

Admission Policy

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THE GAUDIUM SCHOOL®

Sculpting happy minds

EXECUTIVE SUMMARY

At The Gaudium School we acknowledge that starting a new schooling experience is a big change for any student and his/her family. Every effort is made to make this transition as smooth as possible.

The Gaudium team gives special attention to students to allow them to adjust to the new environment smoothly and happily.

The school has a transparent, open, and non-discriminatory admissions policy.

The Gaudium is an inclusive school which provides equal opportunities to all its prospective students, encourages multi-cultural as well as multi-ethnic respect and embraces diversity.

It is our endeavour to make the admission process a pleasant and simple experience for parents, students and the school administration. This policy reflects our commitment to provide a seamless admission experience to our prospective students and parents.

Founder & Director

K.Kirithi Reddy

THE
GAUDIUM[®]
SCHOOL

Sculpting happy minds

VISION

Unlocking potential of every student to create happy and responsible leaders who balance their inner and outer world to be future ready!

To transform our students into global citizens and enable them to make a difference to themselves and to the society driven through the 5 developmental pillars of holistic excellence, core values, stakeholder engagements, mindfulness & wellbeing, and global leadership

To provide a range of joyful learning experiences through exploration, experimentation, enriching environment and exposure to deepen understanding of self and the world at large through our **Happy Minds Model**.

MISSION

MISSION STATEMENTS



INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION (CAIE)

Cambridge Assessments International Education's mission is to provide 'Excellence in Education'.

The aim is to ensure that the educational integrity is at the heart of all assessments and that tests and qualifications are only of value if they inform the learning process and reflect the true status of an individual's knowledge and understanding; to ensure that all learners access the benefits of their education through a fair and accurate assessment of their skills, knowledge and understanding; to unlock the power of education for every learner and help them become confident, responsible, reflective, innovative and engaged.



CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

1. Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
2. Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
3. Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
4. Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
5. Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
6. Empower schools to be continually involved in systematic self-assessment which has an explicit purpose of improving the quality of student experiences and their standards of attainment.

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LEARNER PROFILE AT THE GAUDIUM

At The Gaudium we strive to create learners who represent a profile that develops internationally minded individuals who help to create a better world.

The learner attributes are:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Open Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Risk Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Reference Link: <https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

1. Purpose and Scope of this policy

Purpose

The policy:

- To ensure that the admission policy is fair and transparent
- To make the admission process easy for parents and students

Scope

This policy is intended for:

- Prospective Students
- Parents/Legal Guardians of prospective students
- All stakeholders of the school

2. Admission Procedure

The procedure for admission includes the following steps:

- Parents/Legal Guardians to request an appointment by filling an online inquiry form accessible at <https://www.thegaudium.com/admissions>
- Campus visit along with the student
- Counselling and campus tour with Admission Officer
- Eligibility written test
- Interaction with the Pedagogical Team
- Application/Admission approval by the Heads of school
- Submission of completed application form
- Submission of documents required for admission (as detailed in Section 3)
- Fee payment to confirm admission

3. Documents Required

The following documents are required to be submitted along with the admission form:

- Date of Birth certificate/Passport copy

- Mark sheets/report card/transcripts of last three class attended (Original for verification, photocopy for submission)
- Transfer Certificate/Conduct Certificate in original
- A soft copy passport size photographs (Student, Parents/Legal Guardians)
- Aadhar card photocopy of Student, Parents/Legal Guardians
- Passport copy for students of foreign nationality and OCI/FRRO form
- Completed Medical Form
- Immunisation/Vaccination records
- The parents should notify the school of the student's medical requirements/allergies/known learning difficulties prior to admissions and disclose the student's health condition if any
- Copy of the child's custody in case of legal separation

4. Student Eligibility

The age criteria for the various grades as on June 1st of each academic year is as follows:

Grade	Age From	Age To
Nursery	2 years 6 months	3 years 6 months
PP1	3 years 6 months	4 years 6 months
PP2	4 years 6 months	5 years 6 months
Grade 1	5 years 6 months	6 years 6 months
Grade 2	6 years 6 months	7 years 6 months
Grade 3	7 years 6 months	8 years 6 months
Grade 4	8 years 6 months	9 years 6 months
Grade 5	9 years 6 months	10 years 6 months
Grade 6	10 years 6 months	11 years 6 months
Grade 7	11 years 6 months	12 years 6 months
Grade 8	12 years 6 months	13 years 6 months
Grade 9	13 years 6 months	14 years 6 months
Grade 10	14 years 6 months	15 years 6 months
Grade 11-12	15 years 6 months	17 years 6 months

4.1 Admission in CBSE class X and XII:

As the syllabus prescribed at Secondary level is of two years integrated course, no admission shall be taken in Class X and XII directly. Provided further that admission to Class X and XII in a school shall be open only to such a student who:

- has completed a regular course of study for class IX and XI respectively
- has passed class IX and XI examination respectively from an institution listed to this Board or from an institution recognised by/and listed to any recognised Board in India, other than this Board, can be admitted to a school only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the students the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned. In case of such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.

5. Admissions for specially abled students

In addition to the the admission process, the following will also apply:

- Personal interaction with the Inclusion and Learning Diversity department to determine the students' requirements
- Provide all relevant medical records to the Inclusion and Learning Diversity department to examine the same
- The admission of the child is at the sole discretion of the Inclusion and Learning Diversity department keeping in mind the resources and facilities available
- It is at the sole discretion of the school to review the admission continuation year on year keeping in mind the resources and facilities available
- It is also to be noted, any new learning difficulties observed during the academic year will be referred to the Inclusion and Learning Diversity department with parent consent. Post the feedback the continuation of the admission will be subjected to review

6. Boarding Admissions

The Gaudium introduces Boarding for Boys and Girls from Grade 4 to Grade 12 with world-class amenities providing the students with the best residential facility along with academics, sports and arts. The dormitories are well furnished and air-conditioned. Boarding Application Form must be completed and submitted along with the admission form.

- Boarding options:
 - **5 Day Boarding:** Students can use boarding from Monday to Friday and spend time at home on weekends(Grade 4 to 8 only applicable)

- **Term Boarding:** Students stay in the boarding facilities throughout the term and visit home at the end of the term

7. Fee Structure

The following fees need to be paid by the parents/legal guardians to complete the admission process:

- Application Fee
- Refundable Caution Deposit
- First Term Fee (part of tuition fee)

The annual tuition fee can be paid in 3 installments by the due date as mentioned below:

First Installment of upcoming academic year	5th May
Second Installment of ongoing academic year	5th September
Third Installment of ongoing academic year	5th December

Delay to pay the fees by these dates will result in a fine of Rs. 100/- per day (holidays and weekends included).

8. Withdrawal Guidelines

In case a student wishes to withdraw from the school, the following process will apply:

8.1 New admission and withdrawal of existing student:

- The parent needs to intimate the school in writing on The Gaudium's Education Management System through 'Write to us' for existing students and for New admissions who did not join- there is no refund policy.
- The last day to apply for withdrawal for the next academic year is 31st January
- Any request for withdrawal before 31st January will be processed within 3 months
- For CBSE IX and XI grade withdrawal, notice needs to be given 6 months prior to end of academic year as the registration for these classes close by 31st August of the previous year
- Parents are required to attend an exit interview with the Heads of School to begin the process
- The Transfer Certificate form should be filled by the parent and submitted to the Parent Relations Officer
- The School would provide the Transfer Certificate (TC) once a 'No due certificate' is provided by the Accounts department, Library and Labs

- Caution Deposit will only be refunded at the beginning of the next academic year (June) and not at the time of the withdrawal only if the withdrawal request is sent before 31st January. For any requests sent post 31st January, the Caution Deposit will be refunded in the next calendar year

8.1.1 New Admissions

- Any student who has taken the admission however does not join the school for some reason will be treated as **Withdrawal**
- Once the fee is paid to block the seat and if the student doesn't join the seat will be on hold for 2 years however the amount will not be refunded and the child will need to take the aptitude test/observation test
- An approval from the academic team and that particular year fee will be applicable, caution deposit will continue to be retained as per parent request however the fee will be applicable for the current academic year (the year the child joins the school)

8.2 Withdrawal of student by the school

The School may recommend withdrawal of the admission of the student on the following grounds

- Violation of the school code of conduct and action suggested as per the Discipline & Grievance Committee
- Continuous un-informed/unauthorised absence for more than 15 days
- Incorrect information furnished by the parents/legal guardian at the time of admission
- Recommendation received from the Inclusion and Learning Diversity department