



ECOLE FRANCO-INDIENNE SISHYA

2 NEW PADMANABHA NAGAR, 2ND STREET – ADYAR CHENNAI 600 020 INDE

SCHOOL PROJECT

2022 -2025

HISTORY AND SITUATION AT THE START OF THE 2022 SCHOOL YEAR

The EFIS was created in 2011 under the impetus of Christophe Pellegrinelli, commissioned by the Michelin company to set up the project of a French school over four years. The aim of this school was to welcome the children of Michelin expatriates as a priority, and first to open up to welcoming French-speaking children. From the start of the school year in July 2013, the teachers are all supported by the Sishya host school, except for the director. The Michelin company school project ends in 2015. As the school meets the needs of a growing French-speaking community, the question of the continuity of the EFIS arises: several avenues are being studied. Finally, a partnership agreement between the Indian host school Sishya and the AEFÉ was signed in April 2015 to ensure the institutional continuity initiated during the approval of the Primary in 2012. This partnership implies on the part of Sishya a complete commitment, both administrative and material, to allow the EFIS to operate. Teachers and management are under local contract.

This change in strategy made it possible to retain the initial structure which accommodates students in classes from the 'Grande Section' (GS - UKG) of kindergarten to the 'Seconde Générale' (2nde - 10th) in High School. Approved up to CM2 since the start of the 2012 school year, it provides lessons for the other levels of College (Middle School) and 1st year of High School (10th), in agreement with the CNED (the French National Center for Distance Education). The task of the new director at the start of the 2015 school year was to strengthen, develop and enrich the partnership links with the host school Sishya and to induce the new school project 2015-2018: continuity and future of the EFIS.

The EFIS, which has welcomed students of 'Moyenne Section' (MS - LKG) since the start of the 2017 school year with an organization similar to that of the GS class, aimed from 2018 to strengthen its communication through a set of projects allowing it to maintain its level of excellence and to welcome a public waiting for these requirements. During the Covid 19 health crisis, the number of students of EFIS reduced significantly but EFIS, thanks to the active support of Sishya, was able to maintain quality teaching, unifying and structuring, during the 2 years of online classes (March 2020 – February 2022). At the start of the school year in August 2022, the Sishya school maintained a high level of pedagogical supervision in order to ensure an excellent bilingual teaching: the student numbers have stabilized but remain low and communication for the development of strengths of the school and its projects remains one of the main challenges to be met. Inclusion in Indian English-speaking classes from the MS level of Kindergarten to the Second class remains a major priority which respects and values the project as it was initiated in 2011.



SCHOOL YEAR 2022 – 2023

MAIN OBJECTIVE

To offer the opportunity to pursue studies in the multicultural setting of a bilingual French school (French + English) included within the private English-speaking Indian school, Sishya School.

FUNCTIONING OF THE ESTABLISHMENT

EFIS provides teaching according to official French programs.

The inclusion of EFIS students in English-speaking Sishya classes is planned and supported by an ESL (English as Second Language) program.

The subjects taken in English-speaking classes depend on the student's class level and their level of English. The acquisition and mastery of the French language is supported by a program of French as a Foreign Language and/or Schooling (FLE/Sco).

The school calendar is organized according to that of Sishya School and other French establishments in India, in particular the Lycée Français International of Pondicherry, the closest examination center to which the school depends (Appendix: School calendar).

French courses are provided by French teachers:

For the 2022-2023 school year, students are gathered in a multi-level class with common teaching times and teaching times by level.

Four teachers coordinate the classes by domain and level with the assistance of an 'Akka' from Sishya.

For example, a teacher coordinates areas related to mathematics and science, she is assisted in these areas by other teachers for the supervision of students with special needs or the work of cross-curricular skills such as understanding the writing in English of a text related to the subject of study. This teacher assists her colleagues in other areas on a reciprocal basis.

This organization allows great flexibility in the teaching methods - individual or in groups - and therefore adaptability to the needs of the students.

Secondary school students follow their schooling in all subjects with institutional assessments by the CNED. They are integrated into the same workspace as primary school students.

INTERESTED PUBLIC

Any French, Indian or third-nationality child, French-speaking or not, coming from a French establishment or having followed a course allowing him to integrate easily into the proposed system, for classes from Moyenne Section (LKG) to 2nd Générale (10th).

Students:

- Origins of students: 2 different nationalities at the start of the 2022-23 school year - 86% are of French nationality. The majority of the families are mixed Franco-Indian families.
- Social and professional category of families: low income to very privileged.
- Recruitment pool: Chennai
- School level: good level overall

SITUATION OF THE ESTABLISHMENT in 2022

Numbers and distribution

The Franco-Indian School Sishya welcomes 7 students in Chennai, including

- 2 pupils in Kindergarten (1 MS, 1 GS)*
- 4 pupils in Elementary: 2 CE1 (2nd), 1 CE2 (3rd), 1 CM1 (4th)*
- 1 pupil in Secondary: 1 in 6^{ème} (6th)*

Structure

Pedagogical supervision is provided by 4 French teachers, one of whom performs the duties of director / head of the establishment.

Organization of classes

All EFIS classes follow French Government curricula.

The primary section: from class GS to CM2 (LKG to 5th) has been approved by the AEFÉ (Agency for French Education Abroad) since 2012.

Secondary classes work in partnership with the CNED with "regulated complete class".

ESL is coordinated by two teachers

On average, students take between 30 to 60% of inclusive courses in English-speaking Sishya classes.

SCHOOL PROJECT - MAIN AXES

This project lists the areas for progress and proposals for action in different areas for the coming years (2022-2025) as well as the indicators for monitoring these actions and their effects.

Main axes:

- **Axis 1: Promote the excellence of all students and promote the continuity of learning in the context of multilingualism from nursery school to high school with reference to the common base of knowledge, skills and culture.**
 - Lead all students to the level of skills expected at the end of the cycles, from kindergarten to high school
 - Meet the special needs of all students
 - Integrate newly arrived colleagues into the AEFÉ network/EFIS and encourage the continuous training of all members of the teaching team
- **Axis 2: Promote, strengthen and highlight multilingualism, multiculturalism and international openness**
 - Structuring of French/English bilingual education
 - Promoting multilingualism and multiculturalism
 - Opening in India, internationally and partnerships
 - Promote EFIS
- **Axis 3: Engage the pedagogical team, families and students around teaching strategies centered on well-being, personal motivation, student engagement and self-responsibility, of others, of the environment. The student is active and responsible for his or her individualized learning path. Families are educational partners.**
 - Holistic, explicit, adaptable, inclusive and reasoned teaching strategies
 - Socialization and inclusion
 - Education for citizenship, health and the sustainable development approach
 - Maintain relationships based on trust with students, families, between teachers
 - School rhythms and well-being



A WORD FROM THE DIRECTOR

This school project drawn up by the teaching team and proposed to the EFIS educational community is an ambitious project with many proposals for action. The teaching team is extremely motivated and enthusiastic about the idea of continuing to develop the EFIS by working on all areas, and by implementing the actions necessary to approach the objectives to be achieved. It should be remembered that the number of EFIS students at the start of the 2022 school year is low both in terms of students and teaching staff and therefore it will often be the same students and teachers involved in the projects set up and that it will be necessary to avoid the dispersion of the energies of each one. The first effects and results may be modest for this year of recovery after the health crisis, but the path will continue even in small steps if necessary. This is an exercise practiced daily by the educational teams: modulating the pace without losing sight of the objectives. This School Project will be reassessed during the last school council of the year 2022-2023 in this spirit of adaptability which is one of the main strengths of EFIS and its educational community and all feedback is welcome in During this school year, we are delighted with this dynamic.

Dr. Marion VERCRAENE EAIRMAL NATARAJAN
EFIS Director

SCHOOL PROJECT

| Axes | Existing | Areas of progress and proposals for action | Expected effects or indicators |
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| Axis 1: Promote the excellence of all students and promote the continuity of learning in the context of multilingualism from nursery school to high school with reference to the common base of knowledge, skills and culture. | | | |
| Lead all students to the level of skills expected at the end of the cycle, from kindergarten to high school | <ul style="list-style-type: none"> ● Small numbers allowing for individual attention for each student ● Rituals at the start and end of the class day set up for repetitions and automation of learning ● Ritualized activities, for example in numeration and mental calculation (with ‘belts’) ● Lots of content created by the elementary school teaching team | <ul style="list-style-type: none"> ● Reinforce the principles of equality, freedom, secularism ● Maintaining learning rituals ● ‘Spiral’ teaching throughout the year for a perfect mastery of the concepts ● Vary the use of media; physical and digital ● Using the manuals as supports and guides without being a restrictive framework to be limited to ● In high school, in particular, supplement the CNED courses with hands-on, practical and applied activities ● Continued compliance with assessment schedules (CNED and EFIS progressions) ● Continue to support the success of each student with regular and explicit learning assessments | <ul style="list-style-type: none"> ● Students able to define or give examples illustrating the principles ● Rituals present in areas related to mathematics, French, English ● Spiral progressions and in accordance with the programs ● Activities based on diversified material ● Presence of practical work and project or manipulative activities in the timetable of primary and especially secondary students ● Minimum required by the CNED 75% of the CNED homework is done by mid-June, EFIS objective: more than 90% |



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| | <ul style="list-style-type: none"> ● Whole-school learning programs established by the teaching team ● 85 to 100% of CNED tests completed ● Multilevel class from the LKG to the 6th at the beginning of the 2022 school year ● Some science classes and 'Questioning the world' are done in English ● Computers and tablets available | <ul style="list-style-type: none"> ● Structuring and harmonizing educational pathways ● Develop questioning and critical reflection in the service of learning ● Maintain the multi-level class allowing the younger ones to observe the older ones and question them and the older ones to explain ● Develop the structure of oral and written vocabulary in French and English in the service of learning in all areas ● Continued participation in NaNoWriMo ● Reinforce the mastery of mathematics through an engaging, concrete and playful pedagogical approach ● Encourage ethical and responsible use and mastery of digital tools | <ul style="list-style-type: none"> ● Educational 'follow-up' booklets ● Student achievement booklets ● Ease of students on a daily basis to express themselves orally, then in writing from cycle 2 in French and English, ability to understand and be understood. ● The pupils link the lexicon to the contexts of use and are able to remobilize it orally or in writing (in class life, learning). ● Wealth of vocabulary, structures in the different fields. ● European language framework as a point of reference. ● Spontaneous interest in a new topic ● Autonomy in learning ● In particular with digital tools to research, exchange, cooperate and organize |
| <p>Meet the special needs of all students</p> | <ul style="list-style-type: none"> ● Sishya is an inclusive School ● Regular formal and informal meetings with families supplemented by a WhatsApp group for each student with special needs for daily monitoring ● Working time in supervised, autonomous or free workshops ● Weekly meeting of the educational team ● Work in collaboration with school psychologists already established in the previous years ● Active monitoring by the AEFÉ (training and availability of | <ul style="list-style-type: none"> ● Allow the reception of students in difficulty outside of class hours for educational activities ● Methodological support systems in the form of PPRE ● Maintaining the use of all institutional student support tools (PPRE, PAP, PPS, etc.) ● Maintenance of working hours in workshops to promote exchanges, develop autonomy and work according to the level of each. ● Pedagogical coordination of teachers and responsiveness | <ul style="list-style-type: none"> ● PPRE / PPS / PAP and minutes of meetings in educational teams ● Gain of autonomy ● Time for workshops listed in the timetable ● Quick adaptation to needs by the whole teaching team |

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| | inspectors and educational advisers) | | |
| Integrate newly arrived colleagues into the AEFÉ network/EFIS and encourage the continuous training of all members of the teaching team | <ul style="list-style-type: none"> ● Welcoming of new colleagues and inclusion in the existing team ● Sharing and exchange of practices in place ● Close-knit team within EFIS and within Sishya ● Cooperation within a team, and with school partners ● Individual and collective approach to professional development ● Participation in the AEFÉ's 'Personnel à Professionnaliser' program | <ul style="list-style-type: none"> ● Accompaniment of new colleagues by the 'seniors' throughout the year ● Enrollment in the AEFÉ's continuing education plan according to travel needs and possibilities (by decision of the management committee and the training cell) ● Promote and develop exchanges of practice following the experience of the training ● Discussion time within the EFIS team to debrief, question, support in pedagogical reflections and the production of content or material ● Promote the versatility of teams ● Visit to the LFIP for class visits, exchanges of practices with colleagues, etc. ● Keep track of training/accompaniment actions ● Promote the use of the French language, including for assistants ● Maintain teamwork within EFIS and Sishya and promote it with other establishments ● Experience setting up a common online teaching journal | <ul style="list-style-type: none"> ● Maintaining the time for weekly meetings and collective work planned between teachers with occasional reviews ● Presence of teachers at training/events/meetings ● Training cell ● Co-supervision of certain activities and projects by several teachers ● Dates of visits to the LFIP ● Creation of a professional booklet for local personnel ● Half-yearly professional interviews ● Review of the experience common online teaching journal |

Axis 2: Promote, strengthen and highlight multilingualism, multiculturalism and international openness

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| Structuring of French/English bilingual education | <ul style="list-style-type: none"> ● Functional timetables allowing inclusion times in Indian classes according to class level and level of English proficiency ● Between 30 and 70% of educational activities in English for all students, vice versa in French. | <ul style="list-style-type: none"> ● Strengthen the pupil's plurilingual awareness by linking lessons in French and English ● EFIS programming of disciplines co-taught in French and English concerted on content by cycle ● Maintaining differentiated language courses à la carte (variation in the number of hours per student) ● Continuation of the follow-up of the classes in inclusion with Sishya | <ul style="list-style-type: none"> ● For pupils of plurilingual culture: better use of languages depending on the context. For students of unilingual culture: show interest in the new language and put it to use. ● Weekly consultation of French and English teachers ● Programs created and implemented identifying skills and content worked in both languages or |
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| | <ul style="list-style-type: none"> ● The two languages supported by programs adapted to the language skills of the students ● Differentiated language teaching, in group activities or individual time | <ul style="list-style-type: none"> ● Linguistic profile for all students ● Pedagogical contract with families (choosing bilingual education) distributed and updated regularly ● Reinstate language certifications (DELF/DALF - Cambridge) | <p>worked in a single language</p> <ul style="list-style-type: none"> ● Flexibility/adaptability to students and creativity of the systems put in place in the classes (assessment of the systems each semester in cycle meetings) ● Sishya report cards ● Contract established at the time of registration ● Number of students taking certification tests |
| Promoting multilingualism and multiculturalism | <ul style="list-style-type: none"> ● Participation in 'exhibition day', 'festivals', 'annual days' 'sports day', 'interhouse competitions', ... by teachers and students ● Bilingual French/English emails and WhatsApp messages ● Bilingual website | <ul style="list-style-type: none"> ● Offer (extra)curricular activities in several languages: songs, theatre, etc. in particular as part of the courses ● Communicate and display in several languages (French and English at least, Tamil if possible) ● Develop multilingual projects ● Encourage participation in Sishya's cultural and sports activities (students, teaching staff, families) ● Promote participation in Sishya assemblies ● Set up Tamil classes ● Highlighting actions in the family welcome booklet ● Getting in touch with organizations and services related to language education or cultural integration/opening (associations, museums, cultural centres, etc.) | <ul style="list-style-type: none"> ● Number of activities and projects ● Production of communication content in several languages (physical and virtual) ● Presence of displays and spaces in two languages in the classrooms and in the school ● Continued participation in 'exhibition day', 'festivals', 'annual days', 'sports day', 'interhouse competitions', etc. ● Participation in meetings ● Tamil classes in place ● Exchanges with organizations and services related to language education or cultural integration/opening; participation in events organized by its departments/organizations |
| Opening in India, internationally and partnerships | <ul style="list-style-type: none"> ● Common playtime with Sishya to allow interactions ● At the initiative of the 'Gazette des ELFI' project ● Project Buddy program already set up before the Covid and very popular with students ● Participation in the Chess Project (ZAP) | <ul style="list-style-type: none"> ● Relaunch of the Buddy program project and organization of events with Sishya students who are learning French ● Maintaining common recreation time with Sishya students ● Continuation of the Gazette des ELFI project: <ul style="list-style-type: none"> ○ Promote interactions between students from different schools, ○ Promote meetings for articles or interviews ● Continue participation in the Chess project within the ZAP zone | <ul style="list-style-type: none"> ● Buddy Program sessions, events ● Recreation time in place ● Gazette Articles ● Chess Club ● Participation in the Week of French High Schools of the World |
| Promote EFIS | <ul style="list-style-type: none"> ● Redesigned bilingual website ● Localization of EFIS on google | <ul style="list-style-type: none"> ● New bilingual website to complete and keep up to date ● Highlight the international aspect of EFIS for internet | <ul style="list-style-type: none"> ● Up-to-date website ● Numbers of events and presentation |



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| | <p>Maps gave more visibility to the school</p> <ul style="list-style-type: none"> ● Old presentation brochure present in many sites, but the contact information is no longer up to date ● Printed Gazette des ELFI distributed to consular and AFM sites ● Mailing list of the Gazette des ELFI made up of people who have contacted the school ● Presentation of the EFIS by the consular services ● Event planned in collaboration with Chennai Accueil Association ● Management in charge of courses with limited time for communication and marketing ● School visit possible by appointment | <p>referencing</p> <ul style="list-style-type: none"> ● Presence at events to raise awareness of EFIS ● Presentation of the school to companies and educational and cultural associations ● Update and print the school presentation brochure ● Active presence on social networks and more regular publication on the EFIS blog | <ul style="list-style-type: none"> ● New school presentation brochure distributed ● Increased contacts for information related to school admissions ● Increase of student number |
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| <p>Axis 3: Engage the pedagogical team, families and students around teaching strategies centered on well-being, personal motivation, student engagement and self-responsibility , of others, of the environment. The student is active and responsible for his or her individualized learning path. Families are educational partners.</p> |
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| <p>Holistic, explicit, adaptable, inclusive and reasoned teaching strategies</p> | <ul style="list-style-type: none"> ● Multidisciplinary and multilevel projects set up on a regular basis (theatre, Gazette, Week of French High Schools of the World, etc.) ● Students often sources of project proposals ● Autonomous workshops ● Multilevel class and team | <ul style="list-style-type: none"> ● Strengthen the pedagogy of interdisciplinary projects centered on inclusive collaborative methods, in particular by relying on educational pathways. ● Cultivate creativity and the spirit of innovation by bringing together cross-disciplinary disciplines and engineering, arts, culture and technology (STEAM) ● Develop questioning and critical reflection in the service of learning ● Continue to support the success of each student with | <ul style="list-style-type: none"> ● Gazette ● school exhibition ● Week of the French High Schools of the World ● The small EFIS museum ● End of year show ● Educational follow-up booklets ● Manual and creative activities, student productions ● Expression of motivation: projects chosen by the |
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| | <p>coaching</p> <ul style="list-style-type: none"> ● Graduation ceremonies, certificates, attestations | <p>regular and explicit learning assessments</p> <ul style="list-style-type: none"> ● Put the student in an acting position able to participate in the monitoring of his own learning ● Recognition of all successes ● For students with special educational needs, formalization of adaptations by setting up PPRE / PPS / PAP in partnership with school psychologists if necessary <ul style="list-style-type: none"> ○ Set explicit intermediate and final goals for all students and families ○ Regular meetings as part of the monitoring of these plans ● Support multi-level projects: allowing interactions between younger and older people (observe, question, explain) ● Implementation of new projects and revision of their objectives according to opportunities and feasibility | <p>student</p> <ul style="list-style-type: none"> ● Gain in autonomy ● Good student understanding of their learning goals ● Booklet of successes and follow-up of learning in relation to evaluations ● Implementation of belts in certain areas of learning ● Regular meetings of the educational team with school psychologists ● Good understanding of the meaning of school by students ● Flexibility and adaptability to learning services and project implementation |
| <p>Socialization and inclusion</p> | <ul style="list-style-type: none"> ● Small numbers at EFIS but larger at Sishya ● Joint supervised playtime with Sishya ● Observation: the material available for the APQ (daily physical activities) promotes exchanges with Sishya students ● EFIS students participating in Sishya's cultural and sports activities ● Multilevel class ● EFIS projects and planning of time and space to promote group activities ● 'Gazette des ELFI' | <ul style="list-style-type: none"> ● Welcoming all students by taking their needs into account ● Developing personalized student inclusion at Sishya with a Buddy System ● Maintaining common recreation time with Sishya and the use of APQ equipment ● Inclusive activities allowing exchanges ● Continue to encourage the participation of EFIS students in school and extracurricular activities and Sishya projects ● Promote gender equality in activities. Remain vigilant vis-à-vis the prejudices of the speeches and the models put forward ● Clubs and activities set up by EFIS ● Support multi-level projects promoting interactions and teamwork ● Maintain the layout of the class to promote group work ● Meeting with guests at school to develop exchange skills | <ul style="list-style-type: none"> ● Interviews with families at the time of registration ● Buddy system in place ● Inclusion schedule ● Observations of shared play times during recess ● Feedback from students and families ● Class plans ● Increase in students' social skills ● ability for students to interact in a multi-age group ● Ease of participating in a discussion during a meetings and visits |
| <p>Education for citizenship, health and the sustainable development</p> | <ul style="list-style-type: none"> ● Respect des programmes quant à l'enseignement de l'EMC ● Temps de discussion et débats collectifs ● Dispositif APQ en place | <ul style="list-style-type: none"> ● Engagement des toute l'équipe éducative pour le respect des valeurs civiques et du développement durable : travail de réflexion sur les pratiques et leur amélioration ● Maintien des temps de vie de classe (discussions, débats production collectives), en particulier sur les | <ul style="list-style-type: none"> ● Compte rendus de réunions ● Planification des temps de discussions collectif et avec les partenaires santé en place sur les thèmes listés tout en gardant une certaine souplesse pour pouvoir adresser des problématiques du moment |

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| <p>approach</p> | <ul style="list-style-type: none"> ● Gazette des ELFI | <p>problématiques d'égalité, de harcèlement, du développement durable, du respect de l'environnement et des autres êtres-vivants, du changement climatique, de la sobriété, de l'interdépendance, de la citoyenneté, du respect des règles, de la solidarité, de l'éthique, de l'usage du numérique</p> <ul style="list-style-type: none"> ● Travail avec les infirmières de Sishya et des partenaires impliqués dans la santé sur des projets : sommeil, hygiène, équilibre alimentaire, exercices physiques, connaissances de certaines maladies et prévention ● Projet jardin intérieur : chacun sa plante verte ● Participation des élèves aux responsabilités de la vie de classe ● Limitation des temps de climatisation des espaces dans un souci d'impact énergétique ● Visites de sites ou institutions impliquées dans le développement durable et la protection de l'environnement (association, centre de traitement, ...) ● Consolider le dispositif 30 minutes d'activités physiques quotidiennes (APQ) ● Travail sur les médias en relation avec le projet Gazette des ELFI et le Newsish (journal de Sishya) ● Etudier la possibilité d'établir et mettre en place un éco-code | <p>au sein du groupe</p> <ul style="list-style-type: none"> ● Utilisation des outils numériques avec discernement ● Présence du jardin intérieur ● Mise en place des tours de responsabilités ● Climatisation lors des plus fortes chaleurs entre avril et juin ● Nombres de visites de sites ● Parution des Gazettes et participation au journal de Sishya ● Participation à la Semaine des Lycées Français du Monde ● Décision prise quant à l'éco-code |
| <p>Maintain relationships based on trust with students, families, between teachers</p> | <ul style="list-style-type: none"> ● Welcome and exit of students at the door of the building by teachers for daily contact with families ● Presence of Mrs. and Dr. Thomas at back-to-school meetings ● Calendar of parent/teacher meetings ● Many communication media in place: liaison books, WhatsApp group, emails ● Fluid communication overall | <ul style="list-style-type: none"> ● Class life time (group discussions) ● Regular communication with families and within the team through various tools (liaison notebooks, WhatsApp group, emails, meetings) ● Presence of other Sishya actors, in addition to Ms. Omana Thomas (principal) and Dr. Salim Thomas (president of the trust), e.g. Sishya teachers, school psychologists, Ms. Theresa Sitaraman (headmistress) ● Relay proposals and opportunities for informal meeting times and extra-curricular activities to promote cohesion ● Invite parents or their visitors to speak at school on a subject or to read a book | <ul style="list-style-type: none"> ● Fluid communication between EFIS actors, low number of conflicts ● Messages in the various media used for communication ● Minutes of meetings ● Feedback from parents, students ● Maintenance of professional semester interviews for the educational team with follow-up |



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| | <p>and very few conflicts whether with families, among students or teachers.</p> <ul style="list-style-type: none"> ● Serene working atmosphere | | |
| <p>School rhythms and well-being</p> | <ul style="list-style-type: none"> ● Best respect for the chono-biological rhythms of children within the framework of the school. ● Schedule optimized and updated if necessary for the benefit of learning ● Possibility of nap and quiet time for cycle 1 students ● APQ (daily physical activities DPA) program: equipment available to students: in frequent use | <ul style="list-style-type: none"> ● Maintenance of a greater meridian break time at EFIS ● Maintaining the possibility for Cycle 1 students to take a nap at school ● Maintenance of the 5-day week with 5h30 of daily class time in accordance with Sishya's schedules ● Welcome and end of class rituals ● Recreation time ● APQ: <ul style="list-style-type: none"> ○ Maintain 15 minutes of gymnastics or daily dance to start the day, + active breaks during the day ○ Increase activity proposals (maps) ● Air conditioning of spaces during the hottest weather | <ul style="list-style-type: none"> ● Minimum of 35 minutes for the lunch break, 45 minutes when possible. ● Space and equipment provided for nap times if necessary ● Schedule from 7:45 a.m. to 2 p.m. including lunch break ● APQ times indicated in the timetable ● Variation of APQ offered to students ● Air conditioning between April and June |

APPENDIX - SCHOOL CALENDAR

| Calendrier EFIS Sishya 2022-2023 | | | | | | | | | | | | | | | | | | | | | |
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| Août 2022 | | Septembre 2022 | | Octobre 2022 | | Novembre 2022 | | Décembre 2022 | | Janvier 2023 | | Février 2023 | | Mars 2023 | | Avril 2023 | | Mai 2023 | | Juin 2023 | |
| 1 L | | 1 J | DRESS REHEARSAL Senior | 1 S | | 1 Ma | | 1 J | | 1 D | | 1 Me | | 1 Me | | 1 S | | 1 L | | 1 J | |
| 2 Ma | | 2 V | Senior Annual Day | 2 D | Gandhi Jayanthi | 2 Me | | 2 V | | 2 L | | 2 J | | 2 J | | 2 D | | 2 Ma | | 2 V | |
| 3 Me | | 3 S | Report Cards - Sishya | 3 L | Pongal | 3 J | | 3 S | | 3 Ma | | 3 V | | 3 V | End of Sishya School year Report Cards - Sishya | 3 L | | 3 Me | | 3 S | |
| 4 J | | 4 D | | 4 Ma | Ayudha Pooja | 4 V | 2nd T. Tests /Exams 6th-9th + 11th begin | 4 D | | 4 Me | Third Term Sishya | 4 S | Open House 6th-12th | 4 S | | 4 Ma | | 4 J | | 4 D | |
| 5 V | | 5 L | | 5 Me | Dusseera | 5 S | Open House LKG-5th | 5 L | | 5 J | Conseils de Classes EFIS | 5 D | | 5 D | | 5 Me | | 5 V | | 5 L | |
| 6 S | | 6 Ma | | 6 J | | 6 D | | 6 Ma | | 6 V | | 6 L | | 6 L | | 6 J | | 6 S | | 6 Ma | |
| 7 D | | 7 Me | | 7 V | | 7 L | | 7 Me | | 7 S | Over Night Camp 4th-8th + 12th | 7 Ma | Conseil EFIS | 7 Ma | | 7 V | Good Friday | 7 D | | 7 Me | |
| 8 L | | 8 J | | 8 S | | 8 Ma | | 8 J | | 8 D | | 8 Me | | 8 Me | | 8 S | | 8 L | | 8 J | |
| 9 Ma | Muharam | 9 V | | 9 D | Eid-e-Milad | 9 Me | | 9 V | | 9 L | | 9 J | | 9 J | | 9 D | | 9 Ma | | 9 V | |
| 10 Me | Pré rentrée | 10 S | | 10 L | | 10 J | | 10 S | | 10 Ma | | 10 V | | 10 V | | 10 L | | 10 Me | | 10 S | |
| 11 J | RENTREE - FIRST DAY | 11 D | | 11 Ma | | 11 V | | 11 D | | 11 Me | | 11 S | Open House LKG-5th | 11 S | | 11 Ma | | 11 J | | 11 D | |
| 12 V | | 12 L | | 12 Me | | 12 S | School Exhibition | 12 L | | 12 J | | 12 D | | 12 D | | 12 Me | | 12 V | | 12 L | |
| 13 S | | 13 Ma | | 13 J | Conseil EFIS | 13 D | | 13 Ma | | 13 V | Fin du 1er S. EFIS | 13 L | Annual Exams 6th-9th + 11th begin | 13 L | | 13 J | | 13 S | | 13 Ma | Conseil EFIS |
| 14 D | | 14 Me | | 14 V | | 14 L | | 14 Me | | 14 S | Pongal | 14 Ma | | 14 Ma | Sishya new academic year 2023-24 | 14 V | Tamil New Year | 14 D | | 14 Me | |
| 15 L | End Day Pongal Hosting | 15 J | | 15 S | Open House 6th-12th | 15 Ma | Réunion parents professeurs EFIS | 15 J | | 15 D | Pongal | 15 Me | | 15 Me | | 15 S | | 15 L | | 15 J | Conseils de Classes EFIS |
| 16 Ma | | 16 V | | 16 D | | 16 Me | | 16 V | Report Cards - Sishya | 16 L | Pongal | 16 J | | 16 J | | 16 D | | 16 Ma | | 16 V | |
| 17 Me | | 17 S | | 17 L | | 17 J | | 17 S | | 17 Ma | Pongal | 17 V | | 17 V | | 17 L | | 17 Me | | 17 S | |
| 18 J | | 18 D | | 18 Ma | | 18 V | | 18 D | | 18 Me | | 18 S | | 18 S | | 18 Ma | | 18 J | | 18 D | |
| 19 V | | 19 L | Second Term Sishya | 19 Me | | 19 S | | 19 L | | 19 J | | 19 D | | 19 D | | 19 Me | | 19 V | | 19 L | |
| 20 S | | 20 Ma | | 20 J | | 20 D | | 20 Ma | | 20 V | | 20 L | | 20 L | | 20 J | | 20 S | | 20 Ma | Spectacle de fin d'année |
| 21 D | | 21 Me | | 21 V | | 21 L | | 21 Me | | 21 S | | 21 Ma | | 21 Ma | | 21 V | | 21 D | | 21 Me | |
| 22 L | Réunion Rentrée - EFIS - 18h | 22 J | | 22 S | | 22 Ma | | 22 J | | 22 D | | 22 Me | | 22 Me | | 22 S | | 22 L | | 22 J | Dernier jour |
| 23 Ma | | 23 V | | 23 D | | 23 Me | | 23 V | | 23 L | | 23 J | | 23 J | | 23 D | | 23 Ma | | 23 V | Journée Pédag. |
| 24 Me | | 24 S | Inter House Tennis | 24 L | Deepavali | 24 J | | 24 S | | 24 Ma | | 24 V | | 24 V | | 24 L | | 24 Me | | 24 S | |
| 25 J | | 25 D | | 25 Ma | Diwali | 25 V | | 25 D | Noël | 25 Me | | 25 S | Kiddies Meet | 25 S | | 25 Ma | | 25 J | | 25 D | |
| 26 V | | 26 L | | 26 Me | | 26 S | | 26 L | | 26 J | Republic Day | 26 D | | 26 D | | 26 Me | | 26 V | | 26 L | |
| 27 S | | 27 Ma | | 27 J | | 27 D | | 27 Ma | | 27 V | | 27 L | | 27 L | | 27 J | | 27 S | | 27 Ma | |
| 28 D | | 28 Me | | 28 V | | 28 L | Annual Exams 10th-12th begin | 28 Me | | 28 S | INTER HOUSE ATHLETICS | 28 Ma | | 28 Ma | | 28 V | | 28 D | | 28 Me | |
| 29 L | DRESS REHEARSAL Junior | 29 J | SisMUN | 29 S | | 29 Ma | | 29 J | | 29 D | | | | 29 Me | | 29 S | | 29 L | | 29 J | |
| 30 Ma | Junior Annual Day | 30 Ve | SisMUN | 30 D | | 30 Me | | 30 V | | 30 L | | | | 30 J | | 30 D | | 30 Ma | | 30 V | |
| 31 Me | Vinayaka Chaturthi | | | 31 L | | 31 S | | 31 S | | 31 Ma | Réunion parents professeurs EFIS | | | 31 V | | | | 31 Me | | | |

- 8 Journées Pédagogiques
- 23 Jours de congé EFIS
- 15 Jour de cérémonie à l'école
- L Jour de congé Sishya
- Staff meetings
- EFIS breaks or holiday
- Ceremony in School
- EFIS breaks or holiday
- Réunion Rentrée - EFIS - 18h Réunions avec les parents
- School Exhibition Evénements pour lesquels les élèves sont présents
- Meetings with parents
- Events the students attend

APPENDIX - TUITION FEES

|  EFIS - Total School fees for 2022-2023 (INR) | | | | | |
|---|----------|----------|---|---|--------------------------------------|
| Classes | MS / LKG | GS / UKG | CP-CM2 / 1 st -5 th | 6 ^e -3 ^e / 6 th -9 th | 2 nd e / 10 th |
| Families | 205 550 | 420 050 | 530 050 | 582 300 + 1 000 € CNED | 604 300 + 1 000 € CNED |
| Companies | 271 100 | 877 100 | 1609 100 | 1738 100 + 1 000 € CNED | 1978 100 + 1 000 € CNED |

APPENDIX - LANGUAGE PROGRAMS

