CHAPTER IV

4.0 INTERNATIONAL SCHOOLS IN INDIA  200
4.1 AMERICAN EMBASSY SCHOOL  201
4.2 BOMBAY INTERNATIONAL SCHOOL  214
4.3 THE AMERICAN INTERNATIONAL SCHOOL OF BOMBAY  218
4.4 THE BANGALORE INTERNATIONAL SCHOOL  220
4.1 THE AMERICAN EMBASSY SCHOOL

The Location and Setting:

The American Embassy school of New Delhi is located in Chanakyapuri, which is the Diplomatic enclave of the Capital. The school plant is situated in a 12 acre complex. The architecture of the buildings is such that it is designed to blend aesthetically into a small rocky hill.

The American Embassy School was founded in the year 1952. It began as a community school to meet the needs of the children of the American Embassy officials as well as the children of other Americans posted in India. The school was also opened to children of other nationalities. However children from the host country are as a rule not allowed to be admitted.

The American Embassy High School is fully accredited by the Middle States Association of Colleges and Schools based in the United States. This means that the diploma awarded by the school is recognized by any university in North America as the equivalent to the high school graduation.
The Philosophy and Goals:

The following is a statement of the school philosophy as developed by the faculty and community.

We believe in the dignity and worth of each student and recognize the importance of his responsibilities to his fellowman in the world community.

We believe that all youth should have equal opportunity for education consistent with their individual capabilities and with their personal and social needs.

We believe that change is a constant factor in life. Therefore, education should encourage in students the development of personal values and thinking processes which will facilitate their intelligent adaptability to a changing society.

We believe that learning is an unbroken activity continued throughout an individual's life span. Therefore, education should foster independent thinking, exploration and experimentation as a life-long process.¹

The goals of the American Embassy school as stated in the student handbook are:

The American Embassy School shall exert every effort to:

Develop in each student a mastery of the skills of communication and learning.

Develop responsible individuals who possess the ability to think clearly, logically and independently as participating members of a self-governing society.

Develop in each student understanding and appreciation of cultural, scientific, economic and political ideas and practices.

Provide physical and health education enabling the student to live an energetic, wholesome and productive life.

Provide opportunities for each student to develop and appreciate ethical and cultural values.

Provide a program of student activities designed to develop competent, self-directed, responsible social interaction in an atmosphere of mutual respect and cooperation.

Develop in each student interest, skills and
attitudes which contribute to the worthy use of leisure time.¹

The Governing Body

The American Embassy school is a private, non-profit, co-educational day school. The school is sponsored by the American Embassy with a board of Governors whose main function is to make policy decisions. The Board consist of seven members elected by parents and faculty. The Board has two US ambassador’s representatives and also a representative from the faculty and a representative from the student body. The staff and student representatives are non-voting members. Thus the Board is in a position to hear the viewpoints of the community, students and faculty before decisions are taken.

The Curriculum.

The school curriculum is US based and primarily offers a college-preparatory course of study. For those students who are not academically inclined, the

American Embassy school also offers industrial arts, home economics and business education. The curriculum is designed to provide a full range of college preparatory subjects and also to provide a sound academic background for those students who do not plan to pursue a university education.

The academic year is divided into two semesters. Most of the courses offered are a year long. There are a few courses that are only one semester long. One credit is awarded for each year long course that is taught on a daily basis.

A total of twenty two credits is required for graduation. The student may plan their individualized instruction program keeping the following distribution as a minimum requirement.

- English: 4 credits
- Social Studies: 3 credits
- Mathematics: 3 credits
- Science: 2 credits
- Physical Education: 2 credits
- Foreign Language: 2 credits
- Indian Studies: 0.5 credits
- Computer Studies: 0.5 credits
- Fine Arts: 1 credit
- Electives: 4 credits
Each student must take a minimum of five courses each year. Since many students are in the School for just a few years, it is possible for such students to transfer the credits gained in some other school provided that the school has judged the other school to be an accredited institution.

The foreign language program includes Hindi, French, Spanish, and German. The school also arranges with the other embassies to provide for special tuition in the mother tongue for those students whose language is different from those offered in the school. The school also provides an intensive ESL program for those who are not native-speakers of English.

The High School Curriculum includes the Advance Placement and the International Baccalaureatte Program. During the last two years of high school the students have the opportunity to take the Advance Placement Examination in a wide range of courses. These examinations are set by the College Entrance Examination Board and the Educational Testing Service, Princeton, New Jersey. A student who does well in these examinations will be able to earn college credit before entering the University. These Advance Placement examinations require a great amount of preparation and superior knowledge, skills and understanding.
The school provides a Learning Center program for the disabled and handicapped students from kindergarten to grade twelve. Students experiencing specific learning difficulties due to educational gaps or specific learning difficulties may be recommended to join the courses offered at this center. On the other end of the spectrum, the school has innovative programs for the gifted and the talented.

Homework and independent study activities are planned and assigned in keeping with sound principles of education and defined by clearly stated objectives. These assignments are meant to be meaningful educational devices based on quality work rather than quantity. The teachers take into account the needs of the individual students and their individual differences when assigning homework. The objectives of homework are:

1. To develop sound independent study habits;
2. To reinforce learning through further practice and applications;
3. To enrich learning through independent study, individual research and experimentation;
4. To introduce and preview new units of
5. To enable students to complete assignments.

Each student can expect around an average of half an hour of homework per course each day.

The school also runs a Summer School Program to promote the various hobbies of the students and also to provided remedial measures for those who are disadvantaged or who are lagging behind in their academic progress.

The Teaching Faculty

There are 85 faculty members including 37 post graduates and 8 Doctorates. The faculty of the high school is predominantly from the U.S.A. However there are 11 nationalities represented. Fifteen of the staff members are from India. More than half of the staff have advanced degrees. Teachers from the United States of America are recruited each year, and many of the other teachers go to the United States for further

education. Hence the teachers are able to master the most recent innovations in the field of education.

The American Embassy School does not discriminate in its admission policies.

The American Embassy School of New Delhi admits students of any race, color, national and ethnic origin (with the exception of Indian nationals in accordance with Government of India policy) to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national origin in administration of its educational policies, admission policies (except as noted above), scholarship and loan programs, and athletic and other school-administered programs.¹

The student body has 49 nationalities represented with enrollment figures of 700 students. 370 are boys and the rest are girls. The students remain in the school for an average of 1 to 3 years. This is because most of them are children of parents who are in India

or the neighboring countries on short term assignments lasting two to three years.

About 90% of the students graduating from the American Embassy school go to four-year colleges immediately after graduation. The class are on the average small. No high school class is larger than 25 and some of the classes are as few as five.

Extra Curricula and Co-Curricula Activities

The extra curricula activities offered in the school include gymnastics, tennis, softball, soccer, swimming, hockey, basketball, baseball, camping, photography, dramatics, public speaking, debating, symphonic band, choir, and school sponsored field trips. The students are also responsible the publication of the School Year Book, the school newspaper "THE TAJ TIMES" and the literary magazine "CHAUNTECLEER".

The Student Government.

The School has an active Student Government. This body is responsible for the student activities, the Student Union, and the coordination of the extra-
curricula and co-curricula activities provided by the school.

The student Government has its own constitution that regulates itself in the best of democratic traditions. The purposes of the Student Government Association are:

1: to give the representatives of the student body voice and experience in managing student related activities.

2: to approve and coordinate all student sponsored activities.

3: to promote better relations between the student, the administration, the Faculty, and the Board of Governors.

4: to insure general welfare of the student body by:
   a) providing a means for exchange of ideas from the student body via S.G.A. Town Meetings, etc.
   b) encouraging by example high standards of discipline, scholarship, motivation, and achievement.

5: to be active in acts of social service by
Through the Student Government, the students learn to monitor their own code of conduct. Elections are held annually for the office bearers of the Student Government.

Yet another innovative program involves the peer tutoring program. Under this program the students who are gifted in a particular area be it academic or otherwise, are engaged in helping other students who are not so gifted. They could also serve as teacher-aide. They receive credit for their work and also a certificate specifying the nature of their service to their peers.

Among others, this program also involves working as office aide, nurse aide, library aide, etc. Peer tutoring involves helping students in specific subject areas in which the tutor has demonstrated high levels of competence. A student internship can also involve work experience outside the school.

The school is housed in modern buildings adjacent to the American Embassy recreation center. The school has four academic buildings, a gym which is also used as a theatre, music rooms, student lounges, swimming pool, three computer rooms, two science laboratories, a playing field, and a cafeteria with a hot lunch program. In addition to classrooms and other facilities, there is a 15,000 volume library and athletic facilities which include three tennis courts, two outdoor basketball courts, an indoor basketball court and two outdoor fields (including track).
4.2 THE BOMBAY INTERNATIONAL SCHOOL

The Bombay International School is not affiliated to the series of International schools found all over the world. However, it was founded in 1962 by a small group of parents who were frustrated by the existing school systems that were available to their children. These parents came from a wide cross-section of the society. This small group of parents devoted a great deal of their energy and time and it was through their pioneering and yeoman service that the Bombay International School grew to be a school with a difference. The School is run by the Bombay International School Association. Parents of all students admitted to the School are required and entitled to become members of the Association.

The objectives of the school is that the students should be encouraged to work freely and independently. They should not be inhibited by any rigid or authoritarian system. Their sensitivity should be aroused to the different facets of life not just academic. The Bombay International School strives to encourage each student to develop his own potential to the maximum rather than be pushed into direct competition with the other students.

The school explicitly prefers a "well-rounded
education", and the public examination is not the only end towards which the school works. The Bombay International School lays a much greater emphasis upon the style of learning and appreciation of what is learnt rather than on the content of the curriculum.

The faculty consist of about 35 teachers who handle the academic subjects, Physical Education, Gymnastics, Western and Indian Music. It also includes a School Counselor. The school is co-educational with about a total of 400 students from lower Pre-Primary to Grade X. The student staff ratio is approximately 1:11. In the upper classes the students prepare for the Indian Certificate of Secondary Education (I.C.S.E.) which is a public examination with its Headquarters in New Delhi. This examination is taken by students studying in the English Medium from schools all over India. The Bombay International School is fully recognized by the Government of Maharashtra and is affiliated to the Council for the Indian School Certificate Examination, New Delhi.

However, like many other institutions that have the courage to be different from other schools, and to deviate healthily from the establishment, the school endures several handicaps. In an overpopulated city such as Bombay, the school’s greatest handicap is probably the lack of space. There are limited
playground facilities and high running costs.

The school is divided into four sections:

Pre-Primary : Lower and Upper Prep.
Junior Section : Std. I to IV
Middle Section : Std. V to VII
Senior Section : Std. VII to X

For each standard the school has only one division. The school remains small by design. There is a limit to the number of students admitted to each class. In the Senior school this number is 30. Hence the teachers can pay more individual attention to the needs of the students in their classes. The medium of instruction is English. Hindi is a compulsory second Language throughout. Marathi is thought in the Junior and Middle section. No other language is offered by the school.

The students are admitted to the Lower Prep. in June each year, and in all other classes as and when vacancies arise. The school offers priority in admission to the children of its teachers, ex-students, parent members and founder members as well as to the grand-children of founder members. Hence the number of seats available for non-priority children is actually lower than thirty-five. All children seeking admission into the school in its lowest class are tested by an outside agency. Admission is offered to those who
qualify in the test depending on the number of vacancies.

The parents are required to meet the School's Admission Committee. At this meeting they will be informed about the nature of the school and the Association. There is no preference extended to parents because of family connections or social status. It is however expected that the parents of the students who are admitted will be involved with the school and the Association. Participation of the parents is the key factor of the school and their involvement consists of:

a) Co-operation with the school motivating their own child for educational pursuits carried out in a non-competitive and liberal environment. Proper motivation of the child is the key factor that determines the degree to which he drives benefit of such an educational system. The major and indispensable part of this motivation comes from the home and parents, and hence support is sought from parents in this area.

b) Helping the school and/or the Association with their own specific talent on either a routine basis (such as serving on one of the school committees, in the library or with the school lunch etc.) or when a specific need arises (such
as Fund Raising, Maintenance etc.). This does not mean however that all parents have to compulsorily come to school and work as a routine. Parental help is requested from time to time, from those parents who have indicated required talents and specializations while filling their forms. All such help is voluntary.

On the other hand, parental attendance is compulsory on special days for Open Class, Mark Displays, Parent -Teachers meetings, General Body Meetings, Founder's Day and Annual Sports Day.

c) Accepting and supporting the philosophy of the School in its entirety and co-operating in its practical applications in the academic and non-academic areas.

4.3 THE AMERICAN INTERNATIONAL SCHOOL OF BOMBAY

The American International School of Bombay has no connection with the Bombay International School. Like the American Embassy School in New Delhi, The American International School of Bombay is sponsored by the American Consulate. This school was founded in 1981 and is governed by a 9-member Board of Governors. The American International School of Bombay is an independent co-educational day school.
The school facilities are located in a residential neighborhood in a converted residence. The school follows an academic program and a curriculum that is typical of a school in the United States. The school has seven teachers and the student teacher ratio is one is to seven.

The school strives to develop the potential of each child to the fullest by providing an environment conducive to learning and the latest educational materials and by gearing instruction to the individual needs of each child. Each student is given the basic skills of language and mathematics. The students are also made to appreciate moral, spiritual and cultural values, and to discover the world through geography, history and science. French is thought as a foreign language.

The academic program is supplemented throughout the year by field trips and extra-curricular activities such as soccer, painting, photography, cooking, dance and school newspaper.
4.4 THE BANGALORE INTERNATIONAL SCHOOL

The Bangalore International School was founded in 1969. It is a private, non-profit, co-educational day school with classes from kindergarten to grade eight. The school is governed by a 5-member school board, elected from among the parents.

The basic curriculum followed is American, but it has been suitably adapted to meet the special needs of students from other countries. The school has an enrollment of sixty students representing eleven nationalities. The school has a strong academic program with special attention given to students with learning disabilities. Individual tutoring is provided where necessary.

The school which is housed in an old colonial-type bungalow, stands in its own spacious grounds which provide ample scope for physical activity. A swimming program is conducted regularly at one of the neighboring pools. Up-to-date text books, a good library and audio-visual equipment and other teaching aids are available.

In-service training for the teachers ensures that the faculty is exposed to a continual up-dating of educational theory and practice. A variety of non-
academic activities are arranged as part of the regular school curriculum. Due emphasis is placed on learning about the host country. Field Trips are arranged so that the students may benefit from the wealth of experience that India has to offer.