



Sri Adwayananda Public School
(English-medium)



PROSPECTUS
&
PARENT HANDBOOK
2023 - 2024

Malakara P.O. via Edayaranmula
Pathanamthitta District
Kerala 689532

WELCOME

Sri Adwayananda Public School (English-medium) is named in honour of the Sage Sri Adwayananda. Established in 1987, the School is non-sectarian, non-residential and co-educational. It lies midway between Aranmula and Chengannur in the village of Malakara, Pathanamthitta District, Kerala.

Three separate campuses accommodate the Lower Primary, Upper Primary and High School/Higher Secondary sections in locations within two kilometers of one another. English is the medium of instruction.

AIMS AND VALUES OF THE SCHOOL

Sri Adwayananda Public School is committed to offering a quality education that promotes academic excellence and a happy environment in which to explore learning.



Lower Primary Section Students Practicing for a Programme with Their Teacher

The School aims to provide an education that nurtures open inquiry, problem-solving and an enjoyment of learning. Teachers at Sri Adwayananda Public School (English-medium) are trained to engage each learner by responding to the spontaneous curiosity and enthusiasm inherent in children.

In the early years, teachers carefully observe the child's responses to understand and appreciate each child's individual way of learning. Development flourishes in an atmosphere where children know they are recognized and valued. This positive ground work supports a continued enthusiasm for learning as children mature. The School strives to guide and encourage the development of a lifelong pursuit of learning.

A low teacher-student ratio, averaging 1:5, allows personalized attention and accommodates students with different learning styles. In an instructional environment that encourages active participation, exploration and the enjoyment of the process of learning, students have the freedom to express their innate curiosity and develop basic skills in their own, individual ways. This provides support for the growth of the personal, social and academic skills that will enable them to become productive and responsible citizens in their communities and country.

Why Study the Cambridge Curriculum?

- Globally recognised qualification
- Skills-based syllabus
- Application-level learning
- English language competence
- Promotes reflection and analysis
- Encourages innovation
- Creates confident learners
- Prepares engaged global citizens

The Cambridge Assessment International Education curriculum offered in the School promotes analytical thinking skills. This curriculum builds insight in formulating questions and carrying out inquiry, proficiency in recognizing connections, developing the discrimination to assess the accuracy and value of information, and a capability to reason logically and organize ideas. These are crucial tools required to successfully negotiate the school years and the professional environment of adult life.

The School recognizes the importance of developing a discerning, flexible and innovative mind. Encouraging and guiding that development and the responsible use of these skills is central to the School's mission.

THE CAMPUSES

Lower Primary (LP) Section

The Lower Primary campus is situated in Malakkara village. The walled compound encloses two buildings and spacious, well-equipped playgrounds.

The Lower Primary teachers provide engaging presentations and projects in the classroom and on the playground that develop basic skills and qualities. Curriculum topics are introduced and developed through attractive, often activity-based, materials and games. Children may choose from these activities, which present learning opportunities and support a sense of discovery.

The students experience class discussions, teamwork, games and activities that introduce and reinforce counting and literacy skills. Science experiments in the classroom and on the playground, art activities and other learning opportunities introduce concepts that are common to many subjects. The library is in constant use as a center for research and exploration of topics.

Throughout the day, activities and presentations are guided by a weekly theme that includes all the subjects. Teachers introduce syllabus topics across the



Lower Primary Section



Art Activity in the Lower Primary Section



Geography Lesson in the Lower Primary Section

disciplines. This interdisciplinary approach draws on and reinforces literary and numeric skills.

Informal classes present the basic skills of literacy and numeracy in a relaxed



Republic Day in the Lower Primary Section

atmosphere at the kindergarten level. As students progress, lessons in English and mathematics gradually become more formal and often include allied topics in science, social studies, and language arts. Children can choose curriculum items, creating a relaxed learning atmosphere that allows curiosity and energy to flourish. These set the foundation for pursuing challenging academics in later years.

In the Lower Primary, a team of teachers is assigned to each child to track and review the child's academic progress. An annual report is made for each student and shared with parents at the annual conference with teachers, parents and management.

Upper Primary (UP) Section

The Upper Primary campus is fenced, enclosing two classroom buildings and a sports area. This section is for standards 5 and 6. Students become familiar with more structured classes and continue to acquire the broad knowledge base necessary for higher studies.

Upper Primary children have 45-minute informal classes throughout the day. Emphasis is on English language skills, numeracy, literacy and IT competence, skills fundamental to future academic success. These are developed through exposure to syllabus topics in the sciences and social sciences. Upper primary students are expected to use English in the classes and master a higher level of reading and writing skills.

The UP schedule includes arts and physical fitness activities. The teacher teams carry out carefully planned curriculum-based classes and activities. Opportunities are given for spontaneous activities suggested or designed by the students. Learners are encouraged to take the initiative by posing and solving problems, making use of their own life experiences.

The UP students engage in brainstorming sessions where they choose topics and conduct collaborative research, using the school library and resources with the aid and supervision of a teacher. The curriculum thus comes alive as a tool for comprehending the world in which they live. As they broaden their understanding, students develop an awareness of, and take responsibility for, their own learning process.



Upper Primary Section Building



United Nations Day Activity in the Upper Primary Section

Teachers maintain online records of each student's academic, social and personal development. These become the basis for the annual report to the parents.

In the UP, beginning in fifth standard, exams are introduced through an "Examfest." The children suggest questions they think should be on an exam, often as a collaborative effort. The teacher uses these questions to craft an examination paper that the children take and mark. They come together and discuss the answers among themselves. They may consult books in the library and confer with the teachers as they decide on the best answer to each question.

The teacher emphasizes what has been mastered and understood. This experience empowers students to assess their level of proficiency prior to taking external examinations in the higher standards. Assessment and pass criteria from one standard to the next are based on the results of internal evaluation and the student's cumulative record of development in core subjects.

The School also sponsors an annual Exposition of projects by Upper Primary students, which they present to their families and the school community. This gives students the experience of planning, researching, and constructing original projects. They may work individually or in teams. Teachers assist in practical ways while the students work out their ideas.

HIGH SCHOOL AND HIGHER SECONDARY SECTIONS

High School Section

The High School campus for standards seven through ten includes a multi-storey building, smaller tower building and extensive sports fields on approximately four acres of wooded hillside situated on a tall bluff near Edayaranmula village. For High School students in the seventh and eighth standards, many classes include activities taught by teacher teams. These students are in transition to the more formal High School classroom and laboratory sessions. The internal examinations for these standards are in the same format as the external exams that they will take in later high school years. These exams provide practice for the external exams.

High School teachers produce weekly lesson plans and maintain files for each student, including internal assessment results and observations on personal and social development.



High School and Higher Secondary Campus

Teachers encourage inquiry and discussion, ask leading questions and invite speculative responses, which are then researched by the students to provide context and validity to the topics examined and to ensure accuracy of the conclusions reached.

Students sometimes work in pairs or small groups to evaluate reading passages or each other's work. Extended research projects are also part of the eighth standard curriculum. In all classes, the teachers present the material in ways that make it immediate and relevant to the students' lives.



High School Students Perform for Onam Festivities in the Lower Primary Section

The School sponsors an annual Exposition of projects by High School students, who plan, research, and construct original presentations on topics of interest. Frequently, they form cooperative groups to complete their proposals. Teachers advise in practical ways as the students develop their ideas. Families and others are invited to view the finished projects, giving the students an opportunity to present their results to the public.

Higher Secondary Section

Students in Higher Secondary classes consider which of the specialized streams will lead them to successful careers in the fields that have attracted their interest. The subject options offered in Higher Secondary are published in the school office each year.

The teaching in this section is teacher-and resource-intensive, often requiring small classes in view of the range of options offered. When only a few students wish to take a particular option, the School reserves the right to add a surcharge fee per subject option when there are only a very few students studying a particular subject.

The School provides intensive instruction in language skills to support any option a student may take. The Higher Secondary library furnishes materials for developing the full range of literacy skills to a high standard and for engaging in original research.

The computer terminals available in classrooms and libraries offer access to the full scope of data available on the internet under the supervision of a faculty member. State-of-the-art laboratories for physics, chemistry and biology are designed to meet the quality and safety standards of the ISC and AS/A curricula and give students safe, supervised opportunities to discover principles inherent in the natural world and to explore the realm of science.

COURSES OF STUDY AND ASSESSMENT

As students begin their Higher Secondary studies, they choose among the curricula and credentials offered by the School. Sri Adwayananda Public School offers three curricular options:

1. The Cambridge Assessment International Education curriculum provided by Cambridge University (U.K.) leads to the International General Certificate of Secondary Education (IGCSE) issued by Cambridge upon successful completion of the externally evaluated exams at the tenth and twelfth standard levels (IGCSE, AS/A Levels). Teachers have been certified to teach the Cambridge curriculum through training offered by CAIE.

Cambridge IGCSE develops skills in creative thinking, enquiry and problem solving. This interactive focus supports students who plan to progress to advanced study.

The Cambridge learner develops:

 **Confidence in working with information and ideas**

They are able to explore and evaluate ideas and arguments in a structured, critical and analytical way and to communicate their comprehension clearly.

 **Responsibility for their own intellectual development**

Cambridge students learn to set their own academic targets and maintain intellectual integrity. Because they become aware of the processes as well as the products of their learning, they develop personal strategies to be lifelong learners.

 **Flexibility in meeting future challenges**

Cambridge students meet challenges resourcefully, creatively and imaginatively because they are trained to apply their knowledge and understanding to meet new situations with innovative responses.

 **Engagement with the world**

They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

2. The Council for Indian School Certificate Examinations with external examinations at tenth and twelfth standards (ICSE, ISC).
3. A U.S. high school diploma offered through the School by Clonlara School (Michigan, U.S.A.) that requires completion of a minimum of 23 credit hours and submission of a portfolio, which includes documentation of a Capstone project as well as an exit examination. Clonlara School recognizes attendance at Sri Adwayananda Public School classes as a basis for earning the 23 credit hours required for graduation. Instead of an external examination, assessment is based on a broad spectrum of school examination marks, project work, home work marks and self-assessment. The Clonlara School diploma is recognized by colleges and universities in India as equivalent to the plus-two credential in Indian curricula. The Clonlara curriculum charges an annual tuition fee in addition to the regular school fees.

PROMOTION CRITERIA

For Cambridge Assessment International Education students, the Association of Indian Universities, New Delhi, recognizes passes in five Cambridge IGCSE/ Cambridge O Level subjects, including English language as equivalent to Standard 10. A minimum of 2/3 passes at the Higher Secondary A level is equivalent to Plus Two. The Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a

broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven Cambridge IGCSE subjects from five different curriculum areas, including two different languages.

For CISCE students, promotion to ninth standard from eighth standard is contingent on satisfactory performance in all the subjects. The pass criteria for tenth standard students are based on those stipulated by The Council for the Indian School Certificate Examinations, New Delhi, namely for students who have sat for six subjects and have attained the pass standard (33%) in at least five subjects, which must include the subject English, and have attained a pass grade in SUPW and Community Service and with a minimum attendance of 75%. For promotion to standard ten, a student is required to have obtained at least 33% marks in five subjects including English, with accumulative average in each subject.

Higher Secondary

For admission to eleventh standard, parents of tenth standard children are requested to fill in the admissions form available from the school office. Admission to the Higher Secondary class is based on the results of the IGCSE or ICSE/Board examinations and the continuous comprehensive assessment of the students. Factors such as the student's aptitude, study habits and other relevant factors are also taken into consideration.

For ISC, for promotion from Std 11 to Std 12, a candidate is required to have obtained at least 35% marks cumulative average in four subjects including English, attaining a passing grade in SUPW, and a minimum attendance of 75% of the working days. External examinations conducted by Cambridge are held generally in Feb/ March for AS and A levels.



Higher Secondary Chemistry Lab Facilities



Higher Secondary Physics Lab Facilities

FACILITIES

Libraries

As a high standard of English is essential in the curriculum, a reading habit is strongly encouraged among the learners. The libraries in each section of the School are well-equipped with books, periodicals, reference books and other materials appropriate to the age of the students. Up to five library materials at any given time can be issued to children for a period of seven days. If the child would like to keep any of the materials longer, they may be renewed. The due dates are noted inside the cover. Library materials should be returned promptly. It may be advisable for parents to help younger children keep track of borrowed materials.

All books and other library materials in circulation must be returned before the end of each term. If any library material is lost, damaged or not returned, a charge will be levied to cover the cost of replacing the material. This charge will be deducted from the caution deposit if not promptly paid.

Laboratories

The Upper Primary and High School/Higher Secondary campuses have fully equipped laboratories dedicated to biology, physics, and chemistry. The science lab spaces are designed to meet both Kerala state safety regulations and the specifications of the Cambridge Assessment International Education programme.

Recreational Spaces

Each campus has an outside area allocated to and arranged for recreation. The LP campus is surrounded by play spaces on three sides. Playground equipment and playing fields for cricket and football are available.

The UP campus has cricket and football fields as well as volleyball, basketball and table tennis facilities.

The High School/Higher Secondary campus has cricket and football fields as well as volleyball, basketball and table tennis facilities.

Canteen/Food

The School provides lunch to students who attend for a full day and serves morning and afternoon snacks on all three campuses. In keeping with our aim of providing healthy food, students are not permitted to bring commercial sweets, drinks or any type of food to School.

Transportation

The School provides bus service on selected routes. The fee for the service is separate from other fees and is calculated on the basis of kilometres traveled. The bus service (provided at the School's discretion) has fixed stops and scheduled arrival timings for each stop. It is the family's responsibility to have the student at the bus stop when the bus arrives and to be sure that the child is met when he/she is dropped off.

ADDITIONAL INFORMATION FOR PARENTS

Admissions

Procedure: The main prerequisite for admission of a child to the School is that the parents recognize and support the aims of the School. Children who have completed three years and six months of age by 1 May of the year admission is sought are eligible for admission to Lower K.G. Admissions for the current academic year commencing in May are considered in March of that year.

The application form is available from the school office from 3 January to 28 February and must be submitted to the School on or before March first. Application forms for standards other than the Lower and Upper Kindergarten will be issued only if vacancies exist. Children who have completed four years and six months of age by 1 May of the year admission is sought are eligible for admission to U.K.G.

Incomplete forms without photographs and required certificates may not be considered. No priority is given for early registration. The Admission Committee carefully reviews each case and admission is given on the basis of the review by the Committee.

The Academic Year

There are two school terms, the first commencing in May-June, and the second in October (exact dates subject to change). Regular attendance is very important for the continuity of the child's education. If a child will not be attending school, written application for an excused absence must be made by the parent/guardian in advance and sent to the School, stating the reason and period of leave required. If a child cannot attend because of illness or an emergency, a letter stating the reason for the absence must be given by the parent/guardian when the child rejoins the School.

School Timings

For the academic year 2023-2024, the daily schedule is as follows:

Lower and Upper Kindergarten (KG): 9:00 a.m. to 12:30 p.m.

Lower Primary (LP):

First to fourth standards: 9:00 a.m. to 3:00 p.m.

Upper Primary (UP):

Fifth and sixth standards: 9:00 a.m. to 3:15 p.m.

High School (HS) and Higher Secondary (+2):

Seventh to twelfth Standards: 9:00 a.m. to 3:30 p.m.

Please note school timings are subject to change.

Illness and Medication

If a child becomes ill at school, the School will contact the parents so that the child can be taken home. If a child needs to be given medication at school, a letter should be sent to the school office with the medicine. The note must include:

- The name of the student.
- The name of the medicine.
- The reason the medicine is to be taken.
- The time the medicine is to be taken.
- The exact dosage to be given.