



the junior study prospectus



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Prospectus

A School prospectus is a statement describing the chief features of the school, and is mainly meant for the guidance of parents. Its intent is to provide information to parents in making their choice about choosing a school for their children. For any information, not provided in the prospectus, parents are welcome to meet the school administration.

A word about us

The Junior Study was started in 1994 in Udaipur as a co-educational institution with a view to providing broad educational opportunities to children. It is committed to provide a safe and happy atmosphere and a well maintained environment for children of age groups 2 ½ - 9 years. Just as a small drop of water makes its contribution in the formation of a mighty ocean, our school too tries to help in promoting the vast area of education to achieve the goal of creating good citizens and consequently a better society. We do not boast of being "The Best" but we do boast of "trying our best" to inculcate good values, foundations of which are laid in the early years. Learning is a continuous process which takes place all the time, in and out of school. Our effort is to give the right direction to the learning process and help the child to unfold the unlimited potential in him/her. If you believe in our sincerity, you can safely entrust the education of your child to us.

Our Logo: It is a symbol of our identity. The Junior Study environment nurtures the



personal qualities of each child. The symbol represents growth of each student as an individual and not as replicas of each other.

The inner square in the symbol represents secure and caring environment of the school for physical, mental, emotional and social growth of students. The four connecting forms to the inner square stand for individual student's growth.

Our Mission

Our aim is to provide a welcoming and caring environment in which all members of the school, regardless of their gender, class, religion or creed can achieve personal excellence; and where both effort and achievement are encouraged and praised.

We therefore aim to:

1. Enable the child to develop the best inherent qualities in him/her.
2. Develop a broad range of skills (including independent learning, critical thinking, creativity and social skills)
3. Help to create a balance in personality; physically, mentally, morally, socially and emotionally.
4. Provide a secure grounding in the basic concepts of language and numbers.
5. Employ devoted and capable staff, value their work, and enhance their professional skills and capabilities.

Our Campus

Sitting in the lap of the Aravali Hills the campus consists of a spacious school building with large

w e l l
designed
and well
ventilated
c l a s s
rooms, and
rooms for
a variety
o f
activities.



The entire decor of the rooms is attractive and artistically equipped for the educational needs of the children. Broad and long verandas facilitate easy movement of children. Adequate, suitable and attractive furniture is provided. Safety of children in all areas of the building is guaranteed. The open space allows outdoor activities and is at the same time studded with green trees, plants and flowers. The entire campus gives a feeling of peace and security.

Home School Partnership

Acceptance of a place implies that the pupils and parents agree with the ethos and standards of the institution and show a willingness and determination to maintain them. Parental support and involvement are major and positive factors in ensuring a child's successful progress in school. We encourage the parents to keep in close touch with us to discuss the progress and achievements of the child and to resolve any issues that require attention.

Parents teacher meetings are a regular feature of the school.

Parent can meet the class teachers between 10:00 A.M. and 11:00 A.M. on the following

days:

1. Classes Pre Nursery to U.K.G. - Every Saturday
2. Classes I to IV - Every 2nd and 4th Saturday

Class test answer copies of classes U.K.G. - IV and work done by younger children are shown to the parents regularly to ensure transparency and to clear doubts if any.

Interest of parents in their own child is natural and necessary, but a great deal more can be achieved if parents share their talents and capabilities in a broader way by involving themselves with the on going programmes of the school and benefit the entire school community because parents are valued members of a partnership between home and school.

Admission Policy

If you have made up your mind to admit your child in The Junior Study, you will need the following information:

Class	Age <small>(in July of the year seeking admission)</small>
Pre-Nursery :	2½years
Nursery:	3 + years
L.K.G.	4 + years
U.K.G.	5 + years
Class I	6 + years
Class II	7 + years
Class III	8 + years
Class IV	9 + years

Admissions are made in the Pre-Nursery and Nursery on first come first served basis beginning in January for the following session in July.

Admission in L.K.G. and onwards are considered after assessing the previous knowledge of the child. Mid-term admissions can be considered subject to availability of seats, age and level of performance of the child.

Presence of at least one parent is obligatory at the time of admission.

The following documents are to be attached with the admission form at the time of admission.

1. Attested photo copy of the birth certificate from authorized authority.
(Pre-nursery and Nursery)
2. Recent stamp size photograph. (Pre-nursery

and Nursery)

3. Recent passport size photograph. (Pre-Nursery to class IV)
4. Transfer certificate from pupils coming from another school. (L.K.G. to Class IV)

Children already studying in this school and wish to continue have to reserve their seat by paying the fee for July as per the fee schedule.

Withdrawal

If for any reason parents wish to withdraw their child from the school, they are required to give one month's notice and clear all dues. Security deposit will be refunded only after all dues have been cleared, failing which, dues are deducted from the security fee.

Content and organization of curriculum

In the present context, curriculum is a programme of the collective activities in a school. It is essential that children receive an education that will equip them for a successful future. Therefore it has to be broad, balanced and based on the individual needs and abilities of each child.

The curriculum being implemented in the school takes care both of the very small age group (2½ - 5) and of the older group (6 - 9) according to their capabilities and rate of growth.

In the pre-school group emphasis is on learning through play and informal education. The beginners make a good start and their attainment improves particularly in their personal, social and emotional behavior. By the end of the year they achieve the targets set for their age.

From class I to IV the basic requirements incorporate the subjects English, Mathematics, Hindi, Environmental Science, Social science, Creative education (Art, craft, music etc.) and Physical education which are considered essential to enable the children to fit into the main stream of education accepted by the national educational policy.

Any other contents that we feel are essential are incorporated within the given frame work. As an end result we ensure that each child develops a taste for reading and becomes a fluent reader; develops a good handwriting, learns accurate spellings; and is equipped with the basic skills of Mathematics and

Science.

Main teaching subjects

English: Knowledge of the English language has become a necessary asset for the future of today's child Nationally and Internationally. At the elementary stage a range of methods including multisensory approach are used to teach letter and sound recognition to equip young children with the necessary tools for reading, and spellings. Information and communication technology is used to enhance learning skills. Activities in reading, writing, hand-writing and spellings are provided.

Hindi: Most children at the elementary level already know the speaking aspect of the Hindi language. They are taught recognizing, reading and writing the alphabet with 'matras' first and then regular reading of text books and writing follow.

Recitation of poems and songs with expression and action and telling small stories is emphasized.

Creativity in their own work is encouraged and guidance in solving their problems is given.

Mathematics: The curriculum in mathematics is designed to develop skills and understanding that can be used to solve mathematical demands. Emphasis on improving mental mathematical strategies is given. Practical experience is provided along with theory.

Science : It is a broad subject and covers many areas like life processes and living things, our daily needs, and physical processes. The content is identified in terms of the life-needs of the child and the needs of the environment



thus making it more relevant and interesting for the child. A number of science activities, and experiments are provided from within the familiar surroundings to develop a sense of enquiry and promote scientific skills. Various experiences (collective and individual) are provided in the class room as well as outside the class room

Social Science: It is the study of human society and social relationships dealing with people living together in groups and families. It cannot be considered in isolation. Therefore history, geography, civics and economics form an integral part of social sciences and are taught as one comprehensive whole. The study of history enables, the children to understand the past and learn about the life and events that happened in that society. Geography explains the influence of physical phenomenon on humans, as also through geography children are initiated to the understanding of the world they live in. Visits to local areas, field trips give a first hand experience about the environment. Knowledge of neighbouring states and countries and their people etc. is given to the pupils. Children are initiated into learning about the rights and duties of citizens informally through the content of civics.

ICT: In the present stages of development ICT has come to cover all areas of life . In our limited field of educating children we strive to enhance the teaching and learning in all areas of the curriculum with the help of Information Communication Technology.

Interactive Whiteboard

The interactive Whiteboard transforms our classrooms into an interactive working,

training, and learning environment by:



- * highlighting the key points
- * accessing applications and websites
- * writing notes in electronic ink
- * saving work to a file that can be printed, e-mailed or posted to a website.
- * writing, erasing and performing mouse

functions with a pen or an eraser - no need for proprietary tools.

Value Education: Value education cannot be taught through sermons. It is learning about right and wrong behaviour. This is done by organising work and activities of the school to provide the atmosphere and opportunities for the cultivation of values like fearlessness, cleanliness, respect for others, obedience, orderliness, truth, justice, respect for property, love for all etc.

Concept of values is also suitably adjusted at places in either formal text or informal activities specially during assembly time etc. The home, school and community need to supplement each other in the venture of developing acceptable values in children.

Physical Education: It ensures that pupils lead a healthy lifestyle and develop a taste for sports, games and yoga activities. A sense of team-spirit and discipline are inculcated in the children.

Assessment:

Formal Examinations are not held. Promotion to the next stage depends on the achievements of the basic skills which children learn through informal and formal education during the year. It is based on a combination of items including pupil participation in class discussion and activities, teacher observations and checklists. A comprehensive progress report is sent to parents. Without compromising on the method of informal education, by the end of the year the child is expected to know the following.

Pre Nursery : The Pre-Nursery group is a group of toddlers which is offered opportunities and exposure to help in developing their various



faculties in an informal and playway manner. Situations are created for developing them physically, mentally and emotionally through games,

sports, songs, music and dance, rhymes, art&craft etc., leading to vocabulary enhancement. A sense of togetherness comes through, eating together, playing together with other children. Confidence is built by staying away from home environment for a

few hours. Basically children are not "taught". They "learn" through multiple situations that are created for them under the guidance of the teacher. There is no formal teaching and no class barrier or examination. An assessment of the child's progress is made at the end of the session.

Nursery

English:

Knowledge of the basic spoken sounds of the alphabet (Phonetic method is applied which means representing vocal sounds specially for systems of spellings using always the same letter for the same sound.)

- Recognition, recitation and formation of small letters (lower class)
- Recognition and recitation of capital letters (upper case).
- Sequencing of letters.

Number Work:

- Recognition and recitation of numbers from 1-100.
- Writing of numbers from 0 - 50.
- Concept of numbers from 1-10.

Lower Kinder Garten

English:

- Placement of the letters in print and cursive hand (small letters), in four lines.
- Sequencing of letters (print and cursive).
- Reading and writing of simple three letter words.

Number Work:

- Recognition, recitation and writing of numbers 1 to 100, other related exercises like what comes before, what comes after etc.
- Recitation and writing of numbers from 30 to 0. (backwards)
- Addition of one digit sums.

Hindi:

- Recognition, formation and sounds of the Hindi alphabet.
- Reading and writing two letter words without 'matras'.

Upper Kinder Garten

English: speaking, reading, writing and dictation.

Number Work:

- Writing in words 1 to 20. Simple additions and subtractions, tables 2 to 5.

- Comparison of numbers.
- Measuring and comparing.

Hindi: Introduction to matras, reading, writing and dictation. Poems, songs, story-telling, games, etc. are the major activities through which language skills are developed.

I - IV

For the age group (I - IV) assessment is based on the knowledge of the content of the prescribed syllabus of the subjects given under main teaching subjects. They are also assessed in the areas outside the class room activities.

Education Beyond Classroom

Education beyond class room includes all cross - curricular activities which are also important in the development of the various faculties and skills of children. A wide range of learning experiences motivate their interest. Activities like games and sports, creative activities (Art , Craft, Music) out door activities (excursions, camps, field trips) form an integral part of the curriculum.



Assembly:

Collective assemblies are held regularly led by the Headteacher, staff or visiting speakers to focus on values in life. Children are also encouraged to take part in activities, Prayers, National songs, stories about great people are an integral part of the assemblies.

Our Literature

We have designed our own graded literature for all classes according to their learning requirements in all areas of learning. It is made available to pupils during the session.

Home Work: The notoriety the word 'home work' has been subjected to, needs to be put in its right perspective. Home work in the true sense of the word is an important part of pupils education if introduced sensibly and gradually through their stay in school. It is intended to consolidate and re enforce skills and understanding and to encourage pupils to develop the confidence and self discipline to study on their own. The so called 'home work' that we have designed for our children is

better called 'Fun at Home' whereby children take books, worksheets home to re-enforce their learning skills in languages, science, maths and other subjects.

Transport Facilities

The tension parents go through in sending their children to school and bringing them back is relieved by the transport facilities provided by us.



We have our own school buses . Auto - rickshaws , vans are hired and strictly controlled by us.

The buses ply on specified routes and children board them at the allotted centres where escorts are required to be present on both occasions. Very small children are picked from their door steps, but in the event of very narrow streets, they have to come to the bus centres. The buses are safe and over crowding is not allowed.

The auto-rickshaws, vans are hired through the school and follow the instructions given by the school transport in - charge regarding the route, number of children, keeping to time schedule and safety of children. Auto-rickshaws are meant for children living in the crowded and narrow streets of the town.

Personal Transport : Some parents use their own transport to bring their children to school and take them home. They have instructions for parking their vehicles. They have to submit in writing and introduce the person who will escort the child daily. In case the regular escort is not able to come on a certain day, another escort will be allowed to take the child only after he/she brings a letter of authority from the parents . This is a precautionary measure, to ensure safety of children.

Uniform

The school uniform is simple, smart and suitable for work. By wearing it, a sense of community and pride in appearance is created in the child. It gives the child identity with the school and a feeling of belonging. Children



are required to come in clean and ironed uniforms. The uniforms have to be strictly according to the material and design specified by the school. Details can be taken at the time of admission.



No valuables, money or jewellery are allowed. In case of loss, the institution is not held responsible. Birthdays are always welcome events for all children. Children may come in home clothes on their birthdays. We do not encourage children to eat lemon drops / toffees / chocolates. Fruits and other fresh wholesome eats only may be distributed, if so desired. No gifts should be sent for peers teachers/ management and supporting staff.

Fee Deposit

Tuition fee for April, May and June is charged along with the fees of September, November and February respectively. The institution does not send a bill for payment of the monthly fee.

Tuition fee is collected as per fee schedule, between the 1st and 10th of the designated month, at the school office from 9:00 AM to 1:00 PM.

After the 10th of the month, fees will be collected on the 15th, 20th, 25th, and 30th of the month along with the applicable fine.

Note: If any of the above day is a holiday, fees will be accepted on the next working day.

No rebate for auto or bus is given for temporary non-use of transport.

Except for the security deposit, any fee once paid is not refunded. In case of non payment of fee for one month, the name of the child is struck off the rolls, and the fee deducted from the security deposit.

Mid day meal

Mid day meal provides an opportunity for the pupils to develop good eating habits and community feelings. Children have to bring their own lunch boxes. Parents should ensure that nutritive food is provided and liquid foods like dals,



curds, curries etc. are avoided.

Holidays

Summer Holidays : May and June

Winter Holidays : 25th December to 1st January

(Adjustable according to the week ends and Holidays)

Deepawali and Dasherah Holidays: (According to the festivals taking place)

National Holidays: Independence day, Republic day and Gandhi Jayanti

State and local holidays (subject to the discretion of the Principal)

Parents are informed individually for all vacations and holidays.

Books and stationery

Books and stationery are supplied by the school.

Leave

Irregular attendance mars the progress of the child, so except in the case of illness or any unavoidable circumstances, leave of absence should not be taken.

The Principal must be informed in case the child has to be absent. If there is no application for leave, the name of the child will be automatically struck off the rolls after 30 days.

Staff : No proof is required to state that a school is as good or bad as its teachers. They form the back-bone of any institution. Apart from knowing their subject and how to deliver it, the more important qualification for teachers at this level is to know the child. Under the leadership of an experienced child counsellor trained in U.S.A. we have a dedicated and highly motivated team of teachers who ensure a happy and relaxed atmosphere in which a child learns and develops in an enjoyable way.

Note: (To achieve the objective of enhancing the professional capabilities of teachers, the British Council had sponsored the visit of our teachers to U.K. in the British Council Reciprocal Visit Programme/DFID). Even though the project is over now, the school management of both U.K. and us are keeping the link alive by sponsoring teachers through our own resources.

Disclaimer: The school reserves the right to change or amend the arrangements in this prospectus.