



# IS YOUR CHILD FUTURE-READY?





# THE VISIONARIES BEHIND THE INSTITUTION

My Home Group

For over three decades, My Home Group has cemented its name as one of the most trusted brands in the country. The group with an annual turnover of 4,000 Crores, has its presence across the nation with interests in an entire value chain comprising of:

- **Construction**
- **Cement (MAHA)**
- **Power**
- **Consultancy**
- **Education**
- **Media**

Meru International School is the latest venture from My Home Group. The group has built a legacy of quality, integrity and trust with every project that it has undertaken. These are the same values that we bring to you with our most important project thus far – your child.

My Home Group has become synonymous with success and trust. Every step that we have embarked upon has taken us to new and astounding heights. That's the kind of future we envisage for every student at Meru International School.



## CHAIRMAN'S DREAM FOR A PREPARED FUTURE

The Chairman of the My Home Group, Mr. Rameswar Rao Jupally, is a definition of the term self-made man. He was born and raised in a small village of Kudikilla in the Mahbubnagar district. His passion for education was evident from a young age. He had to walk a distance of 12 kilometres every day to reach his school. It was this dedication and hunger for education that brought him to Hyderabad to pursue a doctorate in Homeopathy.

The strong values inculcated in him made him one of the most successful and respected businessmen in Telangana and Andhra Pradesh. He is a man with the Midas touch, where every project Dr. Rao has embarked upon has turned into gold. He has the reputation of being one of the most ethical, trustworthy and humble businessmen in the country.

His ardent passion for education laid the seed for Meru International School. While the curriculum and teaching methodologies have vastly changed from back in the day, it's the value and belief system that always remains constant. Dr. Rao looks ahead, to change the future of education by empowering students with the tools and knowledge they need to choose their own path for success. He hopes to achieve this with the help of the best teachers in our country and new-age technology that expands the ever-growing branches of learning. This outlook for the future blended with values learned from our ancestors, captures the ethos of Meru International School and its respected Chairman.

**Dr. J. Rameswar Rao**  
Chairman, My Home Group

# ON A MISSION TO MAKE OUR VISION A REALITY

## Vision

We aim to build a society of higher order and progressive thinkers to bring about a positive change in the world. With the M-CLAP (Meru Career readiness Leadership Academics Program), we want to build a society of well-rounded, responsible and righteous citizens who understand that it is not just about succeeding but doing so in the right spirit.

## Mission

We believe in every child and nurture the child to transcend and succeed. We encourage hard work, academic rigor, participation, and lifelong learning for students to become resilient and adaptive to all occurrences. We aim to constantly innovate to foster curiosity in children, both inside as well as outside the classroom.



1,500 + students



Awarded "Best  
Emerging School of the  
Year" by ET Now



Awarded "Academic  
Excellence 2019-20" by  
ET Now



Awarded best  
e-school 2020-21 for  
consistent student digital  
attendance and parent  
participation



A child in a white paper astronaut suit is holding a model of Saturn. The child is looking upwards and to the left. The background is dark with some faint light patterns.

# FROM THE DIRECTOR'S DESK

**"It's important to teach children how to think, not what to think!"**

My involvement with education goes back a long way. With a strong educational background, I joined Yashoda Nursing School and College's management team and played a significant role in the expansion of the courses. Today, Yashoda Academy of Medical Education & Research is offering nine different courses including PGDCC and a Paramedical course. After my stint at Yashoda, I also played a vital role in establishing JIMS Homeopathy College in Hyderabad, now a leading Homeopathy institute.

I have always been deeply passionate about education, and that came to the forefront when I became the mother of two beautiful children. I realized that the strong value system which was taught to me in school and at home seemed to be missing nowadays. Like every parent, I too aim to see my children grow up to be successful, but what's more important is that they do it in the right spirit.

The COVID-19 pandemic has changed our lives and our lifestyle too. The education industry has witnessed an unprecedented change with technology integrating minutely into every aspect. The pandemic has forced us to break away from the past and imagine life anew. To survive and traverse this Volatile, Uncertain, Complex and Ambiguous (VUCA) world, we all need to be skilled and train better. This realisation has paved the way for the launch of the M-CLAP (Meru Career-Readiness Leadership and Academics Program) - a meticulous academic and a thorough behaviour & skills readiness program based on inquiry and experiential learning, to make every student career ready. At Meru, it's all about providing the right choices to our Meruvians.

A handwritten signature in white ink that reads "Meghana Rao Jupally". The signature is stylized and includes a long horizontal line extending to the right.

**Meghana Rao Jupally,**

*Director, Meru International School*



## PRINCIPAL'S MESSAGE:

"Once you visit MIS and come to know about the MERU – Career Ready – Leadership & Life skills- Academics programme (M-CLAP), it will instill a sense that it is more than just a school"

Every school is a micro climate of possibilities to inspire a generation of human beings to live in its entirety. When we only get one chance to prepare children for a world none of us can possibly predict, what are we going to do with that one chance? The above clarity of thought and equally felt need was instrumental in the creation of a unique school culture and school programme at MERU.

The impressive facilities of a 21st century school at the heart of the city of Hyderabad at MERU is sensationally credible, but the school programme M-CLAP is the essence of its unique feature that creates well rounded learners by developing the whole person and preparing students to become life-ready leaders. In fact, M-CLAP unites the students, staff, and families with a clear sense of purpose to prepare students with university, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced world around us.

Our founder, MY HOME GROUP, is an inspiration for delivering high quality and holistic education for students as part of their qualitative service to society. The mountain of trust that they have earned through decades by transparent and honest support to communities made MERU a 1300+ student school in its 3rd year of inception. In my 21 years of teaching and school leadership, I have never come across a school that is so welcoming, accountable and so focused on all-round development of students and their life readiness.

Please do come and visit us at MERU. It would be our absolute pleasure to show you around the campus and share our school programme which will allow you to feel warmth and life readiness in preparation for your child.

**Mr. Pramod Kumar Pillai**

Principal, Meru International School

# A FUTURISTIC CURRICULUM, INSPIRED BY NATIONAL EDUCATION POLICY AND DRIVEN BY VALUES.

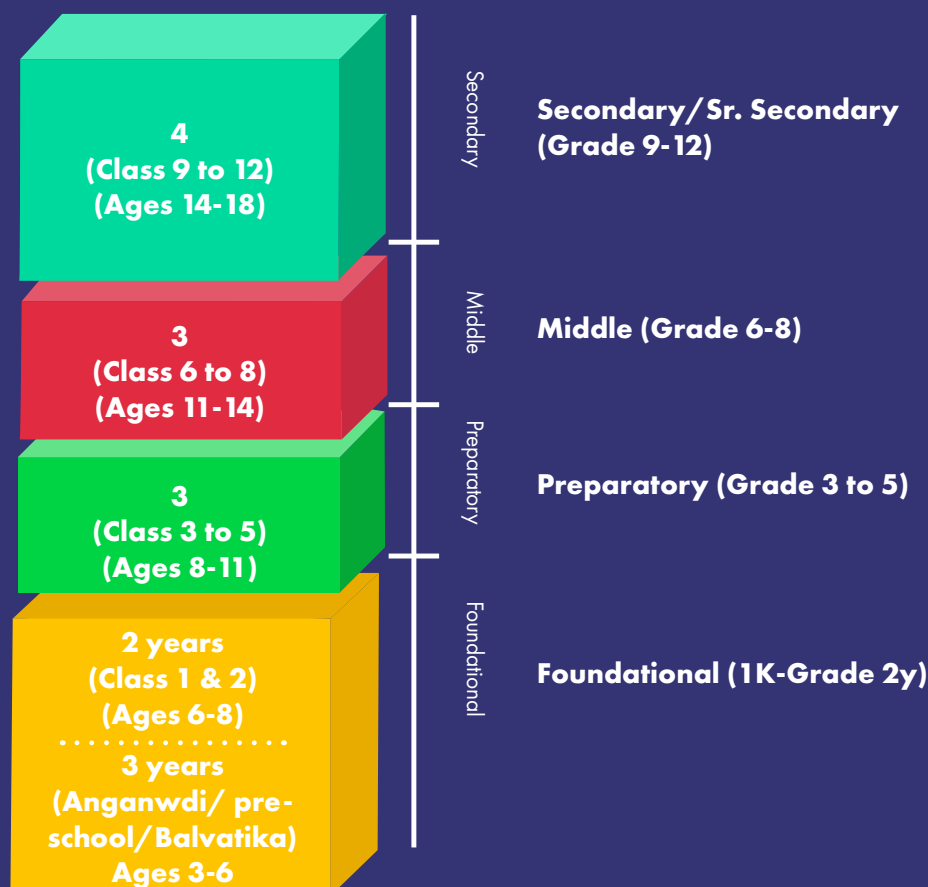
The key to success in life is a good foundation. Meru International School is possible due to the strong values and foundation built by the My Home Group. At Meru, we ensure that every child is equipped with all they need to succeed. We mould citizens who not only reach the peak of their endeavours, but do so in a responsible and righteous manner. For us, it's not just about the destination, but the journey we lead your children on, to get them there.

Our curriculum is an interdisciplinary approach that is a perfect blend of CBSE-New Delhi, Cambridge Assessment- UK standards, and Meru Career readiness, Leadership and Life Skills and Academics program (M-CLAP) to offer academic excellence with a global perspective. The main focus of our curriculum is to ensure that the learner's potential is fully utilized in this fast-paced world. Our attention is not directed at just one domain but on the holistic learning and development of every child. This is where our curricula play a vital role.

A successful inquiry will lead to responsible action which is initiated by the student as a result of the knowledge constructed through the learning process. We believe that every student has the right and opportunity to get involved in such actions. Through these means, students are able to grow both personally and socially while developing skills such as cooperation, problem-solving, conflict resolution, creative and critical thinking.

The pedagogical and curricular structure at Meru is well aligned with the National Education Policy 2020, 5+3+3+4, covering ages 3-18, and follows the Cambridge Assessment Pathway. We look to challenge, inspire a love for learning, and augment the many academic and interpersonal strengths into our diverse range of students.

New pedagogical and Curricular Structure



# A CURRICULUM CURATED FOR SUCCESS

The aim of our curriculum is to ensure that students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time. These are the key objectives that are to be achieved through the curriculum:

- Social skills
- Thinking skills
- Communication skills
- Self-management skills
- Research skills
- Leadership skills
- Strong work ethics
- Academic rigor
- Pragmatic approach to life
- Cognitive skills

## Peer learning

Peer learning is an effective method of knowledge transfer among children which is low-pressured, highly engaging, and compatible with our young generation learners. In peer learning, peers help each other to learn by sharing advice, feedback, and thoughtful questions.

**Buddy system** is a great example of peer-to-peer learning. Buddy systems across the grade levels help students to bond with their peers and ensure that learning continues. Peers often schedule their learning at a convenient time, thus, making it comfortable for all.

## Learning progression tracker and assessments:







# WORLD'S BEST ASSESSMENT PRACTICES



## **Formative Nature of Classroom assessment**

There is a baseline and endline assessment in subjects in the classroom through discussion, observation and lesson outputs. Meru uses all assessment guidelines provided by both Cambridge and CBSE Assessment to help to give formative feedback on the skills for learners to develop so that they can reflect on and improve their performance.

## **Baseline Assessment**

At the beginning of the school year, every child at Meru is given an opportunity to appear for a diagnostic test to identify the strengths and areas for improvement.

## **Formation/ Continuous Assessment and Monthly tracker:**

On the basis of the baseline assessment, every child at MERU is supported with continuous ability wise support to progress towards full potential through additional support and effective feedback. At the end of every month, **a student led**, teacher and parent conference is conducted to discuss the child's progress and action plan for the upcoming month is decided keeping the child in confidence.

**Endline assessment-** At every term and year end, the endline assessment reflects the evidence of the continuous progression in a child's learning, providing data to support further progress.

## **Academic enrichment :**

RAZ kids, an internationally acclaimed English language program: Reading is one of the most important mediums that

help us learn language. Reading for understanding, learning, knowledge, and pleasure are very important in the journey of character building.

## **Mindspark and Asset:**

Nationally acclaimed Mathematics and external assessments program to boost the mathematical and spatial ability of students. Asset is a nationally acclaimed assessment platform to test the abilities in math, english and science for students in South Asia. Regular Olympiads are conducted to gauge the learning levels of children.

## **SEE App for Kindergarten:**

The early learners get excited about learning when it is deliberated through audio visual media. In an attempt to create an engaging learning environment for Early Learners we implement Scholastic Early Engagement App. This brings a splash of colours, stories and fun right into their classroom projector as well as their personal devices. The SEE App, which is extensively used in the classroom teaching and learning, is also accessible for the students at home for the continuity of learning. Students and parents can engage in learning at the convenience of their homes.



# CAREER READINESS, AN IMPORTANT FACET IN DETERMINING YOUR CHILD'S FUTURE.

A recent survey on career option awareness among Indian students has revealed that a staggering 93% of the students aged 14-21 were aware of just 7 career options though there are more than 250 different types of job options available in India. The critical shortage of Career Advisors and Counselors in schools has led us, Meru, to take a step forward in working towards educating students in the different careers they can choose from, while also allowing them to explore these choices through hands-on experience.

*Our goal is to empower students to choose a meaningful career and educational pathway that positions themselves for lifelong success and happiness in what they choose.*

# THE SECRET IS M-CLAP AND TO START EARLY.

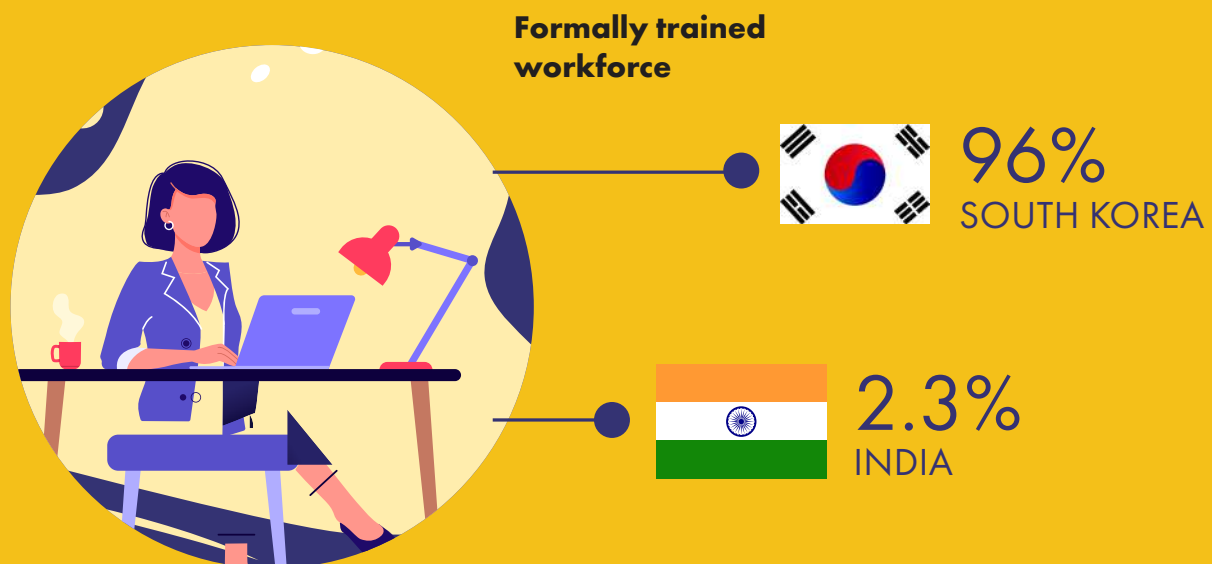
Our research recognizes that making career readiness requires profound changes in the culture of education, as well as in long-standing education practices and programs.

Career development should not be put off until students graduate from high school or even college, as is too often the case today. Rather, students and their parents/guardians should be exposed to career development—and the core idea that they have access to economic opportunity—right from elementary school. Starting early will not provide an immediate economic payoff. But as students grow up, they will be better prepared to develop and pursue viable personal career plans.

# JOBS OF THE FUTURE MAY NOT BE JOBS OF THE NOW.

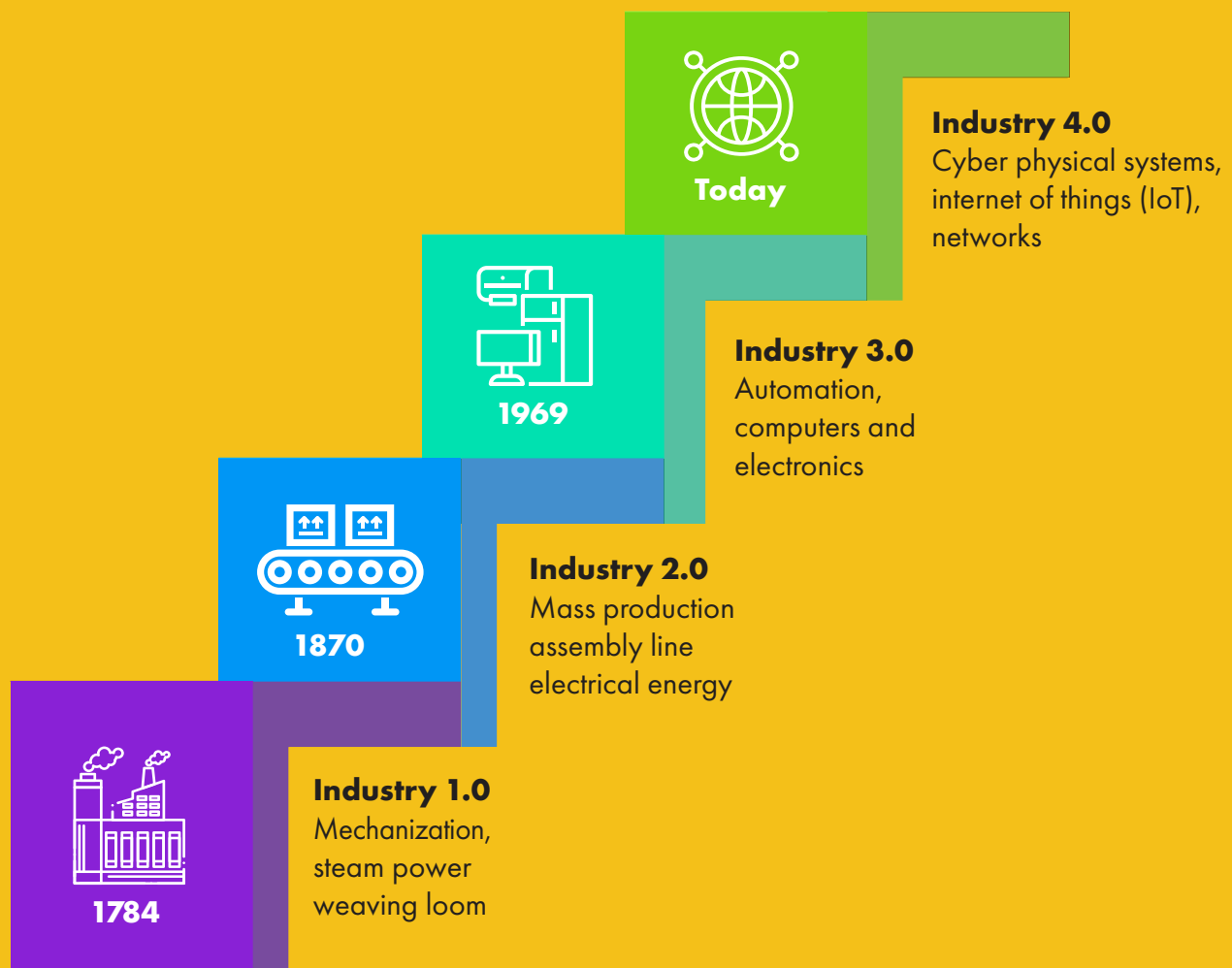
10 years from today, many of the careers that exist may not be relevant for when your child grows older. Over the last 3 decades, we have seen the world grow from the IT revolution to AI and machine learning today. These changes are only going to get faster thanks to the rapid advances in the fields of robotics, driverless transport, artificial intelligence, biotechnology, advanced materials and genomics.

An understanding of what works tomorrow is everything for your child's success. Unfortunately, only 2.3% of the workforce in India is skilled as on today. What will it take for us to bridge the gap and propel India forward to be a superpower?



# MERU CAREER READINESS, LIFE SKILL AND LEADERSHIP, AND ACADEMIC PROGRAM TO PROPEL INDIA'S DREAM OF BECOMING A \$5T ECONOMY.

## To The Leaders of Tomorrow



# WHERE DO YOU SEE YOUR CHILD 10 YEARS FROM NOW?



INTRODUCING

# M-CLAP

C

CAREER  
READINESS

L

LEADERSHIP  
AND  
LIFE SKILLS

A

ACADEMICS  
AND  
ENRICHMENT

P

PROGRAMME

- High-quality learning in all academic areas through an interdisciplinary and learning outcome-based approach
- A first in India, full-fledged integration of Career Readiness Schooling from K-12 for grooming the entrepreneurs, researchers and leaders for 2040s global economy
- Incorporated with the award-winning research-based Life Skill Education programme, Overcoming Obstacles for K-12
- Enriched to enhance the perception of every child in arts, humanities, language and culture, sports & fitness with yoga and meditation as a way of life
- A personalized learning programme to discover the potential of each student based on the principle of 'No Child Left Behind'
- An exhaustive behaviour and skills readiness programme to complement the curricula at Meru
- 150 hours of inquiry and experiential-based learning to make every child career-ready
- Age-appropriate content to harness the skills of children from K-12
- Thoughtfully curated externships for children aged 11+ for a hands-on working experience
- First school in India to plan implement an exhaustive career readiness programme
- Early integration of career readiness into the curriculum to create the leaders for 2040s global economy



# LET'S EXPLORE MERU-CAREER READINESS PROGRAM

M-CLAP is a K-12 schooling programme that prioritizes Academic Progression along with Career Readiness among all students to secure productive employment in their chosen pathway - efficiently and cost-effectively. This programme is the initial step towards enhancing leadership skills, and giving students the freedom to choose from a plethora of career options.

**MERU Career Readiness Standards** are a mix of formal and informal ways of enhancing attitude and aptitude among children from IK-12 for employability skills identified for India as a \$5 Trillion + economy. The school curriculum brings synergy of transdisciplinary approach in introducing career development for all students. Children are expected to achieve career maturity by finishing school (grade 11 & 12) through these intentional and relevant integration.

The curriculum spread across Foundational stage

## How do we Implement it?

The curriculum spread across Foundational stage IK to 2 and Primary, Middle, secondary and Senior Secondary Levels.

**The Learning Progression & Indicators** provide an excellent framework of progression for educators and students throughout foundational, primary, middle, secondary and higher secondary school. The Learning Progression & Indicators govern the program planning, learning experience and activities for students to achieve the career readiness. These skills also support students for a transition in life by equipping them for any career, workplace and many other environments of generation X and Alpha community.

## The 12 standards are:

|   |   |   |  |
|---|---|---|--|
| <p><b>Apply appropriate academic and technical skills:</b> Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace task</p>   |   | <p><b>Communicate Effectively and appropriately:</b> Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career.</p>  |    |
|    | <p><b>Contribute to workplace and community success:</b> Career readiness means more than attending to self-interest. It also means the ability to see the bigger picture and a role in the success of the workplace and community through personal, civic and community actions.</p> |    | <p><b>Make sense of Problems and persevere in solving them:</b> Recognising and solving problems is a daily requirement of nearly every worker and entrepreneur. From small technical issues, to group dynamics, to design overall systems, opportunities are abound for the career ready individual to solve problems in the workplace.</p>   |
| <p><b>Use Critical thinking:</b> Nearly all careers now require interaction with complex systems of technological components, complex dynamics of people or both. Many decisions are not simple and straightforward; they require the ability to intelligently reason through and make complex decisions.</p> |    | <p><b>Demonstrate innovation and creativity:</b> The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas</p>  |   |
|    | <p><b>Model ethical leadership and effective management:</b> The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential</p>                                 |    | <p><b>Work Productivity in teams and demonstrates cultural competency :</b> Teams of individuals with diverse cultural backgrounds have become the new norm of operation in the global workplace. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.</p>   |
| <p><b>Utilizes technology :</b> The career ready individual has an understanding of how to use technology and apply it successfully in the workplace. Advances in technology require individuals to quickly learn and use many tools and applications</p>   |    | <p><b>Manages personal career Development :</b> Manage a personal career includes exploration, preparation and participation. Each person is responsible for creating and maintaining their own career. Career management includes understanding and meeting expectations for behavior and skills in the workplace.</p> |   |
|    | <p><b>Attends to personal and financial well-being :</b> The career ready individual recognizes the benefits of physical, mental, social and financial wellbeing to be successful in a career.</p>  |    | <p><b>Mindful Consumerism &amp; Environmental Literacy:</b> Use of resources with awareness of its limited availability and keep it for the future generation Students in their progression stage need to be engaged with informed decision making concerned with the environment, improving the well-being of other individuals, societies, and the global environment; and participates in civic life.</p> |

Learning beyond the classroom is a mantra that we breathe at Meru. The best way to learn is to experience it. The curriculum at Meru is designed for children to live these experiences via thoughtfully crafted externships. Children are born with creative minds, and we must help them and guide them in making it more robust to navigate the world effortlessly.

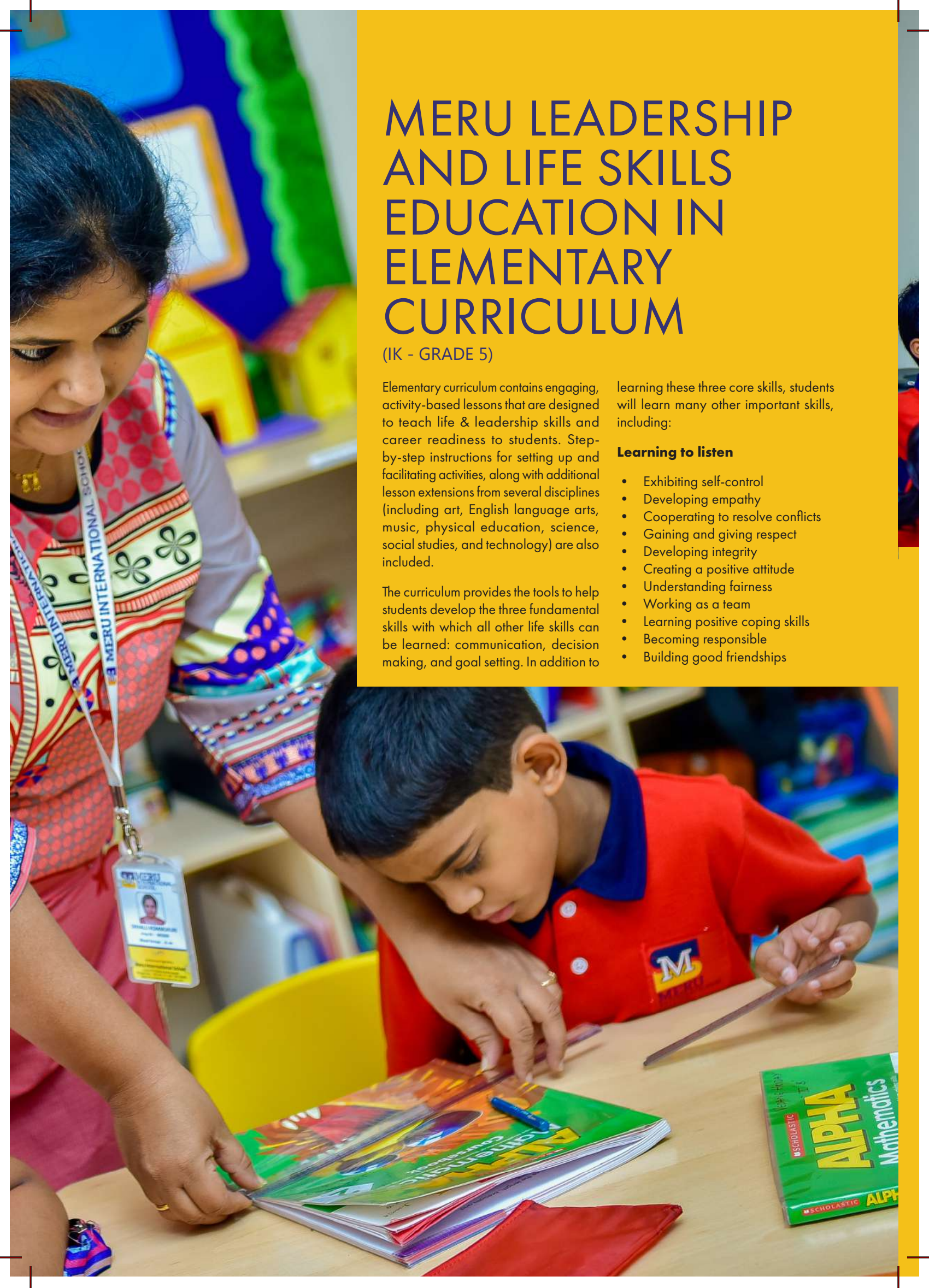
**Externships to Telangana State Assembly, Ice Cream Factories, Manufacturing Facilities, Prestigious Colleges in the state and country, and reputed organisations such as ICRISAT, DRDO etc., to name a few.**



A young woman with dark hair pulled back, wearing a grey blazer over a pink shirt with a blue bow, is speaking at a podium. The podium is dark wood with a blue top edge. A microphone is positioned in front of her. The background is a blurred green wall. A yellow vertical bar is on the left side of the image.

# LET'S EXPLORE LEADERSHIP AND LIFE SKILLS OF M-CLAP

Leadership and Life Skills provide a solid base of life that will help young people achieve social, emotional, and academic success during their early years and build upon that success in middle and high school to a career of their choice and potential in life. All levels of the curricula include standard-based lesson plans with objectives, time estimates, activity sheets, and educator resources assessment questions and extension activities conclude each lesson.



# MERU LEADERSHIP AND LIFE SKILLS EDUCATION IN ELEMENTARY CURRICULUM

(IK - GRADE 5)

Elementary curriculum contains engaging, activity-based lessons that are designed to teach life & leadership skills and career readiness to students. Step-by-step instructions for setting up and facilitating activities, along with additional lesson extensions from several disciplines (including art, English language arts, music, physical education, science, social studies, and technology) are also included.

The curriculum provides the tools to help students develop the three fundamental skills with which all other life skills can be learned: communication, decision making, and goal setting. In addition to

learning these three core skills, students will learn many other important skills, including:

### Learning to listen

- Exhibiting self-control
- Developing empathy
- Cooperating to resolve conflicts
- Gaining and giving respect
- Developing integrity
- Creating a positive attitude
- Understanding fairness
- Working as a team
- Learning positive coping skills
- Becoming responsible
- Building good friendships



# MERU LEADERSHIP AND LIFE SKILLS EDUCATION IN MIDDLE, SECONDARY AND SENIOR SECONDARY SCHOOL LEVEL CURRICULA

(GRADE 6-12)

The middle, Secondary and Senior secondary school level curricula each include engaging, standards-based lesson plans with objectives, time estimates, and activity sheets. Assessment questions and extension activities conclude each lesson.

Both levels begin with the three fundamental skills upon which all others can be built—communication, decision making, and goal setting. After mastering these three core skills, students learn many other important concepts, including:

#### Avoiding stereotypes

- Conflict resolution
- Controlling emotions
- Empathy
- Getting organized
- Handling peer pressure
- Identifying strengths and weaknesses
- Maintaining a positive attitude
- Presenting yourself

- Problem solving
- Reading, listening, and note taking
- Respect for self and others
- Responsibility
- Stress management
- Study and test-taking techniques
- Teamwork
- Techniques for addressing bullying
- Time management

# CLASSES AT MERU

**INTERNATIONAL  
KINDERGARTEN &  
PRIMARY SCHOOL**

(Age 3-11)

PRE-PRIMARY TO GRADE V



# INTERNATIONAL KINDERGARTEN (IK)

Early childhood is a time when exploring the notion of 'being', 'belonging' and 'becoming' are essential to the development of identity, cognitive reasoning and well-being. IK at Meru is a stepping stone towards a holistic and fun-filled learning experience. At the core of our learning program is the curriculum that has a blend of all different curricula to equip our learners with the best from all. Our thematic approach provides a framework around which all our learning activities are structured. A moving child is a learning child and this has led to our activity-based learning that has several motor skill-based activities mapped with cognitive learning. This allows children to hop, skip, jump, and stay involved in inquiry-based activities that allow them to observe, enquire and investigate. Social skills as the base to these two skills make the learning experience complete for our budding learners. Our aim is to ensure that each and every child that graduates from our International Kindergarten Program is fully prepared for their next educational step.

## Areas of Learning

- Social and Personal Development
- Problem Solving
- Reading and Writing
- Speaking and Listening
- Alpha-Numeric Learning
- Decision Making
- Health and Physical Activity
- Fine Arts - Art and Craft
- Performing Arts - Singing, Dancing, Theatre

# PRIMARY SCHOOL

(GRADE I TO GRADE V)

At Meru International School, we follow a blend of Cambridge primary programs with CBSE primary learning outcomes to ensure that children are exposed to international primary programs without missing the essence of the national curriculum. We emphasize learning through active enquiry and aim to develop a well-rounded child to meet certain competencies and attitudes. The main focus of the curriculum during these formative years revolves around:

- Literacy- First language English
- Numeracy
- Science and Environmental education
- Global Perspective
- ICT and Digital Literacy
- Second and Foreign Languages
- Arts - Fine Arts and Performing Arts
- Personal, Social and Physical Education

We start learners on an exciting educational journey, setting out what they should be able to know and do at each stage of their primary education. The programme is designed to help learners develop the skills to succeed in primary education and progress to Middle School by finishing the Cambridge Achievement test.

In the 3 years of Preparatory Stage, our international programme consists of 4 elements:

## INTERNATIONAL CURRICULUM

Cambridge is the most renowned in 168 countries of the world for its teaching and curriculum quality. Children learning primary programme at Meru are par with the best of international schools across the world.

## TEACHING AND LEARNING

Quality teaching leads quality learning. The introductory, extension and enrichment training from Cambridge plays a very important part in the teacher's planning, practice and assessment skills at Meru.

## ASSESSMENT

Assessment for learning is deeply involved with continuous learning at Meru. Teachers consider ways of assessing students' learning in the context of the lines of enquiry into the main idea. Unit Checks provide information that is used to plan the next stage of learning. It is interwoven with learning, and helps teachers and students find out what the students already know and can do. Unit Checks and teaching are directly linked and function together purposefully.

## GLOBAL COMMUNITY

Being an international curriculum, our teachers participate in international subject forums with teachers from more than 100 schools. The benefits for teachers are:

- Helps to host interesting discussions on different aspects of teaching
- Supported by expert primary moderators
- Provides opportunities to talk to over 30,000 Cambridge teachers around the world

# MIDDLE & HIGH SCHOOL- CAMBRIDGE / CBSE

GRADE VI TO GRADE X

As the kids move into middle and high school, we initiate them into the CBSE and Cambridge curriculum and give them a choice to pick the curriculum they'd like to follow. Both of these programs offer educational exposure to global standards. We encourage students to engage in all the subjects that are part of the curriculum and help them build a connection between them. The high school program serves as a natural progression to our middle school program. We build upon the basics that have been taught to the students and explore every subject in further detail. Our high school program is also compatible with other curricula, internationally relevant, and sensitive to various needs and cultures.



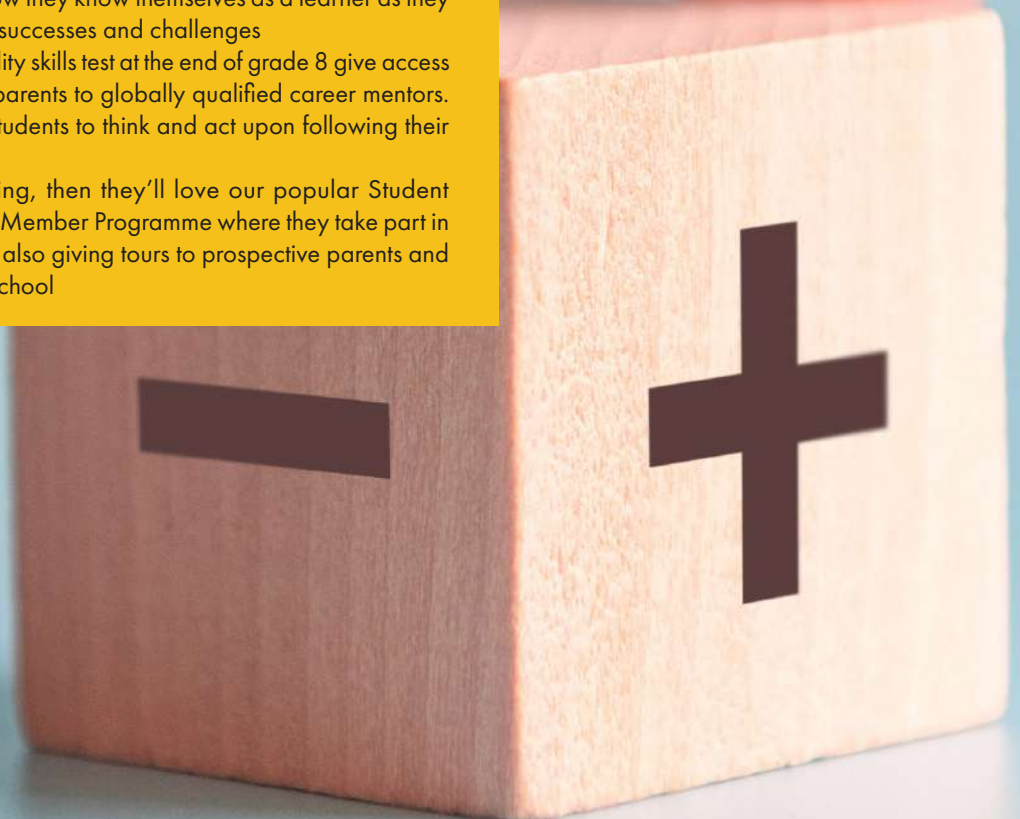
# GRADE VI TO VIII CAMBRIDGE AND CBSE

Our middle school is the culmination of 3 grade levels 6th to 8th. Children are given the choice between National Board (CBSE) and International Board (Cambridge Assessment). Children and parents go through thorough mentoring about the benefits of higher studies in both curricula before they make the choice.

Children attend subject-specific classes from multiple teachers who are passionate in their subject area. This is a crucial stage in shaping a student's perspective, which is why we curate an interdisciplinary, coherent and challenging synergy that makes learning more engaging.

Students get the opportunity to choose between National (CBSE) and International (Cambridge) Board based on the career aspects of learning with compromising growth and development among students

- Middle school gives opportunities for students to explore career skills along with strong academic acumen in various subjects by marking subjects to the career that lead to. Externship programme both in midterm and end of the term is an excellent way to introduce work-based learning in middle school
- External support of RAZ - English Reading Programme, and Mindspark - Mathematics Skills Programme sharpen the language and mathematical ability among students
- Our curriculum supports students in making connections across subject areas; our use of technology supports them in making these connections come alive. Our 1:1 Google Chrome book program is complemented with ongoing conversations on Digital Citizenship for both students and parents
- Student-Parent-Teacher monthly conferences give your child an opportunity to show how they know themselves as a learner as they take you through their successes and challenges
- Psychometric/Personality skills test at the end of grade 8 give access for both students and parents to globally qualified career mentors. This exposure allows students to think and act upon following their dream career
- If your child is outgoing, then they'll love our popular Student Ambassador/Council Member Programme where they take part in decision making while also giving tours to prospective parents and students who visit the school



CBSE Middle School (VI to VIII)

# MIDDLE SCHOOL CBSE

Our Middle School CBSE programme provides a framework of academic challenges that encourages students to explore real-world concepts and issues, challenge assumptions, think critically and acquire skills that they will need to apply throughout their educational and future professional journeys.

In addition to the core academic classes of the CBSE, students benefit greatly from our Life Skills programme where they are encouraged to discuss and debate on topics relevant to navigating adolescence. We value the development of the whole child and ensure that students lead balanced lives in and out of school. Healthy relationships, physical and mental wellness are a culture at Meru.

The core values of CBSE School Curriculum are derived from being updated with the 21st-century global trends of educational transformations, keeping in mind that India is an independent nation with a rich and variegated history and cultural diversity with a commitment to democratic values and general well-being of its citizens. The key objectives of the CBSE curriculum are:

- To enhance self-awareness and explore innate potential
- To develop creativity and the ability to appreciate art and showcase one's own talents
- To promote capabilities related to goal setting, decision making and lifelong learning
- To nurture assertive communication and interpersonal skills
- To learn to be empathetic towards others, display dignity and respect everyone
- To foster cultural learning and international understanding
- To strengthen knowledge and attitude related to livelihood skills
- To acquire the ability to utilize technology and information
- To inspire the attitude of functional and participatory learning
- To develop skills related to thinking and problem solving

Subjects offered in CBSE Middle school are:

- English
- Mathematics
- Science
- Social Studies
- ICT and digital literacy
- Second and Foreign Languages
- Fine arts and Performing Arts
- Personal, Social and Physical Education







# CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION-UK

(VI to VIII)

Meru International School also offers students the chance to pursue the Cambridge curriculum as well. Cambridge prepares students for life, helping them develop an informed curiosity and a lasting passion for learning.

The Lower Secondary Program is for students from Grade VI to Grade VIII and sets clear learning objectives for the first three years of secondary education in:

- English (as a first or second language)
- Mathematics
- Science
- Cambridge Global Perspectives
- ICT and digital literacy
- Second and Foreign Languages
- Fine arts and Performing Arts
- Personal, Social and Physical Education

Cambridge Upper Secondary builds on the foundations of Cambridge Lower Secondary, although learners do not need to complete that stage before this one. It provides students a broad and balanced study across a wide range of subjects, using learner-centered and inquiry-based approaches to learning.

#### **Cambridge learners and teachers attributes :**

Along with developing learners' knowledge and understanding of different subjects,

Cambridge International encourages the development of key learner attributes. They are

- Reflective as learners, develop their ability to learn
- Innovative and equipped for new and future challenges
- Confident in working with information and ideas - their own and those of others
- Engaged intellectually and socially, ready to make a difference
- Responsible for themselves, responsive to and respectful of others

# MERU SECONDARY SCHOOL CBSE (GRADE 9 & 10)

## Overview

The Curriculum that is offered by Central Board of Secondary Education (CBSE) in Secondary and Higher Secondary grades 9 & 10 – Grade 11 & 12 is based on National Curriculum Framework -2005 and seeks to provide opportunities for students to achieve excellence in learning. Envisioning all round development of students, the curriculum is a perfect blend of curricular domain equitable with curricular areas.

In operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities and sportsmanship.

## COMPULSORY SUBJECTS

| Group and Subjects                               | Specification  |  |
|--|--|--|
| <b>Group L<br/>Subject 1</b>                     | First Language English<br>Language and literature  | The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies.   |
| <b>Group L<br/>Subject 2</b>                     | Second Language Hindi/<br>Telugu/<br>French  |  |
| <b>Group A1<br/>Subject 3</b>                    | Mathematics<br>[Standard & Basic only<br>in X ]<br>(Number Sense and<br>Operation, Geometry and<br>statistics) | Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this |
| <b>Group A1<br/>Subject 4</b>                    | Science<br>(Biology, Chemistry and<br>Physics)   | includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources.   |
| <b>Group A1<br/>Subject 5<br/>Social Science</b> | (Geography, History,<br>Economics and Political<br>Science)  | intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world.         |

# IGCSE (GRADE 9&10) PROGRAMME OVERVIEW

Studying IGCSE at MERU is a unique experience. Students enjoy an atmosphere that offers a real sense of purpose with very high levels of individual guidance but without the formality of a large school. Small classes (average of 15-20) allow a partnership between students and teachers, where students feel supported to develop their knowledge and skills, to aim high and to achieve the best possible academic results. Students follow a two years course in IGCSE generally 6 to 9 subjects. The course is intensive, offering the opportunity to revise all the work covered in grade 9 and 10 together for March Exam series.

## Cambridge IGCSE Subjects and Groups Offered at MERU

| Groups                                  | Subjects  |
|---|---|
| <b>I- Languages</b>                     | <ul style="list-style-type: none"><li>• English First Language</li><li>• English as Second Language</li><li>• Hindi as a Second language</li><li>• French as a Foreign Language</li></ul>                                 |
| <b>II Humanities and Social Science</b> | <ul style="list-style-type: none"><li>• Economics</li><li>• Environmental Management*</li><li>• History*</li><li>• Sociology*</li></ul>   |
| <b>III Science</b>                      | <ul style="list-style-type: none"><li>• Biology</li><li>• Chemistry</li><li>• Physics</li><li>• Environmental Management*</li><li>• Combined Science*</li></ul>   |
| <b>IV Mathematics</b>                   | Cambridge International Mathematics* <ul style="list-style-type: none"><li>• Mathematics</li></ul>  |
| <b>V Creative and Professional</b>      | <ul style="list-style-type: none"><li>• Accounting</li><li>• Art and Design*</li><li>• Business Studies</li><li>• Computer Science*</li><li>• Information and Computer Technology</li><li>• Physical Education*</li></ul> |

\* courses will be offered if there are at least 5 takers

# MERU SENIOR SECONDARY SCHOOL CBSE (GRADE 11 & 12)

CBSE (Grade 11th & 12th) \*

Grade 11 & 12 are based on the National Curriculum Framework -2005 and it seeks to provide opportunities for students to achieve excellence in learning. Envisioning all round development of students, the curriculum is a perfect blend of Curricular domain equitable with curricular areas.

Central Board for Secondary Education or CBSE is the national board of our country and the curriculum is closely linked to all major exams such as IIT-JEE, NEET, AIIMS, etc. This board is very student-friendly and has a very interesting syllabus. Approach to education varies as educational boards vary. So, parents should think through the task of choosing the best educational board for children.

| Subjects                   | Name of Subjects   |
|----------------------------|--|
| <b>Subject 1</b>           | English – Core/Elective (Any One)  |
| <b>Subject 2</b>           | Hindi/ French/ Telugu (Any One )   |
| <b>Subject 3,4 &amp; 5</b> | Any three Subjects from Academic Electives (Subjects Group – A)<br>History<br>Geography<br>Political Science<br>Psychology<br>Sociology<br>Mathematics<br>Physics<br>Chemistry<br>Biology<br>Economics<br>Business studies<br>Accountancy<br>Computer Science<br><br>Skill Group – S<br><br>Information Technology<br>Painting<br>Entrepreneurship<br>Computer Science |

# AS & A LEVEL (GRADE 11 & 12) OVERVIEW\*\*

Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. At MERU we recognize that Cambridge Advanced (A) levels are a crucial aspect of a young person's academic journey. Choosing the right combination of subjects can be quite an overwhelming experience for students and we place great emphasis on helping students make informed decisions. We also offer considerable flexibility regarding course options: we want to cater to all of our prospective students so that they are happy with their final subject choices, no matter what their interests or university aspirations are.

## Cambridge Advanced International Certificate of Education (AICE) Diploma and subjects in offer\*

To achieve the Diploma, all learners will need to study and pass the revised Cambridge International AS Level Global Perspectives & Research (9239).

| Groups  | Subjects   |
|---|--|
| <b>Group 1: Mathematics and Sciences</b>              | <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Computer Science</li> <li>Information technology</li> <li>Mathematics</li> <li>Physics</li> <li>Psychology</li> </ul> |
| <b>Group 2: Languages</b>                             | <ul style="list-style-type: none"> <li>English Language</li> <li>Hindi</li> </ul>  |
| <b>Group 3: Arts and Humanities</b>                   | <ul style="list-style-type: none"> <li>Accounting</li> <li>Business</li> <li>Economics</li> <li>History</li> <li>Sociology</li> <li>Psychology</li> </ul>  |
| <b>Group 4: Interdisciplinary subjects (optional)</b> | <ul style="list-style-type: none"> <li>English General Paper</li> <li>Thinking skills</li> </ul>   |

\*Affiliation Awaited

\*\* Yet to begin

# ACADEMIC FEATURES & SUPPORT FOR INDIVIDUAL STUDENTS AT MERU

**TEACHING AND LEARNING-** Teaching takes place in small groups. The average class size is 25 for Foundational classes (with 2 teachers), Primary and Middle school and 10 to 20 in secondary and higher secondary. This ratio enables the tutors to give individual attention to each of the students and take care of their particular needs. Our teachers are all highly qualified and specialist in their respective domain

**HOMEWORK AND SUPERVISED STUDY-** Regular homework is an integral part of our courses. For junior students it is an engagement to their learning progression and senior students this is a rigorous practice and independent learning time. Senior students are expected to spend at least as many hours each week in private study as they do within the classroom. Students are encouraged to use the school's spacious study facilities and library which is supervised during lesson time and provides a quiet area for individual study.

**REMEDIAL CLASSES-** There are daily and weekly tutorials provided and offer an opportunity for students to clarify points of difficulty, review assignments and deal with any individual problems. In these sessions, tutors work closely with a small group of students to improve understanding and develop confidence in dealing with examination questions. Through this 'one-to-one' support, we are able to ensure that each student's individual needs are attended to in preparation for all assessments.

**PROGRESS MONITORING-** we are particularly concerned with monitoring the individual progress of all students in MERU. Home Room Teachers, Heads of Department and segment wise coordinators closely supervise the academic progress of their students, using information such as tests, homework marks and assessment results, etc through an internally developed tracker shared with parents. The Principal and Headmasters also meet regularly to discuss student performance, which ensures that there is early intervention if a student is making insufficient progress towards achieving their aims.

**STUDENT LED MONTHLY PARENT TEACHER CONVERSATION-** The monthly student led parent teacher interaction for each student is a hallmark of MERU where student's progression, learning goals for next 4 weeks and action plans are decided with whole participation of students. We value close personal contact with parents and welcome additional meetings whenever necessary.

**STUDENT LED CONFERENCES-** Student Led Conferences promote a school culture of engagement and growth, and invite students to play an active role in planning their own learning. The Student Led Conferences at Meru International School promote responsibility, team-work, self-reflection

and leadership qualities of students, and reframe the learning experience of a student by investing in their own learning.

Parents become partners in learning and have the opportunity to indulge in one-on-one academic conversations with children at the school to understand the learning capability and efficiency of their children.

**SPECIAL INSTRUCTION UNIT-** The Special Instructions unit at MERU is designed for the students whose physical, social, cognitive and emotional skills are delayed. Our educators at the special instruction unit curate curriculum and pedagogy to adapt to the specific needs of these children. An Individual Educational Plan (IEP) is developed to evaluate children and provide the necessary support system to children that are parallel to the academic experience at MERU.

**HOTS (HIGHER ORDER THINKING SKILLS)-** High academic expectation is a norm at MERU. The brain feature of neuroplasticity provides the educators with the scope of widening the capacity of students who have the trait of Higher Order Thinking. In order to increase the rigor of these high achievers, we introduced the HOTS program. The curriculum and pedagogy at MERU is designed to hone these skills to create future leaders of the world.

**SECOND LANGUAGE SUPPLEMENTARY CLASSES FOR NRI STUDENTS-** Students who are from different countries and are new to languages like Hindi, Telugu and French, are given the privilege to learn the language of their choosing, right from the basics, as additional or supplementary classes. These classes are taken throughout the grades and go on for the entire academic year, till the student is confident about the subject and is able to cope with the syllabus. These students are also assessed by giving a special paper on the subject matter of the supplementary classes.

**E-LEARNING-** MERU uses Google Classroom, a very powerful tool which enhances and simplifies communication between students and teachers and reduces carbon footprint.

- Using Google Classroom together with other G Suite applications has been a huge success at MERU. Teachers across the school use it to set homework, provide feedback and share resources, and it is a key tool for Careers, the Wellbeing programme and the Personal Tutors.
- Google Classroom proved invaluable during the Coronavirus lockdown period, and it's worth noting that all our classes ran as usual online, by combining Google Classroom with a video conferencing platform for remote interactive lessons. This meant that MERU students did not lose any teaching time as a result of the pandemic.

# CAREER GUIDANCE AND SUPPORT VIA M-CLAP

We have a dedicated team of career gurus to help students navigate through any challenge that comes along the way. Our career gurus offer support, including organisational, academic and test-taking skills. They also help students develop peer relationships, coping strategies and effective social skills. Communication, problem-solving and conflict resolution are a big part of the counsellor's role along with providing valuable education. We go beyond college counselling and focus on lasting interventions to enable students to develop a complete professional skill oriented towards expertise and long-term usefulness rather than a purely academic one. The other roles of the career gurus include:

- Goal setting/decision-making
- Career planning
- Individual and small-group counselling
- Psychometric tests
- College and Course Selection Strategy Workshops
- Create & Draft College Applications – India & Overseas
- Guidance on building the SOP/ Essay
- Strategize and review of Letter Of Recommendations (LORs)
- College Readiness Group Discussions Prep with Case Studies
- Resume/ Portfolio/ Profile Drafting
- Personalize list of colleges for each child
- Profile building and monitoring
- End to end guidance on profile building
- Prepare for the college interview process
- Application, Transcript & certificate reviews



GET THE BEST OF THE

# MERU ADVANTAGE



# PERFORMING ARTS PROGRAM

Expressing one's own self is a discovery, and discoveries happen when the mind is free to observe, imagine and think beyond the set standards. This journey of discovery should be through the path where children learn life skills, social skills, communication skills along with empathy, energy and emotional balance. This in turn creates personalities distinct from each other and yet an asset to the world. Performing arts give children the safe space to discover themselves in a free and thought provoking environment.





# SPORTS EDUCATION PROGRAM

Education doesn't end within the four walls of a classroom. In order for an overall development of children, it's important to focus on physical fitness as well. That is why we started the Sports Education Program, a space for every student to discover themselves through activities curated for their mental and physical well-being.

## Benefits of the Sports Education Program

- Spatial Awareness and Body Control
- Importance of Fair Play
- The importance of strategies in physical activities
- Mastery of new skills and techniques
- Cooperative behaviour
- Usage of proper safety protocol

Every year, we organize Meru Sports Day in the month of January. On this day, we host a plethora of sport events such as - football, basketball, and badminton - for students to participate and develop their skills in the sport they love. We encourage students to play as a team to promote the idea of winning. The more they learn to play as one, the better they will adapt to situations in the real-world.

Our school teams of football, basketball, badminton and cricket represent the school in multiple inter school tournaments across the city and have won laurels for the school.



# REFLECTION TIME

As a school, we believe that Reflection Time is one of the most vital steps in the student's learning and progress. We ensure that our pupils are given time to reflect upon their learning for 45 minutes at the end of each week.

Reflection helps teachers recognise what and how students have learnt and what they need to focus on in the future. Scaffolding reflection in the classroom helps our students to develop and use the skills of peer and self-assessment – reflecting on what they have learned, and self-evaluation – reflecting on how they've learnt it.

Reflection time integrated with M-CLAP strengthens the bond between students and teachers.



# CIRCLE TIME

A child's emotional development is considered a key factor in their educational success. We, at Meru International School aim at creating an emotionally safe learning environment where academic excellence thrives.

Children go through numerous experiences on a regular basis. A child who does not feel emotionally safe, valued or listened to, may enter the classroom feeling frustrated, angry, distracted or withdrawn, particularly when attempting to learn a new concept. This could in turn affect their overall performance and emotional state.

The Circle Time Programme of Meru International School is an experience for all grades, which provides for the spiritual, moral, social and cultural development of our students, by developing a caring ethos, teaching by example, encouraging democratic values, pro-social behaviour, self-discipline and motivation. It's particularly useful for:

- Developing trust
- Expressing gratitude
- Working on problems
- Developing children's awareness of their responsibilities towards others and themselves
- Exploring new ideas
- Developing moral values
- Helping children feel they belong
- Making children feel special
- Having fun

Circle Time helps children enjoy learning, improves friendships and strengthens the relationship between peers and facilitators.



# WINNING THROUGH CO-CURRICULARS

We believe in empowering students with the ability to explore interests and passion in a structured setting outside the classroom, broadening their perspectives and worldview. This is crucial in preparing them to become global leaders and innovators. Getting involved in hobbies that they are passionate about provides a sense of accomplishment that increases the students' confidence.



## Sports Club

The main objective of the Sports Club is to inculcate sportsmanship in children. The club promotes a high level of physical endurance and discipline, values that are crucial for a student's success.



## Martial Arts Programme

Martial arts develops confidence and focus. Along with self-defence techniques, martial arts develop stamina, strength and flexibility. It also builds coordination and balance.



## Personality Development Workshops

The focus of these workshops is to help understand yourself better and shape the thinking and perception of one's self and of others.



## D.E.A.R. Program

The Drop-Everything-And-Read Program gives students time to read what they want to read, share what they've read, and receive the support they need for future reading explorations and reflections.



## Student Wellness Program

Meru International School is the safest place for your child after home. The Student Wellness Program cultivates a healthy and safe community that inspires students to succeed as leaders, role models, advocates and good citizens.



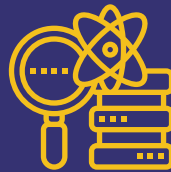
## Spoken Foreign Language

With the world becoming more connected, learning a foreign language is more relevant than ever. The sessions are designed to help students communicate in a foreign language and offer insight into the cultures of the country of origin.



## Gender Sensitivity Program

In a 21st century society, there is no place for gender discrimination. It sensitizes students about stereotyping, inequality and gender discrimination. The program fosters a respect for equality.



## Science Club

The science club aims to promote science interest and engagement through challenging and mind-stretching tasks. Children will be exposed to the three important objectives of factual knowledge, discovery and experimentation through a variety of problem-solving tasks.



## Literary/Media Club

The Literary Club encourages students to participate in various activities in turn bringing out their literary and creative side. Students can participate in activities such as reading short stories, debates, recitation, dramatization of a given topic, extempore, photography which will help them build their speaking and presentation skills.



## Model United Nations:

Every year, we conduct the Model United Nations (MUN), an educational simulation of the United Nations, where students learn about diplomacy, international relations and solving real-world problems. Preparing and participating for MUN helps students develop leadership qualities, and improves their research, writing, public speaking, and problem-solving skills.



## Innovation Lab

The new Innovation Lab provides Middle and Upper School students the tools, space, and guidance to inspire and nurture discovery. Through real-time critical thinking and trial-and-error activities, students learn to design solutions for real world problems. The Innovation Lab at Meru fosters the 21st century skills required by students and prepares them for the real world.



# FACULTY

With over 150 qualified teachers, from prestigious colleges and universities, we are perfectly positioned to deliver on our vision to students aged 3 to 18. We believe that the diversity of our teaching body is important to achieve the high expectations that we have set for ourselves.

Over 60% of our teachers have multiple degrees or postgraduate qualifications, and many have experience teaching International curricula.

At MERU, our commitment to ongoing professional development sees us hosting a range of professional development workshops for our own teachers, and educators from the greater community.

Our teachers are dynamic, enthusiastic, caring, internationally minded and lifelong learners. We expect our staff to be totally committed to doing their very best in the interests of all our students and our school.

Our teaching staff at the primary level is complemented by teacher assistants who support student learning throughout the curriculum. A full-time qualified Nurse is always available to provide medical care for students when required.

# WE TRAIN, COACH AND MENTOR

As a modern and contemporary school, we give a lot of importance to effective teaching. We strive to help teachers continually improve the quality of their teaching by organizing 150 hours of Continuous Professional Development training at par with International Teaching Standards. Our teachers are committed to learning new skills and applying them in the classroom. This in turn leads to a more stimulating and effective teaching environment. Moreover, it increases teacher motivation and confidence, and provides an organised environment for students and teachers to thrive.

MERU International school is an authorised training center recognised by Cambridge to provide Cambridge Professional Development Qualifications (Cambridge PDQs) covering two themes each at certificate and diploma level:

- Teaching and Learning
- Educational Leadership

With over 150 qualified teachers from prestigious colleges and universities, we are perfectly positioned to deliver on our vision to students aged 3



to 18. We believe that the diversity of our teaching body is important to achieve the high expectations that we have set for ourselves. Over 60% of our teachers have multiple degrees or postgraduate qualifications, and many have experience teaching international curricula.

Our commitment to ongoing professional development sees us hosting a range of professional development workshops for our own teachers, and educators from the greater community. Our teachers are dynamic, enthusiastic, caring, internationally-minded and lifelong learners. We expect our staff to be totally committed to doing their very best in the interests of all our students and our school. Our teaching staff at the primary level are aided by teacher assistants who support student learning throughout the curriculum.

We are also committed to caring for the health and well-being of our students and staff. A full-time qualified nurse is always available to provide medical care when required.

## MERU INTERNATIONAL SCHOOL





# SAFETY AND SECURITY

The buildings at Meru International School are constructed in a safe manner. Besides maintaining the security and safety of each individual on campus, we teach students the art of defence and how to safeguard themselves against a potential threat.

We have over 400 CCTV cameras installed across our campus to ensure the physical safety of our students. Parents and administrators can track the whereabouts of children through the Live GPS Tracking System installed in all our buses. We also make sure that a teacher is always present until the last student is dropped off. All our buses have a female attendee to address every sensitive need carefully. The school is manned round the clock by more than 50 highly trained security personnel.

## **Only at MERU:**

- STATE OF THE ART PHYSICAL AND SECURITY FEATURES FOR A 21<sup>st</sup> CENTURY SCHOOL
- LIBRARIES- LEARNING CENTRE (JUNIOR AND SENIOR)
- 400 CAMERAS
- BEST OF THE CLASS INFRASTRUCTURE AND FURNITURE
- INTERNAL AND EXTERNAL PLAY AREA
- COMPUTER LANGUAGE LABS
- MATH AND SOCIAL STUDIES LABS
- MUSIC ROOMS
- ART AND CRAFT
- INNOVATION LAB
- TRANSPORT TRACKING SYSTEM
- INFIRMARY

# EVENTS TO REMEMBER AND CELEBRATIONS TO REJOICE.

What's life without celebration and colour? Festivals play an integral part of the Meru culture and celebrating them in all forms is a norm. Any reason to celebrate, and we're the first to do it!



## Investiture Ceremony 2020

Great leaders are made right from childhood. How? Fostering good values and teaching good things in life helps a child to find a path that leads toward a brighter future.

We believe in achieving success through identifying strengths, nourishing them and reaching out to excel. The Meru education system is such where strong values are fostered and taught. Thanks to the pandemic, we conducted a first-of-its-kind Investiture Ceremony for students of classes IV-IX to elect our school captains, prefects and heads.

The selection process is very rigorous and highly selective. Students have to go through a 5-stage selection process to be selected as a member of the student council.

The school council is inducted by highly respected delegates such as officers from the armed forces and civil services. The Investiture Ceremony is an event that the entire school looks up to and is extremely proud of. The 2020 ceremony is yet another feather in our cap.

## Student Council

At Meru, processes are built by and for students. The student council plays a significant role as members of the council communicate with the students of the school on a regular basis to understand difficulties faced by them. They listen to students with an open mind to provide solutions to overcome the challenges. The school management depends on the student council to get a perspective on what's being implemented.

The roles and responsibilities of the student council include

- To take an active role in school assemblies
- To be a positive role model for the student body
- To wear the uniform correctly and with pride
- Actively seek the opinions of the entire student body
- Meet the leadership team on a regular basis
- Support school teams/groups at events

## Houses at MERU

Our students are grouped in four separate Houses and each House is monitored by a House Master and Deputy House Master along with other teacher members of the House. Based on color, the houses are divided into Gagan, Prithvi, Tejas and Vayu. A number of inter-house activities like quizzes, drawing competitions, poem recitation competitions, essay writing competitions, and debate competitions are conducted during the course of the academic year. The Houses are formed to inculcate competitive spirit, teamwork and unity among students while providing them a platform to showcase and hone their talent in different fields.



- **International Yoga Day**
- **World Environment Day**
- **Vanmahotsava Week**
- **Heritage Week**





### Internal Competitions & External competitions

We conduct different monthly competitions across Grade 1-9. These include art, craft, napkin folding, fruit carving, debates, elocution, story-telling, poetry telling, declamation, advertise me, solo and group dance, solo and group musical events. Year-round competitions and activities help to build healthy competition and team spirit among our little Meruvians. Every Meruvian gets a chance to participate in these internal as well as external events to hone their skills and to build competitive spirit and teamwork.

**We take pride in the philosophy of "No child is left out at Meru". True to the promise, no child is left without a chance to participate and perform. Meticulous planning and implementation is done to ensure that every child gets to indulge in at least 10 events and experiences per year.**

- Bhasha Divas
- Guru Purnami
- Kargil Divas
- Mathematics Day
- Science Day
- Cultural Festival Days
- Disability Day
- Sports Day
- Merutsav
- All Important international and National Day celebrations

### Morning Assemblies

Assemblies are conducted from grades IK1 - Gr 9 and the assembly themes are based on important International and National days. Our digital assemblies are a huge hit with a reach of more than 1 lakh viewers. During the pandemic, we have a weekly assembly where the Principal briefs the school on important activities and the children from each grade perform message-oriented skits to signify a prominent occasion. Every Monday, the entire school gathers digitally to hear the updates from the Principal who also takes the time to appreciate the efforts of students from various grades. It's an occasion when the entire Meru family bonds and celebrates the little victories.

### MERUTSAV 2020

We teach our students to face adversities, to continuously evolve, and to embrace the future. In order to make the best out of the lockdown, we came up with the idea of conducting an online inter-school event, spread across grade levels.

Keeping in mind how every child is unique, we made sure there was something for everyone. Students could choose from numerous competitions of their interest like Student Reporter, Mad Ads, Gully Rappers, Bingo, Dance, Mind Wars, Decrypto, Photography, Mellow Moderato, Videography, Fitness Freaks, Puppetry and so much more. The winners were awarded gift vouchers.





## PARENT CONNECT

**Our effective Parent Connect Programme helps to strengthen the bond and develop two-way communication that benefits both parties. We follow an open door communication policy where no query or concern is ever too small. Our standard operating procedures are prepared in consultation with the experts in the industry and are world standard. Our team at MERU is well trained and equipped to respond to any concern in less than 24 hours. Addressing the concerns of the parents and providing MORE than expected, is a norm at MERU.**

At Meru International School, we firmly believe that effective communication is a key factor in making the parent-school relationship work positively. Parents have a significant impact on their child's learning and educational experience when they take an active role in monitoring the student's progress, assignments, attendance, activities and events. Parent involvement helps keep students on track – from better attendance and fewer missed assignments to improved grades as well as grooming children into confident and empathetic citizens.

Our effective Parent Connect Programme helps to strengthen the bond and develop two-way communication that benefits both parties. Regular Parent Teacher Meets help to understand the learning levels of children.

Guest lectures, story-telling, parent enrichment programmes are regular events on the school calendar. Parent Orientations on our unique learning programmes such as RAZ help parents to understand the methodology used in school. Daily updates via social media and the school app keep parents updated on the upcoming programmes and events. Symbiotic bonding along with a healthy and transparent relation has helped our school to grow and regular and constructive feedback has facilitated in providing a safe and enriching learning experience to all our students.

- **Father's Day:** Grade 1 and 2 children along with their fathers enjoy various fun activities like craft making, father child duo games, Zumba session, etc.
- **Parents Sports Day:** Box cricket, badminton championship and hopscotch was arranged over a weekend for parents to enjoy a day of fun and fitness
- **Grandparents Day:** A day when children indulge in fun-filled activities such as dancing, playing and singing with their grandparents
- **Mother and child Janmashtami event:** We have hosted mother and child competitions based on the theme of Janmashtami where the mother-child duo mesmerised us with their wonderful performances



# PARENT TEACHER MEETING

Parent teacher meeting is usually held once every month to bring the parents up to speed about their child's progress as well as give them an idea of the various teaching methodologies being employed at the school. Parents are given an insight on the learning system which is based on the belief that - locked within every child is the inherent potential for greatness.

Parents need to be involved at every step-in order to keep track of the progress their ward is making over the academic year. While it may not be possible for them to do so every day, considering they would be busy with their own professional lives, the school offers Parent teacher meets to discuss various aspects of the student's schooling. Many issues are discussed, including the school curriculum and the subjects being taught. By having a regular update on the subjects being taught, parents will

be able to keep a track of the progress being made by the student, as well as suggest any changes they may feel would add value to the student's learning.

Child development is another area the parent orientation program focuses on. By involving the parents in the process, the school ensures the student will be given due attention to areas of improvement at home as well, and ensure they can improve their performance.

Student Led Conferences during the parent teacher meets promote a school culture of engagement and growth, and invite students to play an active role in planning their own learning. The Student Led Conferences at Meru International School promote responsibility, team-work, self-reflection and leadership qualities of students, and reframe the learning experience of a student by investing in their own learning.



# WINNING THROUGH HOBBIES

We believe in empowering students with the ability to explore interests and passion in a structured setting outside the classroom, broadening their perspectives and worldview. This is crucial in preparing them to become global leaders and innovators. Getting involved in hobbies that they are passionate about provides a sense of accomplishment that increases the students' confidence.

We give our students an abundance of hobby choices as we believe that children should have the option to choose and decide the extracurricular activities that they want to excel in. Children have the freedom to learn and enjoy new skills without the pressure to achieve high grades. This relaxed environment empowers students to take risks as they take on new challenges. Besides gaining skills related to specific activities, such as sports, students learn a variety of essential skills that will help them thrive in all areas of life. Co-curricular activities allow students to build their skills in communication, goal-setting and prioritization, leadership, critical thinking, teamwork, problem-solving and time-management, to name a few.

## **The hobbies offered at MERU are:**

- Aspiring Artisans
- Toastmasters
- Lights, Camera, and Action
- Music- Keyboard
- Music- Carnatic Vocal
- Music- Drums
- Music- Guitar
- Music- Hindustani Vocal
- Skating
- Table Tennis
- Taekwondo
- Basketball
- Football



# CORPORATE SOCIAL RESPONSIBILITY (CSR)

CSR can work in a variety of ways. Some schools adopt green practices, where students are taught about the importance of nature and are asked to plant trees. Other schools, make generous donations to charitable causes or help fundraise on their behalf. At Meru, we take it a step further and lead by example. For us, it's about giving back to society in any way possible.

## **Daan Utsav**

This is a week-long celebration where we teach students the importance of empathy. We educate them on why the helping staff at schools all over the world is an integral part of the system, and we thank them for their services. Daan Utsav is also a reminder to the children about the privilege that they are born with and in order to show their gratitude for all the support and help, children donate essential items to all the helping staff in school.

# MERU E- SCHOOL FOR THE GREATER GOOD

The unforeseen circumstances brought forth by the pandemic motivated us to explore various methodologies of teaching, and at the same time called upon Corporate Social Responsibility (CSR) of the school towards the nation and the society.

Through the Meru Virtual eSchool CSR initiative, we envision to improve the online education ecosystem and amplify the dynamics of academics by supplying education to all those students whose schools cannot afford online learning, due to which children are impeded from knowledge.



# HELPING OUT IN TIMES OF NEED

At Meru, we feel it's our responsibility to help each other out during the pandemic and stand together to come out of this stronger. In the same regard, we have distributed essential supplies to all our non-teaching staff at school and did everything in our power to help out.



**MERU INTERNATIONAL SCHOOL,**  
Adjacent to My Home Jewel,  
Chandanagar, Hyderabad.  
Call: 040-68139900, 8101 700 700  
[www.meruinternationalschools.com](http://www.meruinternationalschools.com)  
    /MeruInternationalSchool