



City International Group of Schools

Raising the Benchmark of Education

City International Group Of Schools (CIGS) are a progressive, child centered, co educational, non denominational English medium schools, committed to providing quality education for all its students. The CIGS offers Pre Primary, Primary, Secondary and Senior Secondary education. All our schools in Pune follow the Central Board Of Secondary Education (CBSE) curriculum integrated with the Global Education and is affiliated to the All India Secondary School Examination (AISSE) New Delhi.

Our schools strives to provide high quality education progressive with an emphasis on creating learning environments that are innovative and enriching. Excellent facilities both inside and outside the classroom compliment academics excellence.



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Welcome to CIGS



Maulik N. Dixit
Chairman



Dear Enlightened Parents,

I welcome you and your child to a new experience in education. An experience that will leave the both of you with a new outlook on life.

Welcome to City International Group of Schools. An education initiative by the N S Dixit Educational Foundation, a Trust that has earned a distinct reputation in the field of higher and technical education in western India. As a progressive, learning-centric, co-educational school, we are committed to creating individuals who can become a part of an evolving global environment and to further this endeavor, we have created world class infrastructure and wholesome learning and socialising environments that are innovative and enriching.

Our superior Student Management Policy provides an effective framework to ensure that students are managed with respect and assisted to make informed, appropriate choices about all aspects of their school life. This philosophy enables us to assist students to be responsible, independent thinkers and fosters an environment that enables both students and facilitators to maximize their learning opportunities.

Top-notch faculty promote learning as a process that is both challenging and responsible. We believe that education is a process that should foster creativity, independent thinking, exploration and experimentation as a life long process. All without compromising on sound ethical values.

In past decade CIGS has made positive impact in a number of ways on students, the teachers and the community it serves. It has happened because of the firm belief and sheer dedication of the students, staff and supporters who have demonstrated their commitment to fulfilment of the high standards that we set for our school.



Mission Statement



Motto :

“Creating Global Citizens” - is enshrined in the qualities of intellectual curiosity, personal accountability and an innate love for learning.

And in pursuing these essentials, we are proud to play a primary role in helping both our students and faculty discover, develop and enjoy the uniqueness of their persona.

Discipline :

Rules and routines at our school are set up to provide children with guidelines of expected behavior. These guidelines are set up not only to teach children respect for themselves, but also to learn respect for others. Children will always be talked to about unacceptable behavior. When a child misbehaves to acts inappropriately, redirection, distraction and/or firm limit setting is used in first hand. Calming down times is used if misbehavior continues. We practice a positive approach to discipline.

Quality Faculty :

The cornerstone of our school is quality of its faculty and small class size. The Student – Teacher ratio is 20:01 (on an average). Teachers are selected on basis of academics expertise, experience, rapport and positive role modeling. Beginning at the elementary level, specialists teach science, foreign language, music, drama, dance, technology, physical education and art.



Mission

“ We at City International School seek to develop our students into Global Citizens who shall be instilled with values of integrity, respect and responsibility. Our qualified creative and competent staff, comprehensive curriculum and learning environment shall develop in students the zest to be life long learners. ”

Diversity :

We believe that an atmosphere of cultural, religious and economic diversity enriches and our student body should reflect the dynamic and aired population. Our comprehensive techniques, curricula and support system will reflect that no two individual are alike.

Our Endeavors



Education for Global Citizenship

“In Fast – Changing and interdependent world, education can, and should help young people to meet the challenges they will confront from now and in future “. We believe that Education for Global Citizenship is essential in helping young people rise to those challenges for the following reasons.

The lives of children and young people are increasingly shaped by what happens in other part of the world. Education for Global Citizenship gives them the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others well-being and to make a positive contribution, both locally and globally.

Education for Global Citizenship is good education because it involves children & young people fully in their own learning through the use of wide range of active and participatory learning methods. These engage the learner while developing confidence, self-esteem, and skill of critical thinking, communication, co-operation and conflict resolution. These are all vital ingredients in improving motivation, behaviour and achievement across the school.

Current use of the world’s resources is inequitable and unsustainable. As the gap between the rich and poor widens, poverty continuous to deny millions of people around th e world their basic rights. Education is the powerful tool for changing the world because adults of tomorrow are the children and the young people who are educated today. Education for Global Citizenship encourages children and young people to care about the planet and to develop empathy with, and an active concern for, those with whom they share it.

Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. This is something that children of all ages need, modern communication technology.



Far from promoting one set of answers, Education for Global Citizenship encourage children and young people to explore, develop and express their own values and options, whilst listening to and respecting other people’s point of view. This is an important step towards children and young people making informed choices as to how they exercise their rights and their responsibility for others.

Education for Global Citizenship uses a multitude of participatory teaching and leading methodologies, including discussion and debates, role-play, ranking exercise and communities of enquiry. These methods are now established as best practice education, and are not unique to Education for Global Citizenship. However, used in conjunction with a global perspective, they will help young people to learn how decision made by people in other parts of the world affects our lives, just as our decision affects the lives of others.

The Scope of Education for Global Citizenship is wider than a single scheme of work or subject. It is more than simply the international scale in citizenship, or teaching about distant locality in geography. It is relevant to all areas of curriculum, all abilities and all age ranges. Ideally it encompasses the whole school – for it is a perspective in the world share within an institution, and is explicit not only in what is taught and learnt in the classroom, but also in school’s ethos. It would be apparent, for example, in decision – making processes, estate management, purchasing policies, and in relationship between pupils, teachers, parents and the wider community.

Our curriculum for Global Citizenship is based on years of experience in development of education and on our core beliefs. But of course not everyone will agree what makes an effective Global Citizen, and different people will have different ideas about the characteristics of the “Good” and “Responsible” Global Citizen.



CIGS International Policy



The Key Elements for Global Citizenship

Education for Global Citizenship is :

- ▶ Asking Question and developing critical thinking skills.
- ▶ Equipping young people with knowledge, skills & values to participate as active citizens.
- ▶ Acknowledging the complexity of global issues.
- ▶ Revealing the global as part of everyday local life, whether in small village or in a big city.
- ▶ Understanding how to relate the environmental and to each other as human beings.

“Creating Global Citizens” City International School has always strived for its mission statement with a tailor made curriculum developed to expose the children to a wide range of cultures and activities. Our students graduate as confident global citizens, who are ready to think for themselves, face challenges and get sensitive to the problems world wide. In keeping with the changing times, the international aspects of the school life is emphasized.

Aims & Objective of School International Policy

To create awareness among students and staff of History, Culture and Technology across the globe and appreciate the diversity of our planet.	To sensitize children towards complexity of global issues and develop critical thinking skill to become global citizens.
To engage multitude of creative and innovative activities which help children to express themselves freely.	To sustain the developed links with schools in various parts of the world.
To establish links with citizens of other countries and School across the globe.	To understand how we relate to the environment and to each other as human beings.
To explore the students to a range of international cuisines and get acquainted to an array of culinary delights.	To make use of every opportunity for students to travel and meet people from varied backgrounds and cultures.
To facilitate a general awareness temper amongst students by celebrating international days.	To teach children to face challenges of today, to explore, develop and express their concern towards the problems of their countries.
To increase staff capability towards international understanding and international dimension of learning.	The above International Policy will be monitored and reviewed continuously in order to maintain Internationalism being the need of the hour
To prepare dynamic and caring citizens to meet the challenges of a global society.	

Knowledge & Understanding	Skills	Values & Attitudes
Social Justice & Equity	Critical Thinking	Sense of identity & self-esteem
Diversity	Ability & Argue effectively	Empathy
Globalization & Interdependence	Ability to challenge injustice & inequalities	Commitment to social justice & equity
Sustainable Development	Respect for people & things	Value & Respect for Diversity
Peace and Conflict	Cooperation & conflicts	Concern for the environment & commitment to sustain development
		Belief that people can make a difference



The child's greatest power of learning is from the day they are born to 5 years of age. These years are the most formative of child's life. We use a unique blend of qualified teachers and support staff to care for and stimulate your child. By the time your child is old enough to go to the Primary School, He/ She will have been taught first stage reading and writing, beginners English and Music and Movement. Main areas of learning are mathematical development, communication, language and literacy, knowledge & understanding of the world, creative development, personal and social education & physical development.

Early Childhood Education helps to develop a strong foundation that benefits the child, specially inculcating the right basics and learning does make a big difference. At City Prep School learning experience through theme work is more than fun and games, we believe in honing the intellectual, physical, emotional, linguistic, social and moral skills that will stand a child in good state for rest of his life.

Themes are chosen to help your children to learn about themselves, each other, and their immediate environment. The children learn about these topics in a variety of ways through the normal course of their weekly schedule. All children participate in theme work, from a simple perspective to a more sophisticated level; this varies from group to group. We like to encourage both individual and group work sessions. To facilitate this, each child produces a booklet containing the worksheets completed during each theme. This helps each child to focus on work which is appropriate to his or her level of development.

The children are also encouraged to work as a group, this gives them a sense of group ownership and a great sense of collective achievements.

The main areas of Learning are

1. Mathematical Development
2. Communication, language & literacy
3. Knowledge & understanding of world science
4. Creative development
5. Personal & Social Education
6. Physical development

Our plans ensure that all pupils have appropriate experience in all these areas in everyday.







Glimpse at Our City Prep Schools



Mathematical Development :

Children use Mathematical language, such as circle, in front of, bigger than and more, to describe shape, position, size and quantity. They recognize and recreate patterns. They become familiar with number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognize and use numbers to 10 and are familiar with larger numbers from their everyday lives. They begin to use their developing mathematical understanding to solve practical problems. Through practical activities children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction, and begin to use the language involved.

Science, Understanding of The World :

Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognize features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change. They show an awareness of the purposes of some features of the area in which they live. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work. They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes. They use technology, where appropriate, to support their learning.

Communication, Language & Literacy :

In small and large groups, children listen attentively and talk about their experiences. They use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener. They listen and respond to stories, songs, nursery rhymes and poems. They make up their own stories and take part in role - play with confidence.

Children enjoy books and handle them carefully, understanding how they are organized. They know that words and pictures carry meaning

and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes, with syllabus and with words and letters. They recognize their own names and some familiar words. They recognize letters of the alphabet by shape and sound. In their writing they use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of some of the different purposes of writing. They write their names with appropriate use of upper and lower case letters.

Physical Development :

Children become confident and imaginative with increasing control and co - ordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

Creative Development :

Children explore sound and color, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

Personal and Social Development :

Children become confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. They work as part of a group and independently, are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning, and show the ability to initiate ideas and to solve simple practical problems. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.

Teaching Learning Process



The team of zealous, committed, professionally enriched, educators synergies the children to excel in their learning abilities. Their innovative methods and communication skills are constantly upgraded at the numerous workshops that they attend incorporating advancement of the learning process.



Life Skills Education



Knowledge based education influences the brain and value based education influences the heart. The life skill programme is interweaved into the curriculum. It helps children inherit universal values like fearlessness, purity of mind, patriotism and truth. Discussions on life management skills, improving the power of concentration and self confidence are held during these activities



Curriculum



The fact that knowledge is constructed by the child implies that curricula, syllabi and textbooks should enable the teacher in organizing classroom experiences in consonance with the child's nature and environment, and thus providing opportunities for all children. Teaching at City International Group of Schools is aimed at enhancing children's natural desire and strategies to learn. Knowledge is distinguished from information, and teaching is seen as a professional activity, not as coaching for memorization or as transmission of facts. Activity is the heart of the child's attempt to make sense of the world around him/her. Therefore, every resource is deployed to enable children to express themselves, handle objects, explore their natural and social milieu, and to grow up healthy.

City International Group Of Schools follow syllabus and pattern of Central Board Of Secondary Education (CBSE), English language is the medium of instruction. The curricular framework is adopted by us in accordance to the All India Secondary School Certificate Examination (AISSCE) New Delhi

Primary (5 Years – 1st to 5th)

Scholastic: English, Hindi, Mathematics, Science, EVS & German, Computer
Co Scholastic: Art and Craft, Music, Dance, Karate & Computer, P. E, Library

Middle School (3 Years - 6th to 8th)

Scholastic: English, Hindi, Mathematics, Science, Social Science, German, Computer
Co Scholastic: Art & Craft, General Knowledge, Value Education, P. E, Yoga, Library, Karate, CCA

Secondary Stage (2 Years – 9th to 10th)

Scholastic: English, Hindi, Mathematics, Science, Social Science
Co-Scholastic: ICT, Art and Craft, Yoga, Library, CCA, Yoga, Karate

Senior Secondary School (2 years 11 th to 12 th)

English, Mathematics, Physics, Chemistry, Biology, IP

City International School is guided by 5 Principles

- (i) Connecting knowledge to life outside the school.
- (ii) Ensuring that learning shifts away from rote methods.
- (iii) Enriching the curriculum so that it goes beyond textbooks.
- (iv) Making examinations more flexible and integrating them with classroom life; and
- (v) Nurturing an overriding identity informed by caring concerns within the democratic policy of the country.

Language :

Children master the basic structure related to listening and speaking and use the language orally for daily communication needs. The multilingual character of Indian society is as a resource to promote multilingual proficiency in every child, which includes proficiency in English. Reading and writing, listening and speech, contribute to the child's progress in all curricular areas and is the basis for curriculum planning. Emphasis on reading throughout the primary classes is necessary to give every child a solid foundation for school learning. Special attention is paid to the improvement of pronunciation with correct modulation of voice along with good handwriting and correct spelling.

Mathematics :

Learning of mathematics lays foundation about numerical and spatial aspects of the objects and activities. The child masters basic vocabulary, symbolism and computational skills related numbers, geometrical figures, money, time, measurement of length, mass, volume etc. And be able to apply them to day to day problems in his immediate environment. They also develop simple drawing skills and measuring skills. The teaching of mathematics should enhance the child's resources to think and reason, to visualize and handle abstractions, to formulate and solve problems. This broad spectrum of aims is covered by teaching relevant and important mathematics embedded in the child's experience. Succeeding in mathematics is seen as the right of every child. For this, widening its scope and relating it to other subjects is essential.

Science :

The major trust in Class I and II is to encourage children to observe and explore their immediate environment. In the later years the child is helped to discover and understand the scientific facts, concepts, principles and processes underlying various phenomena. The child is encouraged to systematically observe and explore things, formulate precise questions, record and classify observations, collect information and analyse it and draw conclusion. To make his / her observation precise, skill of measuring length, area, volume, time, temperature, etc are taught and developed.

Social Science :

The study of social sciences at the upper primary stage is comprised of the study of history, geography, civics and contemporary issues and problems. At the secondary stage, it incorporates elements of history, geography, civics and economics to promote an understanding of contemporary India and the world.

Art Education :

Art as a subject covers all four major spheres, i.e. music, dance, visual arts and theatre. The emphasis is on interactive approaches, not instruction, because the goal of art education is to promote aesthetic and personal awareness and the ability to express oneself in different forms.

Information Technology :

At our school we have integrated information technology into schooling. We teach students to communicate about basic technology components using the right technology, use input and output device to operate computers, demonstrate functional operation of technology components, work co-operatively in the classroom, practice responsible use of devices, etc. Apart from teaching computers to students, computer is also used as a medium for computer Assisted Learning (CAL). The computing facilities are driven solely by curricular needs.

Health & Physical Education :

This area focuses on the holistic health of the learner and the community, thereby establishing the important place of mental and emotional, as well as physical health. In physical education, sports and games, the emphasis is given to indigenous traditional games. Furthermore, as a system which promotes the integral development of body and mind. These areas are treated as an integral curriculum component.

Work Experience :

Many activities and programs are undertaken so as to develop in the child neuro-muscular control and coordination basic motor skills, desirable social behavior, and attitudes and positive self-concept in addition to habits of community living. Some of the activities that are aimed at working of finer muscles and tearing pasting, cutting, threading, painting and printing, clay modeling and button clothes.

Comprehensive Evaluation :

City International Group of Schools has considered the limitations of the existing evolution system, which relies mostly on one shot, end of the year impact evaluation. At City International Group of Schools evaluation is treated as an integral part of the classroom teaching / learning process. Furthermore, evaluations, conducted periodically, provide the type of feedback on student achievement that enable teachers to improve their methodology, if required.





Infrastructure & Facility



CIGS faculty is known for their passion for imparting education, fairness, and equal opportunity, yet they are also pragmatic. They understand that it's essential to master both the teaching and the learning methods in a global scenario. Practical knowledge, the chance to learn by experience, and the ability to speak, write, and think are facets of the entire CIGS faculty.

Awards & Honours

Award and honor are instituted for outstanding students in appreciation to inspire their talent and hard work in different spheres of overall development of the student.

Others

Efficient & Robust active PTA. Excursions and educational trips. Development of hobbies and practice of self help. Constructive group interaction. Indian and western music, Indian and Western dance forms, Yoga, Marital Arts, Crafts etc. students are given ample opportunity in leadership training – opportunity to take part in school-level, interschool competitions, quiz and scholarship examinations.



FACILITIES	ACTIVITIES
Basket Ball	Leadership training
Cricket	Social service league
Football	Painting
Martial Arts	Essay contests
Music / Dance	Talent Scan
Yoga	Quiz Contest
Archery	Exhibitions
Chess	Publications
Carrom	Debates
Art Club	School Annual



Grand, Spacious classrooms with natural ventilation and lights.

Excellent library facilities with adequate books, magazines and periodicals.

State-of-Art computer centre with necessary accessories and software.

Audio visual teaching aids : overhead projectors in every class, TV/ VCR and multimedia available.

Full-fledged laboratories – Physics, Chemistry and Biological laboratory.

Music / Dance / Audio Visual room.

Indoor / Outdoor sports facilities.

Provision of offering delicious and hygienic food.

Faculty plays the most important role in any academic institution to give individual attention and care to students. Qualified, trained, experienced and dedicated faculty members – Special coaching for slow learners – individual care for kindergarten kids.

Modern teaching system and methods.

Psychological testing of growth of intelligence and creativity / Supervised study/ Counsellor guidance.

Computer education for all.

Information accessibility to parents through internet like students attendance, timetable, notices Teachers remark, exam schedule, reports and results.

Student – Teacher ratio is 20:01 (on an average)



Global School Partnerships



“Creating Global Citizens” City International School has always strived for its mission statement. As a result we have initiated vast Global Linkages across the globe under **GLOBAL SCHOOL PARTNERSHIP** programme initiated by the British Council. GSP helps our students to interact with students abroad to understand various pedagogies of learning GSP cements Internationalism in our school by giving a platform that will help the students and teachers develop Intercultural communication and understand Global issues.

Under Global School Partnership we have been linked with the schools across the world and have initiated an array of joint collaborative projects with these schools.

We are already in process to expand our web by linking to various other schools across the globe and sustain the symbiotic relationship so that our students benefit in the long run.



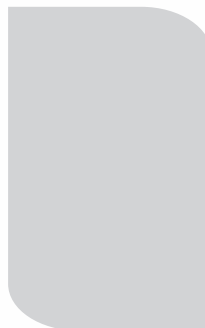
Sports at CIGS



At CIGS, sports is an integral part of curriculum, sports give an opportunity to develop their physical skills and to remain healthy and active, while experiencing the pleasure of achievement. The mental and physical strength, self-discipline, rigorous practice required to excel, help them gain confidence in all that they do as a part of a team.



Learning Beyond the Classroom



At CIGS we believe that every student should experience the world beyond the classroom as an essential part of learning and personal development.

Students are encouraged to participate in various forms of learning through skits, projects, exhibitions, elocution, talk show, debates, art, music, sports, dance, field trips, picnics, as well as inter school, national and international events, students exchange programs and so on.

Partnering with Parents



Following the principle that children are imparted their initial education by parents, who are their first teachers and guides. We believe in working in partnership with parents and their role more than just being the providers for their child's education and consider them equal partners in the child's growth..



International & National Accolades



Times of India Rated CIS Aundh 5th Rank West Zone as Pune's Top - National Curriculum School for Year 2015

Times of India Rated CIS Wanowrie 4th Rank East Zone as Pune's Top - National Curriculum School for Year 2015

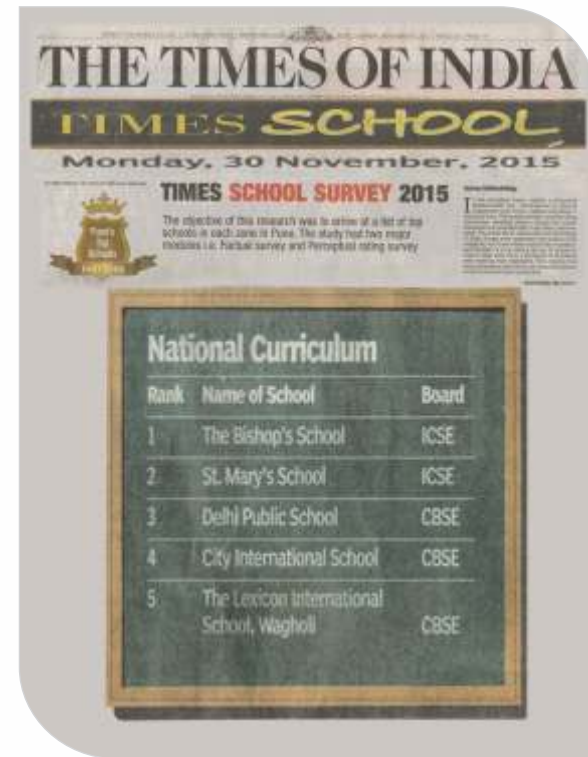
International School Award 2015-2018 constituted by British Council

Our School has been honored as Best Schools of India 2014 for Leveraging the power of mind maps in Teaching Learning Process, Innovations Interventions.

Many students and Teachers of our Schools are recipients of National and International Awards in various categories.



Fourth Estate Gallery







Our Results



RESULTS (CLASS 10) 2015 Satara Road

NAME OF STUDENTS	PERCENTAGE
Himanshu Sail	95.4 %
Neeraj Pise	93 %
Aakash Raj	92 %
Disha Oswal	91.8 %
Prajakta Medhi	88.6 %

RESULTS 2015 Wanjowrie CLASS 10

NAME OF STUDENTS	PERCENTAGE
Ridhvik Kalgaonkar	100%
Aditya Padhy	100%
Bhushan Chougule	100%
Avi Shrivastava	100%
Shelfali Sreya	100%
U Nikkita	100%
Garvit Chhabra	100%
Gayatri Datt	100%
Aniket Patil	100%
Palak Shrivastav	100%

RESULTS (CLASS 10) 2015 Aundh

NAME OF STUDENTS	PERCENTAGE
Arunima Arun Yadav	94 %
Nisha Ravindra Rao	94 %
Devangi Jayant Sathe	92.8 %
Pradnya Bhagvat Sonawane	92 %
Tanvi Mathpal	90.8 %
Aniket Rajesh Kale	87.4 %
Prashant Ramesh Jha	85.4 %
Sparsh Rakesh Goyal	85.4 %
Neha Vivek Sutar	85.2 %
Prajwal A M	82.2%

CLASS 12

NAME OF STUDENTS	PERCENTAGE
Kartik Kulgod	96.80%
Dhruv Shah	96.80%
Dhanvi Sreenivasan	95.80%
K Lavanya	95.80%
Simran Khanuja	95.60%
Advait Avadhane	95.60%
Naren Surampudi	95.40%
Adya Arora	95.40%
Manish Chugni	95.20%
Sanjana Srinivas	95%

Admissions



Admissions Process

ADMISSIONS :

Admissions are given subjected to fulfillment of criteria and availability of seats, without any reference to caste, creed, class, gender or political inclination. Admission to City International Group of Schools is a privilege and not a right. Right of admissions are reserved with the school management. The School follows transparent admission policy and is available on request. Generally the admission process includes obtaining application for admission, submitting duly filled application for admission form, random selection process and result, acceptance of admissions and finally paying fees as stipulated and submitting the required documents in original. For the ongoing academic year. City Prep School offers admissions to Playgroup, Nursery, Junior Kindergarten, Senior Kindergarten and City International School offers admissions from class I to X.

ACADEMIC CALENDAR :

City International Group of Schools follows the academic calendar of April to March with summer vacation from end of April to end of May. City Prep School follows the academic calendar of June to April. The School has a fortnight long Diwali vacation in October to November and Christmas in December – January. This academic calendar is subjective and is subjected to change.

SCHOOL TIMINGS :

The school days at City International Group of Schools / City Prep School are Monday to Friday (Five Days Week). The school timetable and number of working days provide for 200 Days of effective instruction in a year Pre-Primary school functions for two and half hours a day. Primary section functions for four and half hour a day out of which four hours are available for instructional work. Secondary section function for 5 hours & 30 Minutes the duration of a class period is 30 Minutes.

“CIS welcomes students who are eager to learn, explore and experiment from life with hardwork and commitment towards their academic and co-curricular activities. Education at CIS will strive to make all students “GOOD HUMAN BEING” first which will be the foundation of their success and glory.”

- Director

“Learning gives creativity, Creativity leads to Thinking, Thinking provides Knowledge, Knowledge makes you great”

- Dr. APJ Abdul Kalam
Former President of India





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