



# COLLEGE COUNSELLING POLICY

*Sanskar School aims to:*

- *equip its pupils with a **critical and global outlook** which will make them committed citizens of the world.*
- ***recognize and channelize the potential** of the pupil and develop thinking, communication, social, scientific and interpersonal skills.*
- *Foster **cognitive, affective and psychomotor development** and enable the pupil to make connections with the acquired knowledge in his/her everyday life.*

## **Commitment**

The Department of College Counselling is fully committed to the overall mission of Sanskar School and we firmly believe that every student can be successful. We are committed to ensure that our students and their parents are provided with current information through workshops, professional Counselling and access to resources that will enable all students to make a successful transition from high school to college.

## **Execution**

The Department of College Counselling will engage in a progressive approach to college preparedness to ensure that the department consistently meets its commitment and provides the best quality student-support services. We will:

- Always stay apprised of current and future trends to ensure that our students are prepared to meet local and global demands.
- Seek out appropriate opportunities to continuously improve our programs and services in response to the changing needs of students and the dynamics of academia.
- Coordinate efforts with other departments in the school providing information for tighter integration of the Department of College Counselling into the broader educational mission.
- Incorporate student learning and student development in its mission.

# **Expectations from Students and Parents**

## **Students**

- To complete required assignments on time.
- To attend all counselling presentations and workshops.
- To keep parents informed of their own college search process and any new developments.
- To be honest and candid with their College Counsellors and to keep them updated on any new developments.
- To complete their research assignments for each college and to develop full awareness of critical deadlines and special requirements.
- To meet the Department of College Counselling priority deadlines on time.
- To be open to new options and suggestions.
- To work hard and concentrate on doing their best in their academic subjects.
- To personally complete their college applications.
- To make sure the application is complete and submitted on time.
- To understand that students, parents and Counsellors are all working towards the same goal.

## **Parents**

- To be encouraging and supportive and to offer advice and guidance when appropriate.
- To keep the lines of communication open between the parent and student and the parent and the College Counsellor.
- To be careful not to exert undue influence on the student.
- To be open to new options and suggestions.
- To help the student understand that there is more than one college which will be appropriate for them.
- To support an ethical approach to the college admission process.
- To understand that student, parent and the College Counsellor are all working towards the same goal.

## **Counsellors**

- Work collaboratively with all parties involved in the college process to ensure that students are well supported in the college search, application and decision process.
- Provide timely information about the college process.

- Provide students with best-fit options for potential colleges.
- Learn about and communicate new trends and developments, both nationally and internationally, at individual colleges.
- Visit universities and conferences to keep themselves abreast of the latest developments in the field of counselling and colleges globally.

## **GUIDANCE AND COUNSELLING AT SANSKAR SCHOOL**

The purpose of any education system is not only to foster academic learning but also all round development of children. Besides cognitive development, schooling also involves appropriate socio-affective development (i.e., self-reliance, self-discipline, taking initiative, independence of thought, understanding relationships with people and environment, responsible action, etc.). Development of such personal-social qualities includes knowledge and understanding, abilities and skills in relation to oneself and others. The school, besides the family, is a major influence in children's personal-social development. As students' progress through primary and secondary stages of schooling, they need an environment that is secure, warm, caring and nurturing.

The need for guidance and counselling for students emerges from the changes taking place in every sphere of life. Academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choice, ever growing, changing and complex world of work, drop-out, suicide, anger, violence, drug abuse, child abuse, sex abuse, HIV/AIDs, crime, changes in lifestyle, divorced / single parents etc. are some of the concerns which require support of guidance and counselling services to school students.

## **PURPOSE OF GUIDANCE AND COUNSELLING**

During the school years, it is essential for children to be encouraged to understand their own feelings, to learn appropriate and acceptable social behaviour keeping in mind others' needs and learn skills for leading a healthy and productive life. An optimal personal-social development in children is vital for a well-adjusted and integrated individual whose germination needs to be made during the schooling years. During the school years, irrespective of the stage of education, students encounter many problems / crises in their academic, social, emotional and personal lives. Some of these may have roots in the developmental process, some may have in the context of the students' present lives, while some may have roots in the students' past development. In order to ensure that a student is able to successfully deal with the crises and continue with quality

endeavor in her/his academic pursuit, it is crucial to identify the root problem and extend timely support through appropriate guidance and counselling (wherever required) following a life-span developmental approach (which helps to address the students' problem holistically).

The purpose of guidance and counselling services at Sanskar School is to help each student develop as an individual in his/her own right, make choices and set goals on the basis of his/her strengths. By attending to the special needs and requirements of students belonging to different social, economic and cultural backgrounds, guidance and counselling helps students engage in the educational process and, thereby, benefit from the curricular experiences.

Guidance and counselling not only helps students to develop an understanding of one self and of others, it also supports students to deal with their personal- social, academic and career related concerns. It facilitates development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career, etc. Guidance and counselling, thus, promotes holistic development of every student.

Guidance and Counselling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others. Counsellors, especially trained in theory and practice of counselling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues.

Sanskar School provides for its students a full-time professionally trained Counsellor in school, from elementary to higher secondary school stage. The Counsellor is a full-time appointed person responsible for guidance and counselling in school and plans and organizes guidance and counselling activities keeping in view the needs and specific concerns of students. The trained Counsellor seeks the support of all the stakeholders like principals, teachers, parents, community, administrators, etc. in the programme and also organizes orientation / sensitization workshops for them.

## **OBJECTIVES OF THE PROGRAMME**

Keeping in view the above, developmental framework for providing guidance and counselling service is given to facilitate the planning of an effective guidance programme at school level. Guiding principles for developing the programme need to be based on the expressed needs and concerns of the students as well as aligned to the needs and demands of the students' immediate socio-economic and political environment. The suggested framework is a prototype, is necessarily not hierarchical and may include overlapping concerns. The frame work below suggests the objective of guidance programme at:-

- Primary Stage (5 to 11 years)
- Middle School Stage (11-14 years)
- Higher Secondary Stage (14 to 18 years).

The framework suggests the objectives at respective school stage; inputs and few strategies (given in order of academic, career and personal – social) to facilitate state level personnel to plan and develop school/context/need specific guidance and counselling programme in schools.

### **PRIMARY STAGE (5-11 yrs)**

#### **Primary School Counselling (For PYP Students)**

The goal of the Primary school's counsellor is to support your child emotionally and socially in all aspects of the school environment. The counsellor sees students individually, in small groups, in the classroom and in informal settings like the playground and the Library. The counsellor assists students with issues such as:

- Joining the school
- Self-esteem and friendship skills
- Anger and stress management
- Creative problem solving
- Social issues like bullying
- Traumatic events (divorce or a death in the family)

In addition to helping your child in the school environment, the counsellor is also available to address parental concerns including:

- Settling in and/or moving homes

- Positive discipline strategies
- Homework strategies
- Behavioural issues

Individual meetings can be set up with the counsellor.

Objectives of the Programme	Suggested Inputs	Suggested Strategies
<ul style="list-style-type: none"> <li>• Smooth transition from home to school</li> <li>• Identifying and assisting children with special needs</li> <li>• Identifying deficits in basic learning skills</li> <li>• Improving teacher-learner relationship</li> <li>• Identifying and assisting children with behavioural problems</li> <li>• Learning and developing good work habits</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation to class and school</li> <li>• Special abilities and needs of children</li> <li>• Learning problems, reading difficulties, poor handwriting, attention and memory deficits and hyperactivity.</li> <li>• Healthy classroom climate and communication skills.</li> <li>• Self discipline and reinforcing desirable behavior in children.</li> <li>• Reinforcing the need and importance of good work habits for their future.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents</li> <li>• Observations, Psychological assessments, meeting with parents, referral</li> <li>• Observation, diagnostic tests, remedial programme and referrals</li> <li>•</li> </ul>

## MIDDLE SCHOOL STAGE (11-14 YRS) (For CBSE Students)

### Secondary and High School Counselling

The secondary school years are a rich mix of growth, frustration, promise, disappointment, excitement, and hope. During these years, students discover and question what the future holds for them. The counselling programme aims to help students achieve personal growth and acquire positive social skills and values as they work through this discovery process. In order to achieve this, the secondary school counsellor provides services to students, parents and school staff in the following areas:

- communication
- relationship building skills with peers, parents and teachers
- time management, organization and study skills
- anger management
- stress management
- anxiety reduction
- transitions
- self-esteem
- identity development
- management of peer pressure

Objectives of the Programme	Suggested Inputs	Suggested Strategies
<ul style="list-style-type: none"><li>• Improving academic performance</li><li>• Learning to manage time wisely</li><li>• Enhancing personal-social development</li></ul>	<ul style="list-style-type: none"><li>• Developing positive attitude towards study, taking assessments</li><li>• Time management skills</li><li>• Ways to approach problems of life, healthy relationships and interpersonal skills</li><li>• Avoiding stereotypes and</li></ul>	<ul style="list-style-type: none"><li>• Study tips on retention</li><li>• Introspection, making a timetable for the child, strategic approach to studies</li><li>• Information/ role models</li></ul>

<ul style="list-style-type: none"> <li>• Accepting increasing physical changes/ normal growth among children their age</li> </ul>	<p>their negative influence on self esteem and performance, irrelevance of sex role stereotypes.</p>	
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## HIGHER SECONDARY AND COLLEGE STAGE (14-18Yrs)

Objectives of the Programme	Suggested Inputs	Suggested Strategies
<ul style="list-style-type: none"> <li>• Transition from middle school to high school (choice of courses)</li> <li>• Planning for a career</li> <li>• Seeking detailed information on courses</li> <li>• Resolving academic, personal, social and career related matters</li> <li>• Making realistic career related decisions</li> <li>• Preparing for a career</li> </ul>	<ul style="list-style-type: none"> <li>• Courses, facilities and activities offered in school</li> <li>• Future options in field of study</li> <li>• Sources of information on educational and occupational options</li> <li>• Problem solving skills, decision making skills</li> <li>• Information about self</li> <li>• Preparing a resume and filling in forms, getting admission to a desired course</li> </ul>	<ul style="list-style-type: none"> <li>• Talks, group discussions and counseling</li> <li>• Inviting speakers for lectures</li> <li>• Assessments, series of talks, speakers, exhibits, brainstorming</li> <li>• Counseling, role play</li> <li>• Assessments, series of talks, speakers, exhibits, brainstorming</li> <li>• Peer counseling</li> </ul>



<ul style="list-style-type: none"> <li>• Coping with peer pressure</li> <li>• Coping with academic and social pressure</li> <li>• Facilitating adjustment at home and outside</li> <li>• Learning appropriate sex role and responsibility</li> <li>• Developing healthy relationships with opposite gender</li> <li>• Conflict resolution</li> <li>• Prevention and remediation of bullying, violent behavior, substance abuse etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of a peer group</li> <li>• Society's expectation of adolescents behavior, communication skills</li> <li>• Developing healthy relationships</li> <li>• Solving dilemmas of personal, social and moral issues</li> <li>• Development of self understanding and management of such behaviour</li> </ul>	<p>and personal counseling, self introspection</p> <ul style="list-style-type: none"> <li>• Role play, counseling, group discussions</li> <li>• Specialist interaction, counseling and referral</li> </ul>
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Hence to conclude we would like to assure the parents that at Sanskar, we act in the best interests of the student at all time and encourage family involvement when possible and whenever necessary. Complete confidentiality will be maintained and records can be

accessed by only the Counsellor and Principal. Counselling may be terminated when it becomes reasonably clear that the student no longer needs the service or if the parents decline to the same.

## **RECORDS AND ASSESSMENTS OF STUDENTS**

1. Records are maintained on a regular basis of each meeting the Counsellor has with the student mentioning in detail what has been discussed and what interventions or remedial measures have been taken to solve any situation that might have arisen during the session.
2. Students are assured of complete confidentiality during the session.
3. Students with behaviour problems may be referred by teachers or the parents may request for a session with the counselors
4. Students are also encouraged to approach the Counsellor themselves in order to address any need or concern they might have or issue they might want addressed.
5. Counselling sessions take place on a one to one basis.
6. If the Counsellor finds a disturbing situation arising with regard to child abuse, a life-threatening situation or even any danger the child might be in he/she may speak in confidentiality with the Principal before taking any further steps.

A career assessment is conducted by the school for students of standard X before they move to class XI. The students and parents are sent a detailed report of the session along with the results suggesting the best career choices the students can make based on their aptitude. (A summary of the test along with its interpretation and sample reports are attached.)

## **COLLEGE COUNSELLING (For IBDP students)**

Our comprehensive counselling program guides and supports students throughout the university application process, beginning in Grade 11 and continuing throughout Grade 12.

The program includes:

- A university information morning for Grade 11 and 12 parents and students that provides a general overview of the university application process.
- University presentations for Grade 11 and 12 students and parents detailing all aspects of the university application process.

- Initial individual student consultations in Semester 2 of Grade 11 followed by meetings with both students and parents in Grade 11 and throughout Grade 12.
- Consultations with students to discuss their choice of countries and the different academic systems in them, as well as the selection of schools, university courses and/or disciplines, depending on the system.
- Providing information and materials such as university brochures, catalogues, guides, counselling webpage as resources for students in their university search.
- Offering the PSAT (Preliminary SAT) at Sanskar to Grade 9 and 10 students every October.
- Advice on standardized testing, including the SAT (Scholastic Aptitude/Assessment Test), the ACT (American College Test), the TOEFL (Test of English as a Foreign Language), and the IELTS (International English Language Testing System).
- Identifying schools that are a good fit depending on the student's interests, academic strengths, athletic skills, and other factors relevant to the student. Assistance and guidance in preparation of applications including personal statements, essays, and contact with university representatives.
- Counsellor/referee letters of recommendation that strongly support student's candidature to appropriate universities.
- Advice on extracurricular and summer activities.
- Counsel on how students can effectively communicate with universities in all aspects of the application process.
- Maintaining relationships with universities and contacting representatives to support individual applications.
- Organization of Sanskar School visits from university representatives in the UK, Europe, US, Canada, and other countries.

- Attend meetings, by invitation, to meet various International Admissions Representatives and connect our students for interviews with them.
- Discuss costs, financial aid, scholarships, accommodation and other related aspects, at universities.
- Students can choose up to six universities of their choice - 2 dream, 2 realistic and 2 safe schools.
- Parent counselling to support the student decision and be informed of undergraduate study opportunities.
- Application procedures start from mid-January, when students are in grade 11 with their predicted grades ready.

### **Grade 11<sup>th</sup> Timeline and Checklist**

#### **July to January**

- Make a College List and Gathering information
- Organize testing plan SAT/ ACT/ AP exams.
- Focus On extracurricular activities.
- Attend college fair/ seminar
- Attempt 1<sup>st</sup> SAT
- Be in touch with your school counselor regularly.

#### **Feb – May**

- Look out for scholarships
- Contact you recommenders.
- Apply for summer job or internships
- Visit your colleges.
- Get advice from other colleges students
- Start working on your college essays and other requirements

## **TIME LINE FOR GRADE 12**

### **July/August**

- Attend college fairs and seminar in school.
- Finalise your college list.
- Look up at college requirement for e.g. LOR/ Predicted score/ SAT/IELTS/TOEFL/COLLEGE REQUIRED ENTRANCE TEST.
- Start with college essays and statement of purpose. This is applicable for universities abroad and some Indian colleges like Ashoka / Jindal/ISDI Parson.
- Give application to school for Letter of recommendation.
- Start with filling your resume, sample resume is available with school counselor.
- Create your UCAS (UK) AND COMMON APP account.

### **Sept / Oct**

- Finalise your college essay with your counselor
- Finalise your resume
- Finalise your colleges list with your parents and school counselor.
- Get your predicted score from the school.
- Take your scheduled SAT/ IELTS/ and other college entrance test.
- By Oct 15<sup>th</sup> start applying to colleges.

### **NOV/ JAN**

- By 15<sup>th</sup> Jan US/ UK/ Aust application should be done.
- Singapore applications deadline is March.

## **Student Responsibilities in the University Application Process**

For students in Grades 11 and 12, the university application process is the first step towards individual independence. It is a complicated, demanding and time-consuming process. The counselors emphasize that the student is the focus and in control of the university application process, supported by a team of counselors, teachers, and of course, parents.

In working towards these goals, the student - must accept the following responsibilities:

- Take time to reflect and evaluate goals and values, assess one's academic strengths, special talents, skills and other aspects that distinguish his/her. This assessment is

necessary in determining schools that offer an excellent university environment in which they will be most productive and happy (and therefore, successful).

- Research appropriate courses, programs, and schools so that their applications are effective and fulfil specific academic, athletic, musical, social interests and any other elements that are important to the students, as well as their future objectives.
- Be aware of the academic profiles required by highly selective colleges and universities. If the student does not have the academic record necessary to be competitive for acceptance, Sanskar School will not be able to fully support the student's candidature to the university.
- Meet application deadlines both for universities and Sanskar School when submitting application material and requesting letters of recommendation and transcripts. Please note that universities have different deadlines depending on countries and application system.
- Be aware of any required tests. Register on-line by the deadlines to take standardized tests, such as the SAT, ACT, TOEFL, or IELTS.
- Submit all required forms and request all testing organizations to submit official standardized test results to universities.
- Verify one's correct name on all official documents and use the same name on all documents (the name on your passport).
- Notify school of any changes in one's home address or email address as well as maintain an email address that is appropriate for applications.
- Notify Counselor of one's application results and his/her final choice. Complete any necessary final forms requested by the Counselor or IB Coordinator in order to have their final transcript sent as well as their IB results accessible to their university.

## **Applying to Indian Universities**

- Students can apply to Indian Universities affiliated to UGC.
- Candidate will have to take the entrance exam as per the regulations of the university or course.
- Candidate with non-regular IB diploma (with Physics, Chemistry & Biology) can apply for Medicine in Indian Universities. Deadline for applying for a non-regular IB Diploma is 1st week of September in Year 1 of the DP.

## Suggested Conversion for Higher Education for students applying to Indian Universities

International Baccalaureate Diploma has been recognized by the Association of Indian Universities as an entry qualification to all universities in India. With the requirement for percentage conversion by universities in India, students applying to Indian universities receive a transcript with IB grades and suggested percentages. The table below provides the suggested conversion of IB grades to percentage scores. Schools may use this suggested conversion for calculating the equivalent marks on a scale of 1-100 by giving the midpoint of the range indicated for a particular grade.

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

## Entry Requirements:

University	Course	*IB diploma points / 45
<b>USA</b>	<b>All</b>	<b>38 Plus</b>
Princeton University ( NJ)	All	38 Plus
Harvard University	All	38 Plus
Yale University	All	38 Plus
University of Pennsylvania	All	38 Plus
Duke University	All	38 Plus
California Institute of Tech	All	38 Plus
Johns Hopkins University	All	38 Plus
Brown University	All	38 Plus
M.I.T.	All	38 Plus
Columbia University	All	38 Plus
Dartmouth College	All	38 Plus
Washington University	All	38 Plus
Cornell University	All	38 Plus
Cambridge & Oxford	All	38 Plus
<b>UK</b>	<b>All</b>	<b>38 Plus</b>
London School of Economics	All	38 Plus
King's College London	Medicine	38 Plus
University of Edinburgh	Medicine	38 Plus
Hull York Medical School	Medicine	38 Plus
Warwick	Biomedical	36 Plus
Aston	Business	36 Plus

Glasgow	Business	30 Plus
Nottingham	All	
Leeds	All	
<b>Canada</b>	<b>All</b>	<b>30 Plus</b>
<b>Australia / New Zealand / Singapore</b>	<b>All</b>	<b>30 Plus</b>
<b>India</b>	<b>All</b>	<b>28 Plus</b>
Bangalore University	All	28 Plus
Bombay University	All	28 Plus
Madras University	All	28 Plus
Delhi University	All	28 Plus
Manipal Institute of Tech	All	28 Plus

## Introduction to Statement of Purpose (SOP)

The statement of purpose can be no longer than 47 lines or 4000 characters, including spaces, and should focus on why the student has chosen to study the courses they have listed, and what interests them about their subject. Details about what they have studied, read, or experienced in relation to their course will help the admissions tutors assess their suitability for admission. It makes a statement about who they are, how they think and what they want to accomplish. Tutors are looking for intellectual ability, potential, commitment and determination as it relates to the student's selected course. The UCAS website has a section on writing the personal statement. University websites also offer advice on what they are looking for in candidates for specific courses. UCAS is very serious about detecting plagiarized personal statements. Each incoming personal statement is checked against a library of personal statements from previously submitted applications and sample statements on websites and in paper publications. After the student's application is processed, his/her personal statement will also become part of the library of statements. Any statements showing a potential level of similarity of 10% or greater will be reviewed closely.

## Predicted grades:

Students get conditional and unconditional offers from universities based on their predicted grades. Grades are carefully predicted for the students by experienced teachers in each subject; based in part on their performance in grade 11 and in part, on what they are capable of scoring in grade 12 final examinations. Obviously, consistency and a good work ethic are very important factors that play a part in the prediction of grades



## Recommendation Letters for the US and the UK:

### For Common Application – US Colleges-

Each student requires a minimum of two recommendation letters from their teachers. Teachers reserve the right either to provide or deny the recommendation. Recommendations are confidential and students waive the right to view the letters of recommendations.

To request for a recommendation letter, the applicant should have at least 4 points out of 7 in that particular subject.

The third letter of recommendation is written by the DP Coordinator or the College Counselor which is sent along with the School Report.

### For UCAS- UK Colleges-

Each student requires one teacher pertaining to the course selected in the application. Teachers reserve the right either to provide or deny the recommendation. Recommendations are confidential. The teacher emails the recommendation to the Counselor, who uploads it on the UCAS application submitted by the student.

<u>Important deadlines</u>	<u>Dates / Deadlines</u>
<b>Counseling</b>	
Career Counseling	August 2020 to March 2021
College Counseling	April 2020 – February 2021 (Grade 12) August 2020 – March 2022 (Grade 11)
Decision on the Universities for ED	01/09/2020
Application procedures and SOP ED	To be ready by 10/09/2020
Reference letters to reach Counselor from subject teachers for ED	15/09/2020
Predicted grades to reach Counselor for Early Decisions (ED)	25/9/2020
Applying to Oxbridge and all Medicine, Veterinary & Dentistry Courses in UK	5/10/2020

Decision on the Universities for Regular Decisions (RD)	15/10/2020
Predicted grades to reach Counselor for RD	1/12/2020
Application Procedures and SOP RD	3/12/2020
Late applications	15/01/2021
Rolling applications	30/06/2021

## **The Career Counselling policy as a document in progress**

The school shall regularly review this policy on Career Counselling to keep up with changes in the requirements of students and changes to the school profile. The review of this policy shall be done at the end of examinations in 2021 by when the admissions profile should have been prepared.

It is the responsibility of the DP Coordinator to form a steering committee comprising the following to review the Career Counselling policy;

- Principal
- Vice Principal / IBDP Coordinator
- Career Counsellor
- One student representative
- One parent representative
- One teacher representative

As with other policies and processes, this policy has been drafted with inputs from various sections of the school community and shall be reviewed and shared with all stakeholders of the school.

## **Communicating the policy**

This policy will be shared with all stake holders of the school via email. All stakeholders are free to send in suggestions to modify/improve the policy.

## References:

<http://www.ibo.org/recognition/university/index.cfm>

[www.ibo.org](http://www.ibo.org)

## ESSENTIAL AGREEMENT FOR COLLEGE COUNSELLING POLICY

The Sanskar School approved and agreed to follow the College Counselling Policy to get the admission of IBDP students in Overseas and Indian Universities.

Approved by the school in March, 2016.

Revised by the school in April, 2017.

Revised by the school in April, 2018.

Revised by the school in April, 2019

Revised by the school in June, 2020

### APPENDIX

I, \_\_\_\_\_, student of Sanskar School studying in  
Grade \_\_\_\_\_, hereby undertake to abide by the terms  
mentioned in the College Counselling Policy.

Signature of the student

Signature of the parent

Date: