A warm and caring community

We need a metamorphosis in education...
From a caterpillar, a butterfly must emerge!

Compete with yourself!

NURTURE
INTERNATIONAL SCHOOL

www.globalclassroom.in

NIS school concept is based on the principle of 'Compete with Yourself'. The role of Education is to enhance nobility and maximise human potential through a carefully planned environment that addresses all aspects of a child's development: body, mind, heart and spirit.

It's Progressive! It's Exciting!

NIS Motto:
"Inspiration for Life!"

Dr Sunita Gandhi
PhD Cambridge University, UK
Founder, NIS and
Nurture International Welfare Society, India
President, Council for Global Education, USA

Why NIS is different...

NIS is built on years of international experience of Dr Sunita Gandhi and family know-how of the Gandhi family that runs City Montessori School.

Dr Gandhi has travelled to and studied educational systems in 38 countries and started schools in the Czech Republic, Iceland and India. With a team of over 200 people working on four continents, Dr Gandhi has come up with Nurture International Model of Schooling which is based on the principle of 'Compete With Yourself!"

Beyond getting an initial education in Lucknow, Sunita Gandhi qualified for the toughest scholarship at Cambridge University's Trinity College. She then entered into world's most sought after jobs to work on educational policy at the World Bank in Washington, DC, where she was selected in a worldwide competition to become a Young Professional, leading her into management positions within the institution which she served for nearly 10 years.

Dr Gandhi came back to India in 2005 after her parents summoned her back to help them support their work with City Montessori Schools. Since then, Sunita Gandhi has worked to improve education at schools nationwide.

In 2007, Sunita Gandhi set up the first **City International School** in Lucknow, to enable her to implement a much wider agenda of reform in schooling than is possible in schools with already established norms.

Education in the 21st Century

"Education needs a complete overhaul, not just a few tinkering changes at the margin. Education has become narrow and limited in its implications. The most difficult challenge has been our own thinking. We must expect much more from human potential and provide the circumstances to help every child excel and become the best s/he can be. Education is the most important agenda of all agendas of a nation and the world!"

Dr Jagdish and Dr Mrs Bharti Gandhi, Founders, City Montessori School (CMS), Lucknow, receiving the UNESCO Prize for Peace Education at the UNESCO Headquarters in Paris, 2002

Dr Sunita Gandhi on extreme right with family at the UNESCO Headquarters in Paris, at the Awards Ceremony

Dr Howard Gardner, the founder of Multiple Intelligences movement in education, was invited among other worldwide experts to give their views on the new GEMS Nurture Programme in Reykjavik, Iceland, 2003.

Principals and teachers are appreciated for their work. Here, Dr Robert Saunders and Dr Sunita Gandhi, Co-Founders of the Council for Global Education, USA, present awards and recognition to teachers and Principals in Iceland.

In India, recognition is provided at the nationwide level through Ed Leadership Roundtables (www.edleader.in). In August 2010, 112 individuals from schools across India were honoured with the Ed Leader Innovation In-Process Fellowships and Innovator Awards.

UNESCO PEACE PRIZE, 2002
CMS is recipient of the 2002 UNESCO Prize for Peace Education

CMS is World's Largest School in a city with over 42,000 students in the current session.
GUINNESS WORLD RECORD HOLDER
Since 1999

Ed Leadership
www.edleader.in

Universal Values
Excellence In All Things
Global Understanding
Service to Humanity
Council for Global Education, USA
www.globaleducation.org

Nurture's Broader Bolder Education at NIS

THE OLD TUNNEL OF LEARNING BECOMES A NEW PROCESS OF PERFECTION AND ENLIGHTENMENT

Joyful
Pre-Primary Years

- Encouragement
- Environment
- Example of Adults

Empowering
Primary Years

- Confidence
- Competency in the Core Subjects

Inspiring
Middle Years

- Exposure
- Exchanges
- Events

Victorious
Senior Years

- Praiseworthy character
- Pleasing personality
- Proficiency in English
- Performance in the Boards
- Preparation for a life of service

INPUT

- Universal Values
- Global Understanding
- Excellence in All Things
- Service to Humanity

OUTPUT

- Knowledge
- Wisdom
- Spiritual Perception
- Eloquent Speech

We need a metamorphosis in education… From a caterpillar, a butterfly must emerge!

Vision and Mission

to inspire every child to become...

- 'Good' and 'Smart'

- A good member of a family, community, country and the world,

- A gift of god to mankind and a pride of the human race,

- A leader of thought and action, a person of integrity whose deeds speak louder than words,

- A person who strives for excellence in all things,

- A seeker of truth, fair in judgment and guarded in speech,

- An exemplary person whom others look up to as a role model; and,

- A person who strives to make the world a better place though service and dedication.

"Nurture is a Balanced Education of Body, Mind, Heart and Spirit of Each Child."

Universal Values	Global Understanding	Excellence in All Things	Service to the World
Spirit *to be*	Heart *to love*	Mind *to discover*	Skills *to serve*
Children need to invisible like honesty, sincerity, truthfulness, hard work, etc. as extolled in all religions. These are necessary qualities that are central to a life of fulfilment not only for the individual but also for society.	Children need to develop an international perspective and a global vision so that they become a true citizens of the world.	Children need to make the pursuit of quality and excellence a habit. It also implies that they must cultivate the purity of heart, fine manners and humility.	Children need to learn to serve from the earliest ages. Service must become a way of life and offered as worship to God.

The purpose of NURTURE at NIS is to develop in the child

- An Intrinsic Love For Learning

- Promote Discovery

- Encourage Competition With Oneself

- Inculcate Lifeskills

- Instill Values

- Nurture Cooperation and Team Spirit

- Inspire Leadership Skills

- Prepare for the Unknown

- Develop Global Citizenship

- Motivate from Within

ASSESSMENTS

- ◎ We start with assessments as the most important vehicle for driving change in outcome. This is because all education is directed to it and everyone gauges success by it.
- ◎ Research has shown "What you measure is what you get..."GE-SAP has the most transparent and objective system of assessment anywhere in the world. Children, teachers and administration get on-going diagnostic feedback, customized personal reports and strategies to help each individual maximize progress from their own vantage points.
- ◎ GE-SAP assessments cover a wider canvas of objectives and define success from education more broadly. Children self-evaluate progress and each other in a dynamic process that involves all children.
- ◎ When we begin with the end in mind, we create better circumstances for success.

Broader / Continuous / Formative / Diagnostic

Assessments Includes:

- verbal
- visual
- kinesthetic
- tactile / hands-on
- listening
- speaking
- show & tell
- reading, and;
- writing skills.

Assessments are easy to conduct. They come with clear guidelines for the teacher and the taught. Student and class diagnostic reports are instantly generated from marks entered on excel spreadsheets using our proprietary software. Its service at your doorstep 24/7.

REPORTING

Personalised Student Diagnostic and Formative Report

- ◎ Even more important than test itself is the way success or failure is reported and how reporting is used as a way to re-enforce the positive, build the self esteem of a child and propel him / her ever forward.

- ◎ Indeed, assessment process must not only inform but also build confidence in every child, inspire and empower them to continue towards perfection.

Milestones Diagnostic Report and SMART STUDY PLAN

Compete with Yourself!

CLASS REPORT FOR THE TEACHER : SANKAR SINGHA

Class Average 66.6%

TOPICS IN **GREEN** Class as a whole is **Good** in

TOPICS IN **BLUE** Class as a whole is **Moderately Good** in

TOPICS IN **PINK** Class as a whole is **Limited** in

Abhishek Highest Average in the Class 85.6% Time Taken by Abhishek to Complete the Assessment 2 Hrs 13 Mins

Average % Marks for Each Student

Toshifa Lowest Average in the Class 47.1% Time Taken by Toshifa to Complete the Assessment 2 Hrs 27 Mins

Overall Time Taken By Each Student and Class

Class Report

UNDERSTANDING LEVEL

GREEN The child is good in these concepts

BLUE The child is moderately good in these concepts

RED The child is limited in these concepts

STRATEGY

GREEN Needs to maintain with practice

BLUE Needs to consolidate

RED Needs to understand better

COMPETE WITH YOURSELF!

STUDY MATERIALS

◎ Study materials are often made for a class assuming that the teachers will teach and the children will follow. In GE-SAP, the objective is just the opposite. Children can largely learn by themselves. Teachers are facilitators, that is, they create the interactive environment and the circumstances for children to learn by themselves and interactively.

◎ Study materials are deductive and highly visual.

◎ Children learn through application, deduction and discovery.

◎ Research shows that if we double the thinking time, we double a child's performance.

In all subjects:
- Science
- Social Studies
- English
- Maths
- Hindi
- Computers & Technology

Thinking Skills, Discovery, Nature Integration, GK, Moral Education, SUPW, Arts, etc. are fully integrated in thematic / inquiry based teaching of social studies and science

English

Items	Qty	Units
Picture Cards	1 set for each group	A, B
Moveable Cards	1 set for each group	A, B
Nameslips	1 set for each group	A, B
Sandpaper Letters	1 set for each group	C
Chowkis	1 for each group	C

Materials List

Materials For Hands-on Activity

Sentence Strips And Memory Games

CDs For Letters And Sounds, Songs And EVS Themes

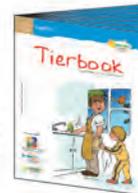Storyboards

My Picture Book Of Conversations

TIERBOOKS
6 tierbooks / subject / year

Inside Pages

Teacher pages provide ideas for dramatic presentation. They are visual and stepwise.

Inside Pages

Tierbooks in all subjects are easy for a child to follow by herself. Each tierbook consists of 5 units of work, one for each week. Time is a guideline and not a constraint. Perfection is the goal.

- A year's coursework is divided into six parts called tiers. Each tier has a separate tierbook. This makes the bag lighter. Children enjoy finishing each tierbook and look forward to the next. The total number of pages these books cover is more than in a regular textbook / workbook combination. Children cover more subject matter in the same span of time also because dividing a year's course work into parts better engages a child's psychology. Each tierbook is aimed at mastery of topics inside. At the and of each tier, there is a diagnostic test for self evaluation.

- Children find it easier to work with these materials as they are visual and easy to follow.

- The tierbooks are self-planners. Each tierbook has five units of work for five weeks, one unit for each week. However, time is only a guideline as perfection is the goal. Each unit begins with teacher guidelines for kinesthetic, interactive and hands-on learning with emphasis on the active involvement of every child. For this, buckets with sufficient quantities of materials are used (as shown).

- Tactile understanding is followed by work in "creative worksheets" that weave theory in visual and creative ways. They allow for self-learning and discovery. The work within each unit is further broken up into short modules graded from easy to difficult. Further practice sessions focus on improvement in speed and accuracy. Even difficult subjects like mathematics and English grammar come alive for the individual child.

TIERBOOKS
6 tierbooks / subject / year

Inside Pages

Teacher pages provide ideas for dramatic presentation. They are visual and stepwise.
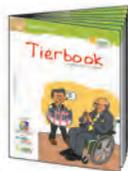
Inside Pages
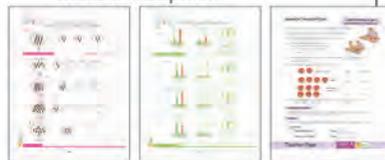
Tierbooks in all subjects are easy for a child to follow by herself. Each tierbook consists of 5 units of work, one for each week. Time is a guideline and not a constraint. Perfection is the goal.

Mathematics

Items	Qty	Units
Ice Cream Sticks	1 set for each child	B
Numbers Cards	as needed	B
Picture Cards	as needed	C
Beans	as needed	D
Cubes	as needed	E

Materials List

Materials For Hands-on Activity

Number Boards (1-100)

Multiplication Boards   Subtraction Strip Boards   Division Boards   Teen Boards

STUDY PROCESSES / METHODS

◎ To help teachers become excellent facilitators, we avoid using teacher manuals which they often dont look at because of scarcity of time.

◎ Instead, we provide them with teacher pages at the beginning of every unit of work. This has the following advantages:

- Teachers are reminded of an activity they may have learnt about in a training session but forgotten.

- Even if they have not been taught an activity, they can easily follow the step-wise and visual guidelines that are presented in a simple manner on one page.

- The materials required to conduct the hands-on activities are often a constraint to successful implementation. Therefore, GE-SAP provides schools with quantities and a list of materials (mostly available locally and inexpensive) for procuring in advance of a session.

A teaching process, the **GE Dynamic Process of Perfection**, is used to bring out the best in all children. (This is modified somewhat according to topic and subject).
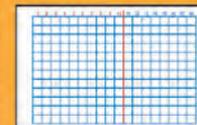
1. A concept is introduced through hands-on (tactile), interactive, kinesthetic and visual methods. The more dramatic a presentation that combines these elements, the more memorable and clearer the understanding.

2. Children are given simple verbal exercises that help gauge whether a concept has been understood or not.

3. Any remaining difficulties in a concept's clarity are ironed out.

4. A practice session consolidates understanding and ensures speed and accuracy.

Peer checking and peer learning are often used to ensure that learning has taken place by all children and to identify any remaining gaps and difficulties of any child. These help to plan out remedial measures for these children including peer learning and mentoring besides any special topic-wise remedial classes.

Every child is actively involved in every activity of the class. For example, if an activity involves ice cream sticks, then there are sufficient ice cream sticks for every child to get the hands-on experience. For this reason, we use buckets which can easily store quantities of materials sufficient for an entire class and that help convert any class into a laboratory. We feel this process brings out grater excellence in all children and children are propelled ever forward to the goals of personal perfection by their active involvement. They learn valuable life skills as well.

PRE TEST

STEP 1:
Pre-Test Benchmark Assessment

Milestones first benchmarks a child with a pre-test. This helps determine a child's present level of understanding and skills against standardised class level expectations of most Boards: CBSE / ICSE and State Boards.

Milestones is currently available for Classes I to VIII in the core subjects of mathematics and English.

Assessments can be taken on-line, paper & pencil and with pc-tablets and voting devices. We will help a school select the best of these options for their school.

Benchmark Assessments and Reports > Classes **I - VIII** For Core Subjects of **Mathematics** & **English**

On-Line
Instant Results

PC Tablet / Voting Devices
Instant Results

Paper & Pencil
Immediate results with voting devices or on-line report generation
OMR option takes one week for results

• Reduce Workload • Save Time • Improve Effectiveness • Deliver Results

Mathematics Class IV A Child Report

Class Average
Average Time Taken

Mathematics Class IV A Class Report

• Reduce Workload • Save Time • Improve Effectiveness • Deliver Results

Every class gets

1. **Personalised reports for each child** These are both diagnostic and formative in nature. They answer for each child the question, "What next?" A Milestones diagnostic report is also a child's personal Smart Study Plan. In the report shown here, the child is already good in topics that are in GREEN. The child, therefore, first works with the topics in BLUE, followed by topics in RED (see explanation below). Children and parents become more effective partners in the learning process.

2. **Class reports for the teacher** These show topic-wise strengths of a class. Most children have mastered the topics in GREEN. Most children are having trouble with topics in PINK. A teacher's role is to work with the go-green strategies as provided. For example, when topics are in PINK the entire class is weak in these topics. A teacher spends more time on these topics and builds up understanding from below class level. in which . The class report shown here has a class average of 66.6%. The child whose report is shown above is the weakest in her class with an average of 47.1% in mathematics. The goal of the teacher is to use processes and strategies to bring the class average up, even as each child works as partners with his / her personal go-green strategies.

	UNDERSTANDING LEVEL	STRATEGY
GREEN	The child is good in these concepts	Needs to maintain with practice
BLUE	The child is moderately good in these concepts	Needs to consolidate
RED	The child is limited in these concepts	Needs to understand better

PROCESS OF PERFECTION

GO-GREEN PERSONAL STRATEGIES and SMART STUDY PLANS
serve as roadmaps to every child's personal success...

Compete With Yourself!

STEP 2:

Process of Perfection

Teachers get equipped with classroom strategies, creative worksheets and guidelines that augment and support their own teaching. Teacher workload is also reduced in the creating of differentiated learning materials, worksheets and assessments. The Milestones programme makes children, parents and teachers better informed partners. Thus, through an all-encompassing process of perfection, each and every child and class shows improvement.

This improvement is documented through a diagnostic post-test after some ten weeks of implementation. Any remaining learning gaps are thus identified and further focused upon. Progress of every child is celebrated!

TEACHERS as Effective Partners

Even with a few children to a class, it is hard to personalise studies and differentiate study materials for the personal needs of every child. In Milestones, irrespective of class size, every child gets personalised support. When children become true partners in their own learning, a teachers' work load is automatically reduced. In addition, Milestones Class Reports help a teacher to perfect her own teaching strategies for each topic based on the colour band in which the topic stands. For example, for topics a class as a whole is good in, a teacher teaches backwards by posing questions and teaching to the existing difficulties and not forwards from theory. This saves enormous time. Also, teachers get to assign the equivalent of personalised homework that helps every child improve. **With such support and smart strategies and hands-on activities, individual children and the class as a whole improve in their understanding like never before.**

### PARENTS as Effective Partners

Instead of telling a parent at a PTM your child is weak in a subject, teachers can pin-point exact areas of weakness and provide at the same time a plan of action to remedy any removing areas of improvement by the allocation of study materials and Smart Study Plans for the individual child.

Parents really appreciate such personalised support to their child.

• Reduce Workload   • Save Time   • Improve Effectiveness   • Deliver Results

MAXIM Maths and English Classes I to VIII

Personalised Study Solutions
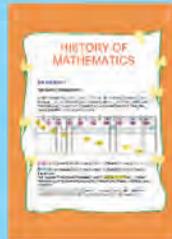
Teacher Guidelines for hands-on and interactive teaching are provided for each topic and sub-topic a class is weak in.

No better remedial or enrichment programme anywhere in the world!
When progress of every child is the goal...

CHILDREN as Effective Partners

It is personalised learning at its best! All children in a class are able to study smarter and prioritise better through knowledge of their own strengths and areas of improvement within a subject. Important life-skills are taught in the process: Goal-setting, planning and time-management. Children really enjoy working with these materials and complete more work as a result.

• Reduce Workload • Save Time • Improve Effectiveness • Deliver Results

PROCESS OF PERFECTION

Study Solutions combine theory and visualisation. They are matched automatically to a child's personal diagnosis. They act like medicine to a doctor's diagnosis.

Children find it easy to understand concepts on their own from the Milestones study materials. Besides being at a child's level, a high level of demo's and visuals make the lessons easy to understand. They help a child graduate from one level to the next and to above class level objectives. Milestones also replaces homework in the core subjects for the period of perfection. Parents really appreciate the detailed feedback and improvement of their child.

The combined worksheets and theory is presented in visual and creative ways. Each unit of work is dedicated to a concept at a particular level of understanding. There are over 300 Perbooks.

Each child is assigned worksheets and units of work they need to study first, second and third in priority order according to their personal diagnosis. To this selection, children can add more. Optional study materials are provided on the website. They replace homework. One period a week is sufficient to clear any remaining difficulties using peer learning methods and teacher facilitation.

POST TEST

STEP 3:
Post-Test Progress Appraisal

The child shown in the benchmark report had more RED and BLUE at the time of the Benchmark Assessment. As the report below shows, this child has converted most of her topics in GREEN by the time of the Progress Appraisal, some eight weeks later.

The average class performance has also moved from 66.6% at the time of the Benchmark Assessment to 94.4% in Progress Appraisal. Most topics for the class have moved to GREEN except one that remains in BLUE.

Progress Appraisals and Reports

Class Average
Average Time Taken

GREEN
BLUE

Celebrate Progress of Every Class

Progress Diagnostic Report and Smart Study Plan

| GREEN means GOOD | BLUE means MODERATELY GOOD | RED means LIMITED |

Celebrate Progress of Every Child

• Reduce Workload   • Save Time   • Improve Effectiveness   • Deliver Results

Progress of Every CHILD

Progress From 47% to 91%

Milestones Progress Chart
Milestones Assessments Document Progress and accomplishment
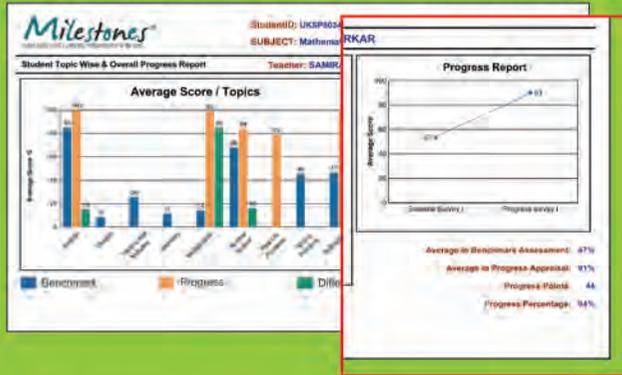
SURVEY	MARKS OUT OF 100
Mathematics Benchmark Survey	47%
Mathematics Progress Survey	91%

Progress of Every CLASS

Class 4A Progress From 66.6% to 94.4%
Class 4B Progress From 65.6% to 89.6%

Principal Reports
Classes 4A & 4B

• Reduce Workload • Save Time • Improve Effectiveness • Deliver Results

Celebrate Progress...

◎ No more wondering where my child is weak.

◎ Improve parent-school partnership with the detailed on-going diagnosis of strengths and areas of improvement. Parents are very grateful for these reports.

◎ Provide a roadmap for every child's development at the level of detail.

◎ Take fear out of assessments.

◎ Teach important life skills such as self-study, self-analysis, goal-setting, planning and time management.

◎ Align parents to the broader goals for their child's development.

◎ Celebrate every child's progress!

Compete with Yourself!

Stress is on Understanding of Fundamentals

Focus is on the core subjects of English, Hindi and Mathematics, to gain mastery in the fundamentals.

Integrated Social Studies / Constructivism

From Buckminster Fuller's idea of 'Our Spaceship Earth' to 'Thinking Green', to "Light", "Trees" and "Water", children work on themes which combine social studies with science and environment. Most importantly, the children learn to:

a. Learn life skills, for example, by taking project from the its conception to completion, finding the resources, and overcoming any difficulties along the way

b. Develop initiative and leadership

c. Work in teams

d. Learn to do things with recycled materials

e. Learn to connect concepts to values

f. Develop general knowledge around each theme

g. Raise consciousness about issues of importance

h. Learn decision making skills

i. Learn to appreciate diversity, etc.

Why Another School?

The goal of establishing NIS was not to create yet another school. Its founder, Dr Sunita Gandhi, wanted to set up a laboratory for accelerated learning and to train teachers to become creative innovators.

Early Childhood Education

The NIS environment is rife with possibilities for the young child. A huge range of pedagogical learning materials are arranged on low level shelves for children to pick up and work on their own. Children work independently, in groups and as a class. Circle time involves singing songs, playing percussion instruments, acknowledging each other, talking about things on their minds, show and tell, walking in a circle and balancing objects. Learning environments and field trips address their senses and their multiple intelligences. Many music and art forms are explored together to nurture creativity, develop curiosity, stimulate their senses and inspire their little souls.

A Finishing School

The teaching of etiquette, hygiene, manners and behaviour are an integral part of every child's programme of development.

Mirrors in the corridors put emphasis on a child's self-image and personality development.

Involving every child Five Day a Week and On-Going In-Service Training

The NIS runs for five days a week. On Saturdays, teachers come to plan the next week and undertake on-going in-service training. They review what went well the previous week and share good practices. Children participate in extra curricular activities on Saturdays.

Weight of the School Bag

In Nurture, a school's coursework is divided into six parts called tiers. Though children cover much more work in a year, each tier appears psychologically easy for a child to complete. Focus shifts from rushing through syllabus to perfection in each tier of work.

Lifeskills Training

NIS provides opportunity for lifeskills training by including target setting, goal and time management, planning and other skills as part of its academic programme. Effort is logged and acknowledged since effort is a proxy for progress.

The integration of values and the building of character are given prime importance. Spirituality is deepened through music and the arts. Traditional values like respect are emphasized.

Unleashing Creativity

NIS provides literally hundreds of opportunities to its students to discover their talents and share them with others.

Comprehensive Development

Several activities like games, field trips, gymnastics, swimming, music, movement, dramatics, imagination plays and the arts are integrated with the academic programme.

Indeed, a child's intellect grows through movement and their spirit through music! NIS children make their own music and record it.

Annual Days

NIS has created a vent for creativity of all children from the youngest to the oldest. An opportunity for expression is given to all children through show and tell and roleplays throughout the year and through annual events such as Scream: Against Child Labour, Summer Fiestas, Annual Sports Days, and the like.

Progress as Measurement

NIS celebrates progress. By conducting a baseline and a progress survey, NIS documents each child's personal progress and focuses on every child's improvement, not only accomplishment. This creates an intrinsic motivation to succeed. Every child is challenged and each child is supported at his / her level. Every child progresses and shines like a GEM!

Focus on Confidence

NIS considers it important to develop the self-esteem and confidence of every child. A child who is confident is able to accomplish much more in life than a child lacking confidence.

Pronunciation Laboratory

The Language Laboratory is used to practice extempore speaking and communicative English skills. It is being upgraded to run the Bob Baratta Reading Programme focused on pronunciation.

Expected Outcomes from NIS Education

- Confident, well mannered, articulate and happy children with a high self-esteem
- Academically strong, children, who are able to diagnose their own strengths and weaknesses
- Talented and resourceful children
- Children fluent in spoken English with a rich vocabulary, proper pronunciation and expression
- Children with ability to distinguish right from wrong, conscious of others and service oriented
- World Citizens

A Process of Perfection of Each Child

Hands-On Learning

...The Tierbook is a textbook written from the child's perspective. While meeting all the needs of a textbook, it goes much beyond by empowering and supporting the individual child in each class.

Focus on Learning

NIS conducts traditional tests from time to time to ensure learning is taking place. On-going diagnostics are used to modify lessons and consolidate learning. It is most important that learning is taking place and weaknesses in one year are not passed on to another year.

A Stimulating Learning Environment

NIS provides a varied learning environment from one week to the next and within a week so that children are familiar with and can maximize their learning experience. From single age settings to mixed age settings to thematic work utilizing multiple intelligences, the class settings are different and varied. There is no strict timetable but goals for the class and the individual students are often not only met but learning is achieved.

Teachers teach using activities that involve all children and interactive and hands-on teaching methods.

Personalised Homework

Homework is personalized to match every child's needs. Mondays and Wednesdays are for English, Tuesdays and Thursdays are for Mathematics, Fridays and Saturdays are for Hindi and besides compulsory work, students have optional work they can aim to do. Reading is done throughout the week and children maintain a reading log signed by the parents on a daily basis. Outside of Tierbooks, which are self-explanatory, homework is given only after it has been orally discussed in full in the class, so that children are confident they can complete it at home without assistance from adults or a tutor. Time is rationalized so that children are not overburdened.

Our Franchisee Schools

Pathankot
Pithoragarh
Haridwar
Noida
Moradabad
Aligarh
Mohanlalganj
Kanpur
Jhansi
Orai
Katuria
Dibrugarh
Durgapur
Behrampur
Pune
Mumbai
Chikmagalur
Tumkur

● **NIS Franchisees Include**

○ Nurture International School	Dibrugarh	Assam
○ Nurture International School	Katuria	Bihar
○ Nurture International School	Bangalore	Karnataka
○ Nurture International School	Tumkur	Karnataka
○ Nurture International School	Pune	Maharashtra
○ Nurture International School	Berhampur	Orissa
○ Nurture International School	Pathankot	Punjab
○ City International School	Lucknow	Uttar Pradesh
○ Nurture International School	Noida	Uttar Pradesh
○ Nurture International School	Kanpur	Uttar Pradesh
○ City International School	Mohanlalganj	Uttar Pradesh
○ Nurture International School	Aligarh	Uttar Pradesh
○ Nurture International School	Ballia	Uttar Pradesh
○ Nurture International School	Mumbai	Maharashtra
○ Nurture International School	Baramati	Maharashtra
○ Nurture International School	Jhansi	Uttar Pradesh
○ Nurture International School	Orai	Uttar Pradesh
○ Nurture International School	Haridwar	Uttarakhand
○ Nurture International School	Chikmagalur	Karnataka

20 Ways At NIS

1. **Broader Goals**

2. **Reinforcing Habits Of Life**

3. **Focus On Fundamentals**

4. **Interpersonal And Intrapersonal Development**

5. **Nurturing Excellence**

6. **Interest And Talent Development**

7. **Focus On Beauty And Perfection**

8. **Flexible Timetable**

9. **Hands-on And Experiential Learning**

10. **Five Day Week**

11. **Inspiring the young child**

12. **Global Exchange**

13. **Self/peer Learning And Checking**

14. **On Going Diagnostics**

15. **A Scientific Approach To Ensure Learning**

16. **On Going Diagnostics**

17. **Personalised Learning Materials**

18. **Security**

19. **Self Discovery**

20. **Inspiring Service Leadership**

Body

Spirit

Heart

Mind

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