		University of California, Santa Barbara
L.S Raheja College of Arts & Commerce, Mumbai		University of California, Santa Cruz
		University of Colorado Boulder

University Acceptances

United Kingdom
Birmingham University
Brunel University
City University of London
Cardiff University
Coventry University
Falmouth University
Goldsmiths, University of London
Hult International Business School
Kingston University
London College of Fashion
University of Nottingham
University of Bath
University of Essex
University of Lancaster
University of Leicester
University of Portsmouth
University of Warwick
University of the Arts
University of the West of England
University of Edinburgh
University of Glasgow
University of Dundee

Canada
Fanshawe College
Manitoba University
Mohawk College
OCAD University
Saint Mary's University
Seneca College
University of British Columbia
University of Carleton
University of California, Riverside
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario
University of Windsor
University of Winnipeg
Wilfrid Laurier University Waterloo
York University
United Arab Emirates
Alpha Aviation Academy, Sharjah
Amity University, Dubai
Birla Institute of Technology and
Science, Dubai
Heriot-Watt University, Dubai
Middlesex University, Dubai
Rochester Institute of Technology,
Dubai
New Zealand
Massey University
Unitec Institute of Technology
University of Auckland
Thailand
Assumption University
Chulalongkorn University
Singapore
National University of Singapore
Singapore Institute of Management
Yale - NUS

Australia
Monash University
University of New South Wales
University of Sydney
Malaysia
Taylor's University Hong Kong
Hong Kong Institute of Technology
Hong Kong University of Science and
Switzerland
Les Roches International School of
Hotel Management
Glion Institute of Higher Education ,
Montreux
Mexico
University of Sinaloa
Curacao
Avalon University School of Medicine
Latvia
Riga Stradiņš University
China
Donghua University
Sweden
Jönköping University
Germany
SRH University Heidelberg
Karlsruhe Institute of Technology
(KIT)
Carl Benx School of Engineering
Hungary
University of Szeged
South Africa
United States International University
Netherlands
Erasmus University
Rotterdam school of Management ,
Erasmus University
University of Amsterdam
te of Japanese language, Tokyo

Boarding at Naurachana International School

The Boarding at NISV is the “very heart of the School”, and at the outset it is to be emphasized that for the Boarders, this is HOME. Each Boarder is made to feel a strong sense of belonging, of being wanted, of being special ...

The best infrastructure is meaningless without a staff that is compassionate, caring and involved with children under their care. The key personnel in this endeavour are the House Parents, who are the “primary care givers”, and the Residential Staff. The personal involvement of each member of staff goes well beyond merely fulfilling one's duty. As “loco parentis” we 'stand in' for the parents by being role models, good listeners, always available and gentle but firm when needed.



Boarding at Naurachana International School

Every boarding student is allocated a study-bedroom in a single-sex house supervised by House Parents; they are supported by the Residential Staff. Study-bedrooms are shared between three students and may be personalised with suitable pictures, posters and photographs. Normally children of the same age share a room. Each House has a recreational space with television, stereo sound system, and DVD/VCD equipment and computers. A separate study lounge is also available. Computers with internet connection via the School server (with firewalls) are available for students' use at designated times.



The School has an Infirmary attached to the Boarding Houses with a qualified staff on duty at all times. Treatment for minor illnesses and first-aid is given immediately at the Infirmary. A Doctor is also available on campus twice a week. The School has an arrangement with private hospitals, and in case of an emergency, one can reach a good, well- equipped hospital quickly. Regular medical check-ups are undertaken for the students.



Boarding at Navrachana International School

The Dining facilities at NISV are of the highest standards and well-equipped. We prepare three full meals a day, with mid-morning and afternoon snacks. The menus are varied and offer multi-cuisine choices. Vegetarian dishes are served at all meals, including Jain meals. No special meals are provided. On request, boarders may be provided Non-Vegetarian meals (prepared in a separate kitchen) at dinner and eggs for breakfast at an additional cost. All meals are supervised by the staff. Students are expected to partake in all meals.



In the regular Day School as well, the Boarders are treated with that “extra special attention” by every single staff member. The Grade Tutor, in particular, takes a personal interest in the Boarders who are in her/his grade, checking on them on a regular basis and keeping in touch with the respective House Parent for routine as well as non-routine procedures. For instance, a Link Book note must bear immediate results regardless of whether it has been initiated by the Grade Tutor or the House Parent or another member of the Staff.



Our official School Mascot will be there to receive you on the other side...!!!!

NISV

