



Profile

Navrachana International School, Vadodara (NISV)

Navrachana International School, Vadodara (NISV), managed by 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 co-education 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 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 endeavor 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, Vision & Philosophy statement incorporates the time-honored 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 within 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 practised, whilst at the same time keeping itself abreast of the latest in holistic education and the NEP 2020.

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 quadrangle and wide corridors flanking the classrooms use these elements to advantage. Air-conditioned classrooms, Science laboratories, IT enabled Resource Centers, 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. The school infrastructure becomes an integral part in supporting this endeavour.



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 activities 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 Centers 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 practising artists and performers themselves.

Our Outbound Programme to various parts of the country and abroad has added a vital fillip to our curricular endeavours as it provides 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.

Scheme of Studies (CBSE)

The pursuit of excellence in academics is the primary objective of NISV's CBSE section. Students learn through a highly enriched curriculum that gives them a sound and broad foundation of basics as well as opportunities to be challenged and to delve deeply into areas of their interest. The stress of examinations is done away within the formative years of the child's learning. Continuous and comprehensive evaluation (CCE) is done by way of periodic assessments. At the Secondary level formal evaluation methods are adopted to prepare students for the public examinations

1. Foundational stage (for Grade I & II):

The goal at this stage is to enable children to form concepts related to the world around them through direct experience and interactions with the physical, social and natural environment through Language (English & Hindi), Mathematical thinking and Environmental Awareness. Life Skill classes are also part of the regular course.

2. Preparatory stage (for Grades III to V):

The goal at this stage includes play, discovery, activity based, interactive learning and cognitive development of a child. The focus is still on Language and Numeracy skills. To prepare the students to take examination in middle school, block tests and term exams are scheduled for Grades 3 to 5 in the academic year. In school, evaluation takes place in a stress-free and learner-friendly environment ensuring comprehensiveness, competency spirit and transparency. Life Skill classes are also a part of the regular curriculum.

3. Middle Stage (for Grades VI, VII & VIII):

The Middle Stage emphasizes on experiential learning to improve the skills of children. They learn the basics of Science, Social Science, Mathematics, Arts and Humanities. Students study three languages from Grades VI to VIII. This stage involves the art of listening, speaking, reading and writing, leading to communication skills with grammatical accuracy and appropriateness of style. Computer expertise is acquired to deal with the Technology-aided learning environment of today. Music, Health and Physical Education are treated as co-scholastic areas to develop aesthetics sensibilities. Life Skill classes are also part of the regular course. Subject enrichment activities are aimed at enhancing the understanding and skills of the student. Evaluation is in the form of periodic tests, term and annual examination. The pedagogy of curriculum transaction at this level prepares the students for any of the National (CBSE/ICSE/GSEB) or International Boards (IGCSE, Cambridge/IB, Geneva).

CBSE in consultation with MHRD and Ministry of Sports (Govt. of India) has attempted to integrate and mainstream Health and Physical Education across the Middle school and Secondary level. This is to ensure that the Physical Education component which will continue to be assessed internally, is cross-curricular and interdisciplinary across the four strands.



Boarding @ Navrachana International School, Vadodara (NISV)

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 endeavor 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” they 'stand in' for the parents by being role models, good listeners, always available and gentle but firm when needed.

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 personalized with suitable pictures, posters and photographs. Normally children of the same age share a room. Each House has a recreational space with multimedia equipment and a library. A separate study lounge is also available. Computers with internet connection via the school server, firewall protected 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. 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.

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.

