



## COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS

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Telephones : 26411706, 26413820, 29564831  
E-mail : council@cisce.org

### CERTIFICATE OF PROVISIONAL AFFILIATION

UT127

*This is to certify that* LE GRAND INTERNATIONAL SCHOOL

Near Jolly Grant Airport, Ranipokhari, Dehradun 248145, Uttarakhand

*has been provisionally affiliated to this Council for a period of five years to prepare and enter candidates for the Indian Certificate of Secondary Education (Year 10) Examination. This Provisional Affiliation will expire on 31st March 2027. The school must obtain Permanent Affiliation, before this date.*

*G. Arathoon*  
(Gerry Arathoon)

Chief Executive & Secretary

*(Dr. G. Immanuel)*

Chairman

Date 7 July 2022

Note : Schools are required to seek the Council's permission prior to opening Classes XI and XII.

# Icse Affiliation Guidelines

**Sami Hyrynsalmi, Jürgen Münch, Kari  
Smolander, Jorge Melegati**



## **Icse Affiliation Guidelines:**

**Voices of the Voiceless** K P Shaji , *Voices of the Voiceless* by K P Shaji is a deeply personal and courageous expos on the hidden truths of India s self financed English medium school system Drawing from over 35 years of experience as a teacher principal and educational leader the author sheds light on how a noble mission of shaping young minds has been quietly replaced by a profit driven model that prioritizes branding over values and visibility over genuine learning The book is not an academic theory but a collection of lived experiences real stories and unspoken struggles of students parents and teachers It reveals how commercialization has turned schools into showrooms students into customers and education into a product while leaving teachers overworked parents financially strained and children burdened by pressure Through vivid narratives it explores systemic issues such as hidden admission costs excessive focus on appearances performance over learning exploitation of teachers and the erosion of moral values in schooling Structured across sixteen chapters the book moves from diagnosis to hope offering practical reforms to humanize education restore dignity to the teaching profession and put the soul back into schooling Above all it is a call to action for educators parents policymakers and society to listen to the unheard voices and reclaim the true purpose of education shaping not just capable individuals but compassionate human beings

*Teaching the Violent Past* Elizabeth A. Cole, 2007 With the fate of humankind resting on their shoulders the PATH team along with the mortal Keepers and Guides around the world are sent on various quests Each individual test will push them all to their limits as time slowly ticks down towards Armageddon and their destiny

*Education and Me* S N Kumar, *Education and me* is a book which is written to bring about various facets of teaching and learning in the field of education Primarily book has showcased what education mean to me as critical thinking writing and a future career The importance of education to students teachers and society as whole is highlighted It also raises a question as whether education occur in educational institutions only The book also brings out that education in this sense would certainly include all efforts for inculcation of values attitudes and skills that the society desires to be imparted to children In contrast to this broader notion education occurring in institutions like schools and colleges is an act of consciously imparting values knowledge and skills in accordance with the requirements in a formal situation The book also deal with present education system challenges faced by education system the condition of government schools future of education and remedial measures to improve this educational system This book also compares educational system of India China UK and USA The need of innovative education use of social media and how learners can prepare themselves for future competition The role of parents teachers and society in bringing out child to face the world is also discussed in detailed The need of teacher training and preparation of teachers for teaching job is also showcased here The book also brings out need for moral education Guidance and counseling in schools Parents are looking for alternate schooling which is also a new issue has been highlighted So the book is complete knowledge of education It will be really beneficial to teachers students parents and Principal s of the educational institutions

**National Education Policy:2020 -A Critical Review** Dr.Avadhesh Singh,2021-08-02      Education World ,2005

**Software Business** Sami Hyrynsalmi,Jürgen Münch,Kari Smolander,Jorge Melegati,2024-02-08 This open access book constitutes the refereed proceedings of the 23rd International Conference on Software Business ICSOB 2023 which was held in Lahti Finland during November 27 29 2023 The special theme of ICSOB 2023 was Digital Agility Mastering Change in Software Business and Digital Services The 27 full papers and 8 short papers presented in this book were carefully reviewed and selected from 79 submissions They were organized in topical sections as follows Requirements software procurement platforms ecosystems and data artificial intelligence software startups software product management software and business co development and emerging digital world      **The Routledge International Handbook of Dyslexia in Education** Gad Elbeheri, Lee Siang, 2022-07-20 The Routledge International Handbook of Dyslexia in Education showcases the various examples expertise and successful initiatives attempted to include students with dyslexia around the globe It highlights progress and identifies gaps for growth globally to stand united against dyslexia as a literacy problem and a specific learning disability challenge Taking a truly global view each chapter from world leading experts highlights issues related to the definition of dyslexia and how it is recognised locally its implications on relevant legislations and educational policy and how teacher training programs on dyslexia are delivered at both pre service and in service levels Contributors to this handbook also discuss and compare the services and tools available to identify individuals with dyslexia such as nationally standardized tests and tools for dyslexia assessment Students researchers teachers and other educational professionals who require highly relevant research informed guidance on dyslexia and its awareness identification training outreach and intervention around the globe will find this handbook an essential and timely resource Readers will also be able to identify shared experiences and good lessons from around the world as well as learn about better strategies to guide their journey in their own local community      Academic Foundation`S Bulletin On Money, Banking And Finance Volume -78 Analysis, Reports, Policy Documents Editor : Sona Kapila,2006      *Specific Learning Disorder(s)* Alka A Subramanyam,K John Vijay Sagar,2023-10-25

**Human Rights in Teaching Practices** Zankar,2016-03-10 Human Rights are the basic rights which one gets being human These are inherent rights which are received since inception Knowing and valuing the Human Rights is the best practice to prevent the violation in any form When an individual learns about ones rights it builds respect for the right of other which helps in constructing more tolerant and peaceful citizens ultimately leading to peaceful civil societies All Human Rights for All ascertains the universality indivisibility and interrelationship of all human rights The fact of unchangeable nature of Human Rights is essential for human existence Human rights in Teaching Practices is a book for students teacher educators teachers as well as researchers in the field of Education and Human Rights Education who intends to know about Human Rights and how to impart them to their students The main objective of this book is to share knowledge and skills to generate awareness and develop attitude towards Human Rights Education amongst student teachers It provides an indepth

description of concepts of Human Rights Human Rights Education and strategies for teaching Human Rights in B Ed course The book is divided mainly in three parts first part deals with concept of human rights Human Rights Education the policy perspective of Human Rights the concept of human rights awareness and attitude towards human rights This section describes the theoretical underpinnings of human rights from different approaches Universal Declaration of Human Rights and how and where human rights are reflected in Indian Constitution The concept of human rights Education and its policy perspectives in Indian Education system Human Rights Education at different levels of school and at Teacher Education are described in detail from Indian Education policy perspective Researchers at National and International level are studied with respect to human rights of different persons in the society such as children women and other vulnerable groups Second part deals with the analysis of various components of human rights education programme for teacher education Following areas are included in the present module of Human Rights Education Concept Foundation and History of Human Rights Gender Discrimination and Equality Rights of the Child Secularism and Education Environmental Protection and Human Rights The Right to Education Egalitarianism and Education Protection of Human rights in India The Human Rights Education programme for student teachers of Bachelor in Education course was developed and its effectiveness was studied This part explains different teaching strategies for imparting Human Rights Education The constructivist and experiential learning approaches were used to inculcate the human rights culture among student teachers awareness about human rights and their attitude towards human rights Third part deals with the research work and findings Experimental research on student teachers was done and the effectiveness of the programme was tested The Human Rights Education programme for generating awareness about Human Rights and attitude towards human rights was ascertained by considering various moderator variables The research findings have manifold uses for school teachers student teachers curriculum planners in teacher education all stakeholders of Education and human rights education so as to contribute directly or indirectly creating a peaceful and progressive society

*The Future of Disability Law in India* Jayna Kothari, 2012-02-24 According to some estimates there are around 20 to 60 million people with disability in India For long this invisible minority went without any kind of protection or even legislation aimed at recognizing their basic rights It was only in 1995 that the government passed the Persons with Disabilities PWD Act which addressed the issues of non discrimination right to equal opportunity and affirmative action for persons with disabilities for the first time This book is a critical and comprehensive analysis of the PWD Act It examines the Act from a historical perspective giving an overview of the various legal approaches towards addressing disability related discrimination The author critically examines the various provisions of the Act the definition of disability affirmative action equal opportunities in education reservation in employment and implementation The volume also offers an international perspective on disability law by comparatively analysing Indian disability law with international jurisprudence Taking into account the judgments of the Supreme Court and various high courts it presents a forward thinking

interpretation of the Act in light of the UN Convention on the Rights of Persons with Disabilities which India has ratified

**India's Past, Its Learnings, Its Pedagogies** R S Krishna, 2022-10-19 The very acrimonious debates on history textbooks have mostly been dominated by scholars historians civil society activists and politicians Where are the teachers in this debate vested with the onerous responsibility of transpiring learnings in history to the students The author R S Krishna tries to recover the teacher's voice through an critical observation of select teachers their classroom practices the ideas that inform their understanding of our past and the way history textbooks are mediated by teachers In this Krishna also brings in his own teaching experience and his evolution as a history teacher Combining observations experience and readings from educational sociology Krishna establishes how history as we know it emerges largely through narratives where not recapitulation of facts but competing nationalisms politics and knowledge prisms are more defining Here Krishna is particularly critical of the liberal Marxist prisms that has had a major influence on textbook writing particularly of NCERT At the same time attempts by the adherents seeking to establish an Indic or a Hindu view of our past particularly their ability to bring pedagogically appropriate textbooks have so far been dismal Framing his arguments within the context of modernity which he sees as universal having an egalitarian premise the author emphasizes a need for a new methodologically informed textbooks that are more holistic comparative and dialogic which helps to reimagine India's past and its future quests The author avers whatever be textbooks scholarly merit it should be pedagogically substantive and crucially for its meaningful understanding by students a teacher's command of the discipline and some familiarity of debates that frame history's knowledge status is key

**The Official Catholic Directory** National Register Publishing, Nrp, 2005-05 Giving status of the Catholic Church as of January 1 2005

**Report of the Commissioner for Linguistic Minorities in India** India. Commissioner for Linguistic Minorities, India. Commissioner for Linguistic Minorities in India, 2011-07

**Standards for Accreditation and Requirements of Affiliation** Middle States Association of Colleges and Schools. Commission on Higher Education, 2011

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