Contents

01 Introducing Genesis – Our Pledge
02 Genesis Global School
   Our Ideals
03 Director cum Principal

04 School Overview
07 The School Campus
08 Pre-Primary School
   Junior School
09 Middle School
   Senior School

10 Focus on Curricula
12 The Curriculum
13 CBSE – Comprehensive and Continuous Evaluation (CCE)
14 International Baccalaureate - PYP (IB PYP)
15 Cambridge International Examination - CS1 (CIE CS1)
16 Cambridge International Examination - IGCSE (CIE IGCSE)
17 International Baccalaureate - DP (IB DP)

16 Areas of Co-Scholastic Education
18 Art Education
19 Creative and Performing Arts
20 Visual Arts
21 Music
22 Sport and Games

24 Co-curricular Activities and Affiliations
27 Co-Curricular Activities
   Model United Nations
   Design and Technology
28 Robotics
   Astronomy
29 Photography and Film
   Adventure Sports and The Outdoors
30 Mentors – The strength of the school
31 Overseas Collaborations
32 Overseas Exchange Programmes
   Round Square
   IPSC

32 Further Information
34 Social Development/
   Community Service Programme
35 - Junior School
   - Middle School
   - Senior School
36 LSD: Learning Support Department
37 Mentor Training Programmes
38 Day and Extended-Day Scholars
39 Scholars in Residence
40 Diversity
41 Nutrition
   The School Infirmary
   Admissions Procedure
43 School Features
44 Senior Management
Our Pledge

We pledge to provide every child with individual attention, modern facilities and exposure to the best global practices of mentoring and care. We ensure multicultural education rooted in universal values, with emphasis on personal excellence. Each scholar will emerge from Genesis Global School as a considerate, accomplished and aware global citizen ready to assume responsibility for making the world better.
Education is a journey and at Genesis, this journey is full of opportunities and fulfilment. The scholars of Genesis are confident, disciplined and critical thinkers. These qualities ensure that they grow into responsible and caring adults of a global society. We encourage experiential learning and create specific opportunities for growth.

Keeping the above in mind, the curriculum is designed to go beyond academics.

Learning of the highest quality is possible in an environment where scholars feel valued and respected. At Genesis, the democratic ethos permeates every aspect of interaction with scholars, parents and mentors. It is in such an environment, that our scholars develop an understanding of their strengths and the areas of improvement in which they need to further work on.

This in turn leads to a healthy self-respect and increased confidence in their problem-solving abilities.

We respect individual uniqueness and celebrate the integrity and dignity of each scholar. The conduct of a scholar at Genesis is based upon respect for self, consideration for others and concern for the environment.

As a school, academic achievement is valued and supported. Our curriculum seeks to balance physical, emotional, social and spiritual growth with academics. We develop in our scholars optimism, confidence, enthusiasm, concern for justice and an idealism, which will metamorphose into growth, and a global perspective that they should carry as young adults.

The Genesis hexagon represents six ideals, which are the pillars on which the ethos of the School is nurtured. These ideals are:

- Care for the Environment
- Focus on Internationalism
- Nurturing Leadership
- Service to Society
- The Practice of Democracy
- The Spirit of Adventure

Our Ideals

This in turn leads to a healthy self-respect and increased confidence in their problem-solving abilities.

We respect individual uniqueness and celebrate the integrity and dignity of each scholar. The conduct of a scholar at Genesis is based upon respect for self, consideration for others and concern for the environment.

As a school, academic achievement is valued and supported. Our curriculum seeks to balance physical, emotional, social and spiritual growth with academics. We develop in our scholars optimism, confidence, enthusiasm, concern for justice and an idealism, which will metamorphose into growth, and a global perspective that they should carry as young adults.

The Genesis hexagon represents six ideals, which are the pillars on which the ethos of the School is nurtured. These ideals are:

- Care for the Environment
- Focus on Internationalism
- Nurturing Leadership
- Service to Society
- The Practice of Democracy
- The Spirit of Adventure

Our Ideals

Education is a journey and at Genesis, this journey is full of opportunities and fulfilment. The scholars of Genesis are confident, disciplined and critical thinkers. These qualities ensure that they grow into responsible and caring adults of a global society. We encourage experiential learning and create specific opportunities for growth.

Keeping the above in mind, the curriculum is designed to go beyond academics.

Learning of the highest quality is possible in an environment where scholars feel valued and respected. At Genesis, the democratic ethos permeates every aspect of interaction with scholars, parents and mentors. It is in such an environment, that our scholars develop an understanding of their strengths and the areas of improvement in which they need to further work on.

This in turn leads to a healthy self-respect and increased confidence in their problem-solving abilities.

We respect individual uniqueness and celebrate the integrity and dignity of each scholar. The conduct of a scholar at Genesis is based upon respect for self, consideration for others and concern for the environment.

As a school, academic achievement is valued and supported. Our curriculum seeks to balance physical, emotional, social and spiritual growth with academics. We develop in our scholars optimism, confidence, enthusiasm, concern for justice and an idealism, which will metamorphose into growth, and a global perspective that they should carry as young adults.

The Genesis hexagon represents six ideals, which are the pillars on which the ethos of the School is nurtured. These ideals are:

- Care for the Environment
- Focus on Internationalism
- Nurturing Leadership
- Service to Society
- The Practice of Democracy
- The Spirit of Adventure

Our Ideals

Mr. Pramod Sharma brings with him the experience of a career in education spanning 42 years. He started with teaching chemistry at The Doon School, Dehradun. He also taught in Afghanistan and Nigeria. He has served as Principal for over two decades across various institutions including the T N Academy – Gangtok Yadavindra Public School – Patiala and Mayo College – Ajmer. During his 12-year tenure at Mayo College, Ajmer, it was placed amongst the best two residential schools in India.

He was awarded the National Award for Teachers in 2000 by the President of India. His decade-long tenure as member of the governing body of the CBSE was much commended. He has been Convenor INTACH – Ajmer and Pushkar, and Vice-Chairman of the Rajasthan Scouts and Guides. He is the ex-Chairman of the Indian Public Schools Conference (IPSC) and the recipient of the Lifetime Achievement Award from IPSC in 2008. He is an honorary member of Round Square and IPSC.

An avid sports person, he continues to enjoy his game of tennis and badminton. He looks forward to the continued growth of Genesis Global School as a preferred day and residential school that offers excellent infrastructure and ethos for any scholar looking forward to a modern education.

A smile on each face, an inherent curiosity and the will to participate and excel, are strong indicators of the sheer optimism and happiness in which our scholars have been nurtured. Through regular feedback given to parents about their ward’s performance, we maintain the highest standards of quality, transparency and accountability. Our common practices and traditions have begun to empower our scholars to anticipate and prepare for the needs of the future.

Pramod Sharma
School Overview
The School Campus

Genesis Global School is situated in Noida, a suburb of Delhi, and is part of the National Capital Region (Delhi NCR). The School is spread across a world-class 30 acre campus, with super connectivity via the six-lane Taj Expressway. It is an hour’s drive from the Indira Gandhi International Airport at Delhi.

The campus was designed by Team 3, Singapore and Nostri – an architectural firm. A Wi-Fi enabled campus, complete with spacious e-classrooms, multimedia library, computerised labs and classrooms; form the backbone of the academic infrastructure, which is at par with international standards. Genesis prides itself on providing extensive sports venues of the highest global specifications, including a fully air-conditioned multi sports indoor hall covering 1,10,000 sq. ft., an Olympic size 50m swimming pool, a separate toddler’s pool, a 400m athletic track, three sports fields, tennis, badminton, basketball and squash courts, a shooting range and a horse riding arena.

24/7 security of the campus is ensured through strategically located surveillance cameras and CCTV monitoring by trained security personnel.

The green campus concept has been employed in planning and construction of the school. The highlights of this approach include the use of fly ash in building material, solar heating, water harvesting, recycling of waste, effluent treatment, plastic free and chemical free landscaping. Bio-waste management is being actively considered at the moment.
The Primary Years Programme (PYP) allows mentors to encourage and develop each child’s individual interests. The IB PYP in the Pre-Primary acknowledges that young children are constructing their own meaning and provides a framework that gives support for them to be active learners and inquirers, whilst nurturing their basic skills and needs, providing a sound beginning to the continuum of learning that goes on throughout the Primary Years. They construct meaning and experience the world around them. It is a part of their indoor and outdoor environment and continuously provides them with the opportunities to comfortably express themselves and quench their natural instinct of being curious. Play in a safe and secure environment allows children to take on challenges courageously, explore new things and learn to solve problems.

The Primary School comprises of Grade 1 to 5. The teaching pedagogy of the primary years focuses on developing the intellectual capabilities of learners to the fullest; it endeavours to cultivate an aptitude for reasoning and exploration. Enquiry is inherent to the IB Primary Years Programme and learning in a transdisciplinary manner enhances the scope for enquiry. No subject is taught standalone; they are all integrated with each other. Further, the focus moves from a content driven curriculum to a concept driven curriculum, meaning that learners explore not just the what and how of facts but delve deeper into the why and so what. The learners become independent and take on the responsibility for their learning. They are equipped with skills to ensure critical thinking, independence in research, self-management, collaborative learning and expression, enabling them to be life long learners.

To ensure that each scholar gets the requisite attention, we have a low mentor-scholar ratio and our faculty monitors each student’s progress through continuous assessments. These range from Pre-knowledge to formative and summative assessments.

The middle school extends from Grades 6 to 8. One of the most important functions of middle school is enabling scholars to develop and master their areas of interest. Scholars are taught how to harness their talents. The emphasis is on logical and critical thinking. Exploiting the infrastructural advantages, such as libraries, multimedia rooms and laboratories plays a major role in this stage of development. We ensure access to everything that they require to complete projects, conduct experiments and study concepts. Feedback and assessment is very important in any learning process and scholars are provided the same, thus enabling them to build on their performance.

The senior school consists of Grades 9 to 12. These years are further divided into two phases of Grades 9 and 10 and Grades 11 and 12, which is the threshold to undergraduate studies. These two years require scholars to focus on specific areas of specialisation. The learning evolves into a more competitive effort and mentors recommend useful reading material, as well as supplementary texts. Professional career counselling and advice on university education, through the University Placement Cell (UPC) is the final role played by the school at this stage.
Focus on Curricula
The Curriculum

Education is a journey of discovery and growth, and we take the best from Central Board Of Secondary Education (CBSE), Cambridge International Examinations (CIE) and International Baccalaureate (IB). The School is an CBSE, CIE (CSE & IGCSE) and IB (PYP & DP) authorised school. Please read the disclaimer at the end of this brochure.

Our curriculum is comprehensive and based on core subjects, facilitating not just knowledge, but also the development of concepts, ideas and skills.

Genesis believes that learning is a dynamic process where each scholar learns differently. We provide developmentally appropriate practices by teaching in ways that match the way scholars develop and learn. It provides daily experiences to scholars to discover that they are competent and capable learners.

Considering the current demands of international careers the School supports additional learning of French, German and Spanish, as a part of the curriculum. Mandarin has also been proposed to be introduced in the School’s curriculum, soon.

Language comprehension, focusing on listening, speaking, reading and writing skills are fundamental to all subjects. Cognitive development, intellectual development, interpretation and thinking skills are more complex secondary skills that follow. The overall personal, social and emotional development of the scholar is constantly monitored to ensure a strong foundation for the adult years.

The entire learning of each scholar is divided into four phases, with each phase, requiring its own focus area and hence its own philosophy.

A regular feedback to parents regarding homework and involvement and progress of scholars, keeps parents well-informed and ensures a closely monitored development programme for their children. This also helps the school in initiating remedial measures, as and when required. A regular and productive communication between parents and mentors is encouraged in both the informal and formal spheres. Parent-Mentor meetings are held at regular intervals.

CBSE – Comprehensive and Continuous Evaluation (CCE)

All scholars at Genesis can pursue their learning in an uninhibited and non-restrictive manner. The school aims for providing holistic development to its scholars and is opposed to a rigid and stressful examination policy. Keeping this in mind, the school follows the CCE system of CBSE, in the middle and senior school. The all-round development of the scholar is assessed through a variety of interesting activities, rather than just a summative examination. Therefore equal importance is given to scholastic and co-scholastic areas and scholars are graded not only in terms of their knowledge, but also participation and involvement in the class, inter-house and inter-school activities.
The driving force behind the IB Primary Years Programme is a deeply held philosophy about the nature of an international education. To meet the diverse needs of the scholars - physical, social, intellectual, aesthetic and cultural - schools following the PYP ensure the learning is engaging, relevant, challenging and significant. Learning is central to the programme and the critical element in developing an international perspective and creating lifelong learners. This must begin with each scholar’s ability to consider and reflect upon the point of view of someone else in the same class.

The Primary Years Programme (PYP) looks at the above through enquiry, which puts the onus of learning on the learner. Enquiry is experiential in nature and scholars explore the world and arrive at an understanding through experiences. Using the inquiry method, scholars explore specific areas of study. These units are carefully planned across the year levels to provide a complete and coherent curriculum which is of global significance, provides an awareness of the human condition and commonalities through various cultures. It also gives them sensitivity to the diversity of our world.

Cambridge Secondary 1 (CSI) is a curriculum for Grade 6 to 8 from Cambridge International Examinations. It is perhaps the most sophisticated and nuanced methodology to nurture young minds. It is a curriculum for the contemporary world to produce scholars who are not only informed but also aware of their responsibilities as global citizens.

The teaching methodology too caters to a wide variety of skills ranging from compassion to patience and from research to expression.

The IGCSE curriculum encourages learner-centred and enquiry-based approaches to learning. It develops learners’ skills in creative thinking, enquiry and problem solving, giving learners’ excellent preparation for the next stage in their education. Assessment for Cambridge IGCSE includes written and oral tests, coursework and practical assessment. Coursework is set and marked by the mentor and externally moderated by Cambridge.

IGCSE is a two year curriculum starting in Grade 9. In most subjects there is a choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. There are clear guidelines which explain the standard of achievement for different Grades. Cambridge IGCSE examination sessions occur twice a year, in May/June and October/November. Results are declared in August and January.

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares scholars, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of scholars. The programme has gained recognition and respect from the world’s leading universities.

The Diploma Programme prepares scholars for success in higher education and life in a global society. It equips scholars for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme’s unique Theory of Knowledge course
- Undertake in-depth research in an area of interest through the lens of one or more academic disciplines in the extended essay (EE)
- Enhance their personal and interpersonal development through creativity, action and service (CAS)
Areas of Co-Scholastic Education
Art Education

- To enable the child to explore, clarify and express ideas, feelings and experiences through a range of arts activities
- To provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature
- To develop the child’s awareness of sensitivity and for enjoyment of visual, aural, tactile and spatial qualities in the environment
- To enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms and encourage individuality and enterprise

Creative and Performing Arts

Learning is the quest for truth and the means to express it. Theatre and performing arts are the means and the avenues. Verbal expression is the first miracle of creative expression and it is also the most intimate of all. When scholars develop the confidence and begin to express their inner feelings verbally, the quest for the truth becomes deeper and richer. The key is for scholars to learn that true expression is not repetition from memory, but feeling, thinking and perceiving the nuances, and then crafting those feelings, thoughts and perceptions into their own original and unique way of speaking and communicating.

Written creativity – be it poetry, fiction, drama, song or speech holds the key to the search for truth and catalyses its fulfilment. If scholars are exposed to the richest spoken and written communication in the early years of learning, they will internally realise the potential of those words, and this will reflect when the scholar begins to express inner feelings verbally. They will be inspired, guided, and challenged by the words they have absorbed in those early years. Scholars are therefore exposed to the best of poetry, fiction, drama and music as a sound start to fulfilling theatre education. Gradually, scholars are encouraged to express themselves while retaining their individual and original creativity. Recitation, songs, plays, debate, dance are all directed under the guidance of mentors who feel deeply for the scholars and for their inner thoughts. The School offers certified courses through Trinity College in speech and drama. It also annually hosts an inter-school literary & cultural festival called ‘Landmark’ which is indeed a celebration of youthful creativity and innovation.
Music

Music education is one of the most important fields in education. From physical to spiritual, music plays an integral role in our personal development. It allows us to express our needs and desires through song as well as gives us an insight into some of the interesting aspects of our history. Music also allows us to develop other aspects of our minds by giving us a multi-faceted form of expression that we can use to gain a better insight into the world around us.

Music is a rich inheritance we can pass on to posterity. It allows us to stay not only informed about the people around the world but ourselves as well.

Throughout a year, presentations are made by scholars in various celebrations (Indian and International) which help them in developing their presentation skills. Scholars enthusiastically practice and present music in conjunction with multilingual celebrations and different competitions. These competitions are the inter-house music competition and the multi-cultural festival called ‘Landmark’ which is the first co-curricular based competition that has been organised by our school.

Scholars either learn Western Contemporary Music (vocal and instrumental) or Indian Classical Music (vocal and instrumental). They are also given adequate time to pursue an instrument of their choice - guitar, drums, synthesizer, piano, flute, tabla, violin, harmonium, sitar etc.

Scholars also prepare for their piano grade exams from Trinity College of Music, London. These classes are held twice a week during the Extended Day Programme.

Visual Arts

The visual arts curriculum is structured to provide a broad-based and balanced programme for each of four levels in Junior School. Each level has eight strands, which are organised to ensure a balance between making art and observing art, responding to art and transforming to art in the middle school.

- Clay
- Construction
- Digital Art
- Drawing
- Fabric and Fibre
- Paint and Colour
- Performance and Ephemeral Art
- Print
Sports and Games

Physical activity through sports and games is an essential ingredient of the personality development of every scholar. We believe that academics and sports are compatible and complimentary in realising the child’s full potential.

Activity on the playfield develops the qualities of teamwork, leadership, dedication, discipline, self-confidence and self-esteem. They get ingrained in the psyche and enable each scholar to overcome the trials and tribulations of life. Sports equip scholars to face the challenges of an increasingly competitive world.

The cornerstone of the sports curriculum is the recognition of every child’s right to sport. It is designed on the understanding that children have vastly varying physical abilities and hence require different types of sports and games. The school offers world-class facilities in 21 sports and games, and strives to meaningfully involve all scholars in it.

The sports policy ensures a smooth transition from childhood play to competitive sports. In the initial years children will be encouraged to joyously participate in the mother sports of running, swimming and freehand gymnastics. Scholars in the Junior School enjoy the ‘Wings’ programme which focuses on developing gross motor skills and coordination while older scholars get to explore and display their special sporting talent.

As they grow the school ensures that their curriculum is upgraded accordingly. Special training regimes are individually developed by highly qualified and experienced instructors keeping in view the ability, talent and the potential of every child.

We offer opportunities for international exposure through overseas sports exchanges and by inviting foreign teams to the campus. Regular campus visits by eminent sports personalities for interactive sessions are planned with a view to motivate scholars through interaction with their role models.

The following sports and games are offered:
- Athletics
- Badminton
- Basketball
- Chess
- Cricket
- Fencing
- Football
- Golf
- Gymnastics
- Hockey
- Horse Riding
- Martial Arts
- Shooting
- Skating
- Sport Wall Climbing
- Squash
- Swimming
- Table Tennis
- Tennis
- Wings
- Yoga
Co-curricular Activities and Affiliations
Co-Curricular Activities

Co-curricular activities in school build character and develop multiple skills in scholars. A plethora of activities in literature, art, science, performing arts and sports, benefits scholars immensely. We also cultivate non-academic skills such as leadership, innovation and entrepreneurship.

Inter-school competitions expose scholars to difficult yet real-world situations, thus, training them to become competent individuals. Interaction with scholars of different schools makes scholars aware of the community around them. It also makes them aware of the international standards maintained at Genesis Global School.

At the end of their schooling, we want our scholars to not only be academically successful, but also multifaceted, forward thinking, bringing with them leadership, innovation and entrepreneurship.

Writing and publishing is at the forefront for both day scholars and Resident Scholars. The scholars publish four magazines and newsletters.

- The Bugle – the Junior School newsletter
- The Trumpet – the Middle and Senior School newsletter
- The Coffee House – a bi-annual magazine with inputs exclusively from the Resident Scholars, featuring all their in-house activities, prose, poetry, stories and articles
- The Buzz – a quarterly magazine featuring everything from politics, movies, facts, sports and music, to review and current affairs

Model United Nations

An academic simulation of the United Nations that aims to educate participants about current events, topics in international relations, diplomacy and the United Nations agenda. Participants research a country, take on roles as diplomats, investigate international issues, debate, deliberate, consult, and then develop solutions to world problems. During a conference, participants must employ a variety of communication and critical thinking skills in order to represent the policies of the country they represent. These skills include public speaking, group communication, research, policy analysis, active listening, negotiation, conflict resolution, note taking, and technical writing.

Design and Technology

An activity enabling learners to identify, consider and solve everyday problems through creative thinking, planning and design and by working with different media, materials and tools. As a result, learners gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluating it.
A hobby which is cross-disciplinary where scholars get a chance to learn about interaction, computer programming, physics, social and ethical dimensions, engineering, chemistry and biology including persistence, curiosity, problem-solving and teamwork – critical skills in today’s world. Robotics is all about the future. Some of the most significant problems that confront us can be at least partially solved with robotic technologies – such as saving lives during disasters, monitoring environmental resources, doing difficult and dangerous tasks to protect human lives, and keeping it safe and healthy.

A wonderful gateway hobby that can provide a hook to the scholar to study many other aspects of science. It’s also an interdisciplinary subject that draws on so many of the traditional science subjects. Also, understanding astronomy helps us to understand ourselves, our universe, and our home.

Making a film brings out the innate creativity of the scholars, builds their interpretative and technical skills, and enhances their understanding of the power of photography and film making to communicate their perspectives of the world.

Understanding the role of history, techniques, aesthetics, and practice in photography is crucial to good photography. Scholars learn photography best by doing it. Hands-on learning is a part of every session. Practicing techniques focuses scholars, creates vital learning experiences, and builds confidence.

Interaction with nature and wildlife is important in a scholar’s understanding of the delicate balance and relationship that we share with our environment. Exposure to ecology and environment in the formative years, builds an understanding of the world around us. This leads to respect and understanding of the roles of everybody in the protection of the environment. During outdoor excursions, scholars learn to develop the dynamics of group interaction, interdependence and team spirit – essential skills for their adult life. Each scholar is encouraged to participate in outdoor activities and adventure sports. The school organises regular excursions to locations all over the country, which provide exciting opportunities and experiences. These include:

- Camping and Trekking
- Visits to Nature Parks and Wildlife Sanctuaries
- River Rafting
- Rock Climbing
Mentors – The strength of the school

At Genesis, our mentors are trained educators, facilitators and role models; personalities who set an example and inspire scholars to take responsibility of their own learning. They are innovative and competent in their roles. All mentors and guides at Genesis are approachable, compassionate, encouraging and effective. Yet learning is a lifelong process and our mentors do undergo internal and external training and are well versed with global trends in learning.

There are 50 apartments for staff on campus and many of the mentors reside within and are easily approachable for the needs of the School and its scholars.

Overseas Collaborations

We have a vibrant collaboration with Clifton College in the UK, with whom we share regular mentor and scholar exchanges. These exchanges facilitate:

- Cross-cultural experience
- Global visiting faculty
- Joint community service project
- Mentor development programmes
- Sharing best practices
- Sports exchanges

Overseas Exchange Programmes

Scholars at Genesis have the opportunity to attend and host overseas exchange programmes. These programmes provide life transforming experiences to our scholars and instil respect for different cultures. Some of the recent exchanges were:

Participated in:
- French Exchange Programme, at Yves Klein, France. 24 Scholars in 2014.
- NASA’s Training Centre, Huntsville U.S.A. – 17 Scholars in June 2014
- German Exchange Programme with Montessori School, Wertingen, Germany. 9 Scholars in July 2013.
- NASA’s Training Centre, Huntsville U.S.A. – 33 Scholars in June 2013
- Clifton College, Bristol, UK – four scholars in June 2013

Hosted:
- German Exchange Programme with Montessori School, Wertingen, Germany – 14 Scholars in April 2014
- French Exchange Programme with Yves Klien, 25 students in May 2014
- Montessori School, Wertingen, Germany – nine scholars in July 2013

Round Square

The School is a regional member of Round Square, and actively participates in its conferences in India and overseas. It is based on the philosophy of Kurt Hahn, an exceptional educational leader. Dr. Hahn believed that it was crucial for scholars to prepare for life by having them face it head on and experience it in ways that would demand courage, generosity, imagination, principle and resolution.

IPSC

Genesis is the youngest member to be granted membership of the Indian Public Schools’ Conference (IPSC) on the 7th Dec, 2014. IPSC is an association of 77 prestigious schools of the country offering numerous inter school platforms to member schools, giving students national exposure.
The Department’s goal is to help achieve the School’s goal of developing every scholar into a considerate, accomplished and aware global citizen who is ready to assume responsibility for making a better world. The School believes that learning through service:

- Will sensitize children to social causes and increase participation in community development programmes
- Enhance scholars’ willingness to take risks
- Develop their ability to become leaders, build healthy and productive relationships
- Realise the ‘Joy of Giving’

The School has been working with several NGOs and involving scholars from every class in various different social work activities. Scholars participate in different projects keeping in mind their age and sensibilities.

Kanya Gurukul: Scholars spend considerable time with the students at Kanya Gurukul participating in – crafts, dance, music and games. They also donate stationery items, warm clothes and blankets for the scholars there.

Apna Ghar: Apna Ghar is a home for destitute children, which has a high level of interaction with the scholars of the School.

MBCN: Our scholars celebrate Friendship Day and Sports Day together with the scholars of this special school.

CanKids: These are young cancer patients from nearby villages where our scholars learn, teach, entertain; practice hobbies together e.g. origami, art and music.

Halfway Home: Scholars work with schizophrenia patients at Halfway Home - bringing a spark to the lives of the depressed patients by giving them an empathetic listening and entertaining them with games and music.

Sai Shiksha Sansthan: Scholars have built a bond of friendship with scholars at the Sai Shiksha Sansthan. They spend time together sharing craft skills, playing games, organising quizzes and sports.

Bhaagidaari: Scholars work with less privileged children of government schools in the neighbouring villages of Wazidpur and Rohillapur. They spend time teaching these scholars and discussing with them various social issues.

Ramakrishna Vivekananda Mission: Senior school scholars spend time at this Home for destitute boys and teach these boys computer skills.

Welfare Home for Children: Here they work with abandoned children, teaching them reading with the help of Flash cards and have also taught them poems.

Disha: In this programme they reach out to migrant labour in the area to eradicate illiteracy, child labour and identify the disabled and non-school going children. Here our scholars organised a Tree Plantation Drive and will be conducting a Medical Camp soon.
Every scholar at Genesis Global School is promised self-trust, which is the essence of heroism and infinite vitality. Inclusive education sharpens our focus on catering to the needs of special children and assisting them to join the mainstream and reinforcing in them pride and confidence. A multidisciplinary team of closely involved and dedicated special educators, speech therapists and occupational therapists assist this team. They work in close coordination with parents and home tutors to monitor the scholars’ progress and provide effective support for their needs.

The Learning Support Department at Genesis uses the Inclusion-Integration approach. This includes:
- Adaptations and accommodations
- Early intervention services to the youngest group with the help of shadow mentors and therapy professionals
- Inclusion and support inside the classroom
- Included in mainstream classes for academic and activities
- Occupational Therapy, Speech Therapy and Sensory Integration Therapy is integrated in the classroom
- Parent feedback and empowering them with strategies
- Regular networking with outside professionals for remedial and clinical help
- Regular observations, in-house
- Regular Remedial sessions assessments and formal assessments
- Sensitization activities with the assistance of the Social Development Officer
- Sharing strategies with all to make inclusion possible
- They are supported in class as per their needs and by applying differential approach

The mentor training programme at Genesis is an on-going process, which focuses on exposing mentors to the latest nuances of technology, methodology and changing practices of the national and international curriculum. Emphasis is continuously placed on the compassionate, empathic and impartial role of the mentor in the scholar’s learning process.

The mentor training programme at Genesis is implemented through:
- INSET programmes
- External seminars and workshops
- National and international visiting faculty
- Exchange programmes
- Cambridge International Examination workshops and online courses
- International Baccalaureate workshops and online courses
Day and Extended-Day Scholars

At Genesis, scholars have the option of being day scholars or extended day scholars.

The extended day programme is a wonderful option to suit the convenience of both parents and children. Scholars have the option to stay back till 5:45 pm and be a part of the extended day programme where they participate in various interesting activities, sports and academics.

The child can play seasonal games or opt for specialised coaching in a particular sport. The extended day programme is therefore an extremely productive exercise instilling versatility and sportsmanship in scholars.

Residents In Residence

Resident Scholars at Genesis Global School have the option of being 5-day boarders with the weekends at home, or 7-day boarders. Equipped with modern infrastructure and facilities, the residences for scholars at Genesis are indeed a home away from home. The school has separate air conditioned residences for boys and girls, where they are given personal attention and care by experienced House Parents. Each scholar has a comfortable and cosy bed, a bedside table, a study table and a cupboard for their personal belongings. The scholars’ residences are supported by laundry and housekeeping facilities.

A lounge and recreational room known as the common room in each Residence gives scholars an opportunity to play indoor games, watch television, and use the Internet.
The School actively seeks applicants from all over the world and provides all its scholars with diverse experiences of a global world. The scholars currently studying at Genesis come from India, Korea, Thailand, Nepal and Bhutan. There are also many expatriate Indian parents who have chosen Genesis for their children.

MBCN is a special school for mentally and physically challenged children, which is run by KSC Educational Society, the same society that administers Genesis. The MBCN is one of the very few private rehabilitation institutions that provide services to 800 children daily, absolutely free of cost. The MBCN staff are fully committed and dedicated to the rehabilitation of children with mental retardation, cerebral palsy, autism and multiple disabilities.

The Central Dining Hall has 2 floors with a total of 1500 seat capacity. It is serviced by a very modern and hygienic kitchen. The menu has been designed by an expert nutritionist and is managed through a software-based menu management system to provide balanced nutrition. The menu for the week is put up on the website.

In keeping with the policy of healthy eating, the school does not permit junk food and aerated soft drinks.

The School Infirmary

The school has a fully equipped 8-bed Infirmary with a resident full time Doctor and experienced and caring day and night nurses. There is a separate isolation ward. In addition, the school has a tie-up with the nearby super speciality Max Hospital, one of the best hospital chains in the country, for any medical emergencies. Scholars are also taken to nearby hospitals/clinics for eye and dental care.

All scholars undergo a full medical examination at the beginning and end of every term. Medical records are meticulously maintained and an end of term medical report sent to all parents. The Infirmary uses an ERP system to track and monitor scholar’s health on a daily basis.

Scholars seeking admission from India and overseas can start applying by 1st September of the preceding year. They are advised to visit the website for further information. All parents and applicants are invited to visit the School and meet with the Admissions Counsellor. Parents are required to register their child by submitting a completed Admission Form with a birth certificate, photograph and progress reports of previous years. For more details, please call the Admission Counsellor or refer to the current School Prospectus.

Parents who do not live in Delhi and NCR can also meet us for admission counselling at the various school exhibitions held from September onwards every year. Location wise dates are available on the website.
School Features

- One of the Largest International and well-resourced Schools in Delhi NCR
- Co-educational, day and residential
- Working to the potential of the child through a choice of curricula, sports and admission plan
- Scholar performance mapping and reporting through global SIMS software
- Senior Management stalwarts in their respective fields
- Centralized air-conditioned building with Photo Hydro ionization
- 24/7 security with Electronic surveillance security through over 100 CCTV cameras
- 24 MBPS internet
- Wi-Fi enabled campus, e-classrooms, multimedia library, computer labs and tablets
- Choice of Admissions plans – Day/Extended Day/5 Day/7 Day Residential
- Staff residences on campus
- Rain water harvesting pits and solar water heating panels
- Crèche for children of mentors and staff
- Biometric/Smart Attendance

Academics
- International Collaborations– Clifton College, UK
- International affiliation
- Regional Member of Round Square.
- The School is an CBSE, CIE (CSI & IGCSE) and IB (PYP & DP) authorised school.
- Multi-Cultural Environment – foreign scholars residing on campus
- Pupil Mentor Ratio (PMR)– 25:2 (Pre-Nur to Grade I) / 25:1 (Grade I onwards)
- Overall School’s scholar mentor ratio is 9:1 approximately
- Annual exchange programmes with renowned schools abroad
- Visiting faculty to share best practices from collaborating overseas schools
- Innovative teaching methodology
- Advance Computer Labs and Career Counselling – Grade 9 onwards
- Well structured, mid-term educational tours including NASA INSET training by in house and guest faculty for up graduation of skills and better knowledge of current teaching methodology
- Well stocked library with a separate fully wired Resource Centre for Project work
- MINDSPARK and EXTRAMARKS programmes
- Olympiads
- Trinity College Exams in Speech and Drama

Sports
- Strong focus on sports
- 21 different indoor and outdoor sporting activities
- Olympic size swimming pool with a small pool for toddlers and beginners
- International coaches for sports training.
- A separate sports curriculum for the junior school
- Largest AC Multi-purpose Sporting Hall- 110,000 sq. ft
- Cricket
- Tennis – Synthetic and Clay Courts with professional guidance by Team Tennis Academy
- Separate playfields for Cricket, Football and Hockey
- Equestrian
- Shooting
- Fencing
- Gymnasium
- Golf
- Squash Courts

Co-Curricular
- Theatre
- Art and Craft
- Art and Design
- Design and Technology
- Dramatics
- Debating and Declamation
- Performing Arts
- Visual Arts
- Vocal Music – Indian and Western
- Instrumental music – Indian and Western
- Writing and publishing

The Central Dining Hall
- Nutritious meals for Day Scholars, Day Boarders and Boarders
- Central Dining Hall with two 750 seat halls and state of the art kitchen
- Food preparation and delivery with a high level of hygiene
- In house bakery and confectionery
- Software-based meal planning

Transport
- Most areas of Delhi NCR covered by our 24-route bus service
- Excellent transport fleet of well-maintained AC buses with GPS/VTS
- Bus security guards and lady helpers for small children on board

Security
- 24/7 security of the campus is ensured through strategically located surveillance cameras and CCTV monitoring by trained security personnel
- A team of security guards man key positions both on the perimeter and within the campus

Community, Action and Service
- Inclusive school– Special Educator to cater to the needs of special children
- Corporate Social Responsibility– MBCN – the Niketan is completely supported by the Group. The Niketan is committed and dedicated to the rehabilitation of 800 children with mental retardation, cerebral palsy, autism and multiple disabilities
- Active community service programme under a Social Development Officer

The School Infirmary
- Medical care is provided via a Resident School Doctor supported by qualified day and night nurses
- The medical health of the scholars is monitored using ERP with daily reporting to concerned functionaries
- Ambulance on standby

Further Information
Senior Management

Pramod Sharma
Director cum Principal

Christopher Hanvey
General Manager

Neeti Bhalla Saini
Head-Junior School

Seema Hanvey
Head-International Certification

Vivek Pant
Head-CBSE

Ajay Singh
Head-Residences

Aradhana Kaul
Head-Middle School

Alka Sarkar
Head-Pre Primary School

Further Information
Advisory Board Members

Bhure Lal
Chairman

Dr. A. Sankara Reddy
Vice Chairman

Harish Salve
Senior Advocate

Rajat Sharma
Chairman & Editor-in-Chief

Tom Alter
Theatre & Film Actor

G. Balasubramanian
Former Director

Dr. Alka Pande
Art Advisor & Curator

Mark Moore
Head of School
Clifton College UK

Awards

Ranked #7 in India in the Day & Residential School category in the year 2014.

Ranked #3 in Delhi NCR in the Day & Residential School Category in the year 2014.

Awarded Rank #5 in Delhi & NCR in the Top Ten International Schools category in 2013 by - The Hindustan Times – C Fore Survey.

Genesis Global School is an IB World School, authorized to conduct the Primary Years Programme (PYP) and the Diploma Programme. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that Genesis Global School believes is important for our students. Only schools authorized by the IB Organisation can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate). For further information about the IB and its programmes, visit http://www.ibo.org.