



“  
**COMPETE  
WITH  
YOURSELF**  
”

In the future, all children  
will compete with themselves.

When children  
compete with themselves,  
they achieve more.



From the family of  
City Montessori School, Lucknow

[www.niskalyanpur.edu.in](http://www.niskalyanpur.edu.in)

Playgroup to XII (C.B.S.E)  
Science | Humanities | Commerce



## HOW NIS IS DIFFERENT

NIS is built on years of international experience of Dr Sunita Gandhi and her family's know-how of running City Montessori School, Lucknow, world's largest school, a Guinness World Record Holder, and recipient UNESCO Prize for Peace Education.

Beyond getting an initial education in Lucknow, Sunita Gandhi qualified for the toughest scholarship at Cambridge University's Trinity College where she completed a doctorate in Physics. 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. This led her into management positions within the World Bank which she served for nearly 10 years.

Dr Gandhi has traveled to and studied education 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 four building blocks of education, and the principle of 'Compete With Yourself!' (See page 4.)

Sunita Gandhi started Nurture International Schools to enable her to implement a much wider agenda of reform in education than is possible in schools with already established norms.

## NURTURE'S BROADER BOLDER EDUCATION AT NIS

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



WE NEED A METAMORPHOSIS IN EDUCATION...FROM A CATERPILLAR, A BUTTERFLY MUST EMERGE!

# Education in the 21<sup>st</sup> Century

“Education has become narrow and limited in its implications. It needs a complete overhaul, not just some tinkering little changes at its margins. The most difficult challenge is changing our own thinking. We must expect much more from human potential, and we must provide the circumstances for every child to excel and become the best s/he can be. If we want a better future for our children, and a better world for all, education is the most important agenda of all agendas of a nation and the world.”



**DR SUNITA GANDHI**  
*PhD, Cambridge University, UK*  
*President, Council for Global Education, USA*  
*Lead Facilitator-Worker, Global Dream*



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.



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.



Dr Howard Gardner, the founder of Multiple Intelligences movement in education, was invited among other worldwide experts to give his views on the new Nurture Programme, based on the principle of 'Compete with Yourself!', Reykjavik, Iceland, 2003.



CMS is World's Largest School in a city with nearly 50,000 students in the current session.  
**GUINNESS WORLD RECORD HOLDER**  
 Since 1999



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



In India, recognition for innovative work in education is given at the nationwide level at the Ed Leadership International Roundtables ([www.edleader.in](http://www.edleader.in)). Each year individuals from schools across India are honoured with the Ed Leader Innovation In-Process Fellowships and Innovator Awards. Over 300 schools India have received these fellowships and awards since 2009.



## Universal Values



*Spirit to be*

Universal values like honesty, truthfulness and hardwork, are extolled in all the religions of the world. These values are necessary for an individual to live a life of meaning and fulfillment. These are also necessary for society. It also implies that they must cultivate the purity of heart, fine manners and humility.

## Global Understanding



*Heart to love*

Children need to develop an international perspective and a global vision so that they may become true citizens of the world.

This means:

- Respect for all cultures, traditions and religions of the world.
- Reverence for all forms of life, plants, animals and the environment.
- Love for diversity, seeing unity in diversity.
- Working for welfare of entire humanity.

## Excellence in All Things



*Mind to discover*

Children need to make the pursuit of quality and excellence a habit.

This is possible when they learn to:

- compete with themselves
- appreciate beauty
- aim for perfection in all they do for this, teachers and parents need to visualise every child as innately capable and already successful.

## Service to Humanity



*Body and Skills to do and to serve*

Children need to learn to serve from the earliest ages. Service must become a way of life, not just a random act of charity, and offered as worship to God.

- Children must be engaged in projects that give them opportunity for service learning, social entrepreneurship and servant leadership.
- Children must also learn the dignity of labour.

## A Rounded Education



Nurture International School provides an all rounded education of body, mind, heart and spirit of every child.

# The purpose of NURTURE at NIS is to:

- ✓ Develop an Intrinsic Love of Learning
- ✓ Promote Discovery
- ✓ Encourage Competition With Oneself
- ✓ Inculcate Lifeskills
- ✓ Instill Values
- ✓ Nurture Co-operation and Team Spirit
- ✓ Inspire Leadership Skills
- ✓ Develop Global Citizenship
- ✓ Motivate from Within
- ✓ Prepare for the Unknown



# A PROCESS OF PERFECTION



NIS uses a Process of Perfection (POP) in the teaching of all subjects. This ensures better understanding and mastery of all topics and subjects. Though learning is slowed down initially to incorporate hands-on and kinaesthetic experiences for the understanding of concepts, learning is speeded up with the use of advanced and accelerated processes of teaching.

## POP A WARM UP

- Understand the present level of a class
- Promote discovery
- Generate interest
- Improve thinking skills



## POP B DRAMATIC PRESENTATION

- Improve understanding by every student's active involvement in hands-on or kinesthetic activity
- Teach better the first time
- Create memorable and joyful moments



## POP C ACCELERATED LEARNING

- Speed up learning and save time
- Ensure mastery through control of error and practice before writing
- Fix gaps in understanding
- Eliminate the need for tuition



## POP D WRAP UP

- Use verbal, visual, kinesthetic or written processes to ensure mastery by the class before moving on to a new concept



## Support and Enrichment

It is most important that weaknesses in one year are not passed on to another year. Early identification and early intervention are both necessary. Children are not classified as weak or strong. Instead, every child is supported according to their personal vantage points. All children get a personalised development plan and are supported to accomplish it. Children often go beyond class level expectations.



## Life skills Training

NIS provides opportunity for lifeskills training by including planning, goal setting and time management as part of its academic programme.

## Values

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, responsibility and caring are inculcated through role plays and mini acts. Daily happenings and real life situations are used to bring out the consequences of one's choices. From the earliest years, children learn to feel 'in the other person's shoe'.

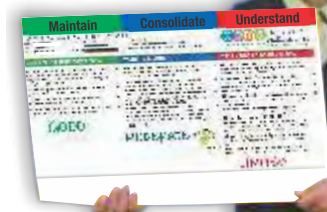
# ASSESSMENTS

- ⊙ We start with assessments as the most important vehicle for driving change in educational outcome. This is because all education is directed by it and everyone gauges an individual's success by it.
- ⊙ 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.
- ⊙ Nurture assessments cover a wider canvas of objectives and define success more broadly. Children self-evaluate progress and each other in a dynamic process that involves all children.

## 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.



# REPORTING

- ⊙ Even more important than results on a test is the way success or failure is reported to a child 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.
- ⊙ NIS assessment process not only informs but also builds confidence in every child, inspires and empowers him/her towards perfection.

## Personalised Diagnostic Reports and Personal Targets Progress as Measurement

Effort is used as a proxy success. Process is both acknowledged and celebrated. 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 in every child an intrinsic motivation to succeed. Every child is challenged and supported at his / her level.



## COMPETE WITH YOURSELF!

### 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

When children compete with themselves, they try harder, give up less often and accomplish more. They are also more intrinsically motivated. In the future, all children will compete with themselves. At Nurture schools, they already do.

# 20 Ways NIS is special

1. Broader Goals
2. Reinforcing Habits of Life
3. Focus on Fundamentals
4. Interpersonal and Intrapersonal Development
5. Nurturing Excellence in All Things
6. Interest and Talent Development
7. Focus on Beauty and Perfection
8. Flexible Timetable
9. Hands-on and Experiential Learning
10. Self Discovery
11. Five Day Week, Sixth Day for Talent Development
12. Team Work and Leadership
13. International Exposure and Global Exchanges
14. Self/Peer Learning and Checking
15. On Going Diagnostics and Self-Analysis
16. A Scientific Approach and Research Based Learning
17. On Going Self-Diagnosis, Goal Setting and Planning
18. Personalised and differentiated Learning
19. Security
20. Service Leadership



Pre-primary children recording their songs in the sound studio. A child's intellect grows through movement and their spirit through music! NIS children make their own music, record it and publish their music.

## 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 a wide variety of ways of learning and doing 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. Goals for the class and the individual students are often not only met but greater learning is often achieved.

Teachers use activities that involve all children. They are interactive and hands-on teaching methods, and self-discovery approaches to learning.

## CONSTRUCTIVISM

From Buckminster Fuller's concept 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 critical thinking skills and valuable life skills, for example, by taking a project from the its conception to completion, finding the resources, and overcoming difficulties along the way, they learn to:

- Develop initiative and leadership
- Work in teams
- Learn to do things with recycled materials
- Learn to connect concepts to values
- Develop general knowledge around each theme
- Raise consciousness about issues of importance
- Learn deNISion making skills
- Learn to appreciate diversity, etc.





## Focus on Confidence

NIS school ethos is focussed on nurturing the self-esteem and confidence of every child. A child that is confident is able to accomplish much more in life than a child that lacks confidence. Children are treated with respect and often consulted on issues that concern them. All children are visualised as innately capable, just like every seed that will grow into the best tree of its kind. They are encouraged to ask questions. Teachers use the language of encouragement and positive reinforcement instead of praise or reprimand.

## Unleashing Creativity

NIS provides opportunities for its students to discover their talents and share them with others throughout the year through regular activities and through Summer Fiestas, Presentations at Regular PTMs, Annual Sports Days, and the like.

## Spoken English

Show & tell, JAM Sessions, Story Telling, Debates, Discussions and Presentations throughout the year focus on developing the power of expression in the spoken languages.

## Pronunciation Laboratory

The Language Laboratory is used to practice extempore speaking and communicative English skills. The Bob Baratta Reading Programme focusses on phonics and pronunciation.

## Comprehensive Development

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

## Expected Outcomes From Nurture Education

- Confident, well mannered, articulate and happy, with a high self-esteem
- Academically strong and able to diagnose their own strengths and weaknesses
- Talented and resourceful
- Fluent in spoken English with a rich vocabulary, proper pronunciation and expression, along with a developed personality
- Children with the ability to distinguish right from wrong, conscious of others and service minded
- World Citizens with a positive attitude towards diversity



# GLOBAL EXPOSURE



NIS provides innumerable opportunities for its students at primary, junior and senior levels to participate in and attend international exchanges, events, conferences, competitions and olympiads organised by CMS as part of its 32 international events that CMS hosts every year.





Universal Values

Global Understanding

Excellence in All Things

Service to Humanity



*Come and Explore...*  
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