





# Indus Universal School

Indus Universal School is promoted and managed by Sri Lakshmi Saraswathi Educational Society. It is located in a pristine pollution free area in Yapral Village, near Sainikpuri, Secunderabad. The school is spread over 6.5 acres, has infrastructure to promote and facilitate holistic learning without losing out academic importance.

Indus Universal School is a Central Board of Secondary Education (CBSE), New Delhi affiliated school and offers education from Nursery to Grade Twelve. Indus offers a unique blend of modern educational practices, Indian traditions and values for the wholesome development (mind, body and soul) of children. The curriculum is based on National Curriculum Framework (NCF - 2005). Indus has been the prime mover of NCF 2005 and has implemented the same from day one.

The methodologies adopted for imparting Learning are classified as per different stages based on the psychological age of the child. The assessment system followed is Continuous & Comprehensive Evaluation (CCE) as prescribed by CBSE.

## Vision

“To **Provide Future** Citizens with **Universal Qualities** and **Indian Ethos** to the Society”

## Our Motto



## Core Purpose

“Help every **child realize** their full **potential**”

# Child-Centric Approach

Indus Child-Centric approach means giving supremacy to children's experiences, interests and their voices in the overall learning process. The learning tasks created tend to focus on their active and creative abilities their inherent interest in making meaning, in relating to the world in real ways through acting on creating it, in relating to other humans.

Child is centric to the Learning process where all stake holders i.e. the methodology, mentors and parent work in conjunction for the child's success.

## Knowledge Assimilation to be Experienced

Research has proven beyond doubt that there is really only one way to learn how to do something and that is to do it. That's when learning happens for life. At Indus factual knowledge is not just presented to the students but made to understand by learning to do.

## Learning without Burden

The approach for Learning without Burden has emphasized the fact that Learning has to be focused on developing concepts and the ability to analyze socio-political realities rather than on the mere retention of information without comprehension. The Learning process should be a joyful process.



## Freedom of the Mind

Freedom to think and practice is a right of every child at Indus. Granting freedom to think makes a child discover things than getting secondhand information.

## All Children are Same

It is a universally accepted fact that all normal children are born same. Based on the environment and nurturing practices they get evolved. We believe in the same and consider all normal children are intelligent. But their intelligences would get nurtured based on the environment.

## Self-Activities

We believe the child's activity should stem from his own interests. Learning to learn, the willingness to unlearn and relearn are important means of responding to the situation in a flexible and creative manner. At Indus, we have created a nurturing and enabling environment to facilitate to stimulate the child's self-activity.

# Approach to Education

At Indus we follow the philosophy of Constructivism to impart Learning at all stages.

Constructivism is a Learning Theory suggesting that humans construct knowledge and meaning from their experiences. Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation.

Each person has a different interpretation and construction of knowledge process. Hence, no two Learners are same. The consequences of this are:

- The focus shifts to the Learner rather than the Lesson or Subject being taught.
- No knowledge is independent of the meaning attributed to experience (constructed) by the learner.

## Principles of learning based on Constructivism are

- Learning is an active process. Learning is not the passive acceptance of knowledge which exists "out there" but that
- learning involves the learner in engaging with the world.
- People learn to learn as they learn.
- The crucial action of constructing meaning is mental. This gets coupled with learning to do which becomes reflective activity.
- Learning involves language.
- Learning is a social activity.
- Learning is contextual.
- One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed
- from previous knowledge to build on.
- It takes time to learn.
- Motivation is a key component in learning. The key is to know "the reasons why".
- We at Indus use authentic tasks, experiences, settings and assessments to construct knowledge at every stage of learning.
- Indus encourages discovery, hands-on, experiential, collaborative, project-based, and task-based learning.



## Leadership Building

There is a huge debate whether Leadership attributes are inborn or can be inculcated. Research over the last one century has clearly shown that all attributes of Leadership are naturally there in a human being but the environment and upbringing make some of the traits either dominant or subdued. Hence, given a nurturing and enabling environment one can harness all the attributes in a person.

At Indus we believe that fear is the nemesis that stalls harnessing of all the major attributes. Hence, from early age we strive to take out the same from the child's mind. Opportunities are created where they can express themselves freely without fear.

Also, leadership roles are created to involve students in self-discipline and self-monitoring. Some of the school processes are managed by the students under the mentorship of staff so as to harness these.

At Indus, leadership harnessing activities help boost self-esteem, develop oratory skills, help them to identify individual strengths / weaknesses and assist them to learn how to work with teams or lead teams.

# Value Based Learning

Indus Universal School aims at cultivating students certain values and attitudes through constant and precise learning practices. It enables students to obtain good moral and national qualities, enhance their life facilitating so as their identity-building in the areas of family, society, the country and the world.

The subject emphasizes the progress of student's independent thinking and autonomy so that they are ready to recognize the right from wrong, and make knowledgeable decisions in a caring and thoughtful manner.

## Development of a positive and optimistic approach:

Allowing children to follow in the direction of "knowing oneself, leveraging and engaging them globally" and put the desirable qualities into practice; to be willing to care about one's family and to serve society; to be willing to act in the matter of the nation and the people of the world, and to develop a positive and meaningful life approach.



## Giving back to the Society:

Children from Indus are nurtured to get involved in the local community service through means of making the environment clean & green, by adopting lower income school systems / home for the aged / orphanage etc to name a few.

## Judging in a caring and thoughtful manner:

To improve the talents of independent and critical thinking from multiple perspectives, and the ability to discern the meaning and values embedded in relevant life events in an objective and rational way, and make caring and reasonable judgments.

## National Pride:

We take pride in making tall talks about our heritage. We are proud of our Leaders who fought for Independence. We feel maximum pride by looking at our Flag flying. We can't resist it. Our monuments, tall structures and statues and tombs are, in fact, memorabilia.

## Practice:

To improve acceptable habits of making rational and effective decisions with an intense attitude in various domains, and to be committed to living out them.

# The Evolution Process

## Pre Primary - The Foundation Stage

Our curriculum renders a comprehensive and significant experience for kids, along with the effort to move away from the traditional education. The child will be engaged in joyfully exploring the world around and harmonizing with it.

The objective is to nurture discovery, joyful learning experiences through learning to do and be able to associate with natural surroundings of the child about the world without compromising on the natural growth of the child.

## Primary: Grade I to V

The time of elementary school from Grade I to V is recognized as the influential schooling. This is the time in which the child is introduced to reading, writing and arithmetic, introduction of the formal disciplines such as sciences and the social sciences.

This period of five years plays a significant role in tremendous cognitive development, shaping reason, intelligence and social skills, as well as the skills and attitudes required for entering Middle School.

### Curiosity - A Celebrated Way of Life

At this stage the children are curious and it is curiosity that compels children to explore the world around them and ask questions. Their little impetus to discover or explore with curiosity is what makes them learn along with self-expression. We at Indus encourage curiosity by keeping it in a right way and allow children learn from their own experiences through Learning to Do, Thematic or Inter-Disciplinary approach, Task Based Learning etc.



## Middle School : Grade VI to VIII

This is the stage where the basic building blocks for further Learning are reinforced and structured. The child gets further into exploring and various formal disciplines are introduced.

The concept of Constructivism plays a very critical role at this stage and the core methodology is to help the child probe and construct knowledge rather than giving or disseminating knowledge through lecturing. Hence, our approach to adopt the Question Methodology helps us in reaching the desired goal.

Indus believes in helping our children to start thinking independently, move towards Self-Reliance and Art of Self-Learning that would put them on the track towards Lifelong Learning.

## Secondary & Senior Secondary: Grade IX to XII

As students move to Secondary & Senior Secondary School, they become independent learners with an interest in setting personal academic and career goals. It is also a period of intense physical change, formation of identity, intense vibrancy and energy.

In this stage the focus moves onto helping children acquire certain generic skills and it is the final stage for preparing them for Life. Learning is a form of problem solving. Children need to be mentored to set their own learning goals and to reflect on what they are learning. They are to work collaboratively so as to develop good communication skills and the learning environment is 'safe'. The goal should be valuing every student as a learner and aiming for each student in the school to have positive pictures of themselves as learners.

Indus engages its Mentors as synergiser and encourages pride in learning among the children. We help the child to set the stage to transfer skills and behaviors learned to real life after school. The Lecture Demonstration Method is used along with goal development and chalking out a career path.



# MADC:Art & Aesthetics

“Imagination is more important than knowledge”

-Albert Einstein

To build, to adorn and beautify things, to improve and enhance the environment is a fundamental human desire. It is rooted in the passion for self-expression and the desire for harmony.

The learning of the child will be incomplete if opportunities are not offered for exploring and communicating his feelings; for analyzing and discovering through involvement with materials, media and methods; and for improving visual sensitivity to nature the environment.

At Indus, arts education is a compulsory subject. Students will be introduced to the rich and varied artistic traditions of the country. All the four main streams i.e., Music, Arts (Visual) , Dance / Theater and Craft are part of the curriculum. The medium and forms of art allow children to develop both a playful as well as disciplined exploration of themselves with diverse materials, and allows them to experiment with many forms of expression.



## The Art and Craft program of Indus enables students to:

- Pursue the same as a Career
- Think creatively
- Demonstrate an awareness and appreciation of the culture / arts through active participation
- Occupy leisure time in beneficial pursuits

The child is exposed to all art & craft forms up to Grade V. From Grade VI onwards he is given a choice to work further on any one art and one craft form respectively. Indus recruits well qualified and experienced MADDC Mentors to help our children.

# Health & Physical education

Health is a critical input for the overall development of the child. Indus practices interdisciplinary method to impart health education to the children. There is an annual health and dental check that is arranged by the school.

Participation of all children in free play, informal and formal games and sports activities is essential for their physical and psycho-social development. The range of abilities as a result of Physical Education will improve stamina, fine and gross motor skills and dexterities, self-awareness and control, and coordination.

Children can achieve high levels of excellence in sports, games and athletics. When the emphasis shifts from the enjoyment of achievement, such training can make demands of discipline and practice that can create stress at this stage. Whereas all students must be involved in health and physical education activities, those who choose to excel in games and sports need to be provided adequate opportunities. Physical development supports mental and cognitive development, especially in young children. The capacity to think, reason and make sense of the self with the world, to use language, is intimately connected with acting and interacting - doing one thing by oneself with others.

Physical education is an integral part of the curriculum at Indus and all promising players or achievers are provided coaching and training. Indus has infrastructure to support athletics, swimming, cricket, tennis, basketball, badminton, table-tennis, football, hockey, kho-kho, kabaddi, volleyball, handball and gymnastics.

The child is exposed to all games in the formative years i.e. up to Grade V and then after he is given a choice of one game to pursue. If in case a child excels in a particular game of choice then Indus nurtures this potential and facilitates additional coaching to further the child's game.

There are well qualified Physical Education Mentors and Coaches for each of the games offered.



The assessment and evaluation process at Indus is continuous and comprehensive as stipulated by National Curriculum Framework (NCF-2005). For us, it is the process of collecting information that truly reflects how well a pupil is fulfilling the expectations of a particular grade or subject. Our assessment method has three roles:

- Providing student's feedback about their work
- Helping students to establish learning goals and to monitor their own progress
- Evaluating and reporting of development in the form of grades or marks

Mentors use a variety of strategies throughout the mentoring-learning method, both to provide learners frequent feedback on their development and to plan for next positive steps in the classroom.

Our Assessment and Evaluation is against making a child study under threat nor identify or label children as slow learners or bright students or problem children.

# Mentor: Praise, Influence, Guide and Inspire

At Indus, we do not teach we just facilitate. Hence, we have only Mentors. Indus mentors are only there to encourage and support in learning situations. They are catalysts to enable learners to explore their skills, realize their material and intellectual abilities. They are there to promote character and good social & human values to function as responsible citizens.

## Qualified by Education

Every one of our teacher is qualified to provide the child with the right guidance. Their unquenchable desire for learning, dedication to the cause of knowledge, commitment to create a better atmosphere and an everlasting love for children, are just a few of the hidden qualifications an Indus mentor carries.



## Role of Parents

At Indus Parents are partners in service of school education. We believe that the school is an extension of home and the process of constructing knowledge is a continuous one, which goes on even outside the school. The Mentor and Parent work together to create an enabling learning environment for the child to succeed in their pursuits.

Parents stay in touch with their child's mentor on a continuous basis. This involves compulsorily visiting various events held at the school throughout the academic year. Reading and responding to notes sent to home by the Mentor.

Parents are invited to be part of the school system and contribute their knowledge where ever required. With active participation of the parent brings in the sense of belongingness and child would sense the school as an extension of home.

## Discipline

It is understood world over that talent is nothing without discipline. Ask anybody if they would prefer a talented person over a disciplined one and the answer is always no. One can achieve success with discipline and moderate talent; but with extreme talent alone and no discipline the same is not possible.

At Indus discipline means expected personal behavior of oneself in a given setting or environment. That translates to behaving oneself according to the setting and situation. Every culture has defined the behavior and we need to assure ourselves to conduct accordingly.

Indus nurtures the value of self-discipline among learners through democratic functioning and participatory management. The whole school system along with the parental intervention works in conjunction to help nurture self-discipline in the child.

# Infrastructure

We believe a school is a Temple of Learning. The legacy of the school is very much tied to the demographics and geographical location. It is a fact that the quality of school infrastructure has a significant influence on a child's development and achievements. The campus is designed keeping in mind the needs of children, vision of the institute and process of educational philosophy adopted.

## An ideal location

The institution is spread over six acres, located in Yapral Village near Sainikpuri, Secunderabad in the lap of nature, away from the busy city traffic and yet within the city. The environment is pollution free and clean air.

## School Buildings

The Pre-Primary, Primary and Middle School blocks class-rooms are octagonal in shape so as to facilitate natural light and breeze so as to facilitate natural growth of the child.

Controlled environment was avoided and thermal architecture has been used so that the temperature inside the classroom does not go beyond the permitted degrees of comfort.

Indus Universal School is the only school in Hyderabad that has the ramp to facilitate access to all parts of the school.

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## Classrooms

The Pre-Primary, Primary and Middle School classrooms are designed in an octagonal shape so that each and every learner gets natural light and air. The rooms are very spacious for class strength of 30 children. Each classroom has a cubby hole with key for every child to keep his books and belongings. Comfortable furniture designed as per age adds to the ambience.