



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.

- Collaboration with alumni to provide real world insights and mentoring opportunities for current students.
- 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 | Suggested Inputs | Recommended Strategies |
|--|---|---|
| Smooth transition from home to school | Orientation to class and school | Organize meetings with parents to discuss the transition process and provide a welcoming environment in the classroom. |
| Identifying and assisting children with special needs | Special abilities and needs of children | Conduct observations, psychological assessments, and meetings with parents; provide referrals as needed. |
| Identifying deficits in basic learning skills | Learning problems, reading difficulties, poor handwriting, attention memory and deficits, and hyperactivity | Use observation, diagnostic tests, and develop remedial programs; provide referrals if necessary. |
| Objectives | Suggested Inputs | Recommended Strategies |
| Improving teacher-learner relationship | Healthy classroom climate and communication skills | Foster a positive classroom atmosphere and improve communication skills through regular interactions and activities. |
| Identifying and assisting children with behavioural problems | Self-discipline and reinforcing desirable behavior in children | Implement strategies for self-discipline, observe behavior, and apply reinforcement techniques to encourage desirable behavior. |
| Learning and developing good work habits | Reinforcing the need and importance of good work habits for their future | Emphasize the importance of good work habits through consistent reinforcement and discussions about their future benefits. |

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 | Suggested Inputs | Recommended Strategies |
|---|--|---|
| Enhancing academic performance | Developing a positive attitude towards studying and taking assessments | Provide study tips to improve retention and comprehension; encourage a positive mindset towards academics. |
| Learning to manage time effectively | Time management skills | Teach introspection and help the child create a personalized timetable; promote strategic study approaches. |
| Enhancing personal and social development | Approaches to handling life challenges, fostering healthy relationships, and developing interpersonal skills | Offer information and introduce role models; teach problem-solving techniques and interpersonal skills. |
| Avoiding stereotypes and their negative effects | Understanding physical changes and normal growth, recognizing the irrelevance of sex role stereotypes | Discuss and normalize physical changes during puberty; emphasize the insignificance of gender stereotypes in self-esteem and performance. |

HIGHER SECONDARY AND COLLEGE STAGE (14-18Yrs)

| Objectives | Suggested Inputs | Recommended Strategies |
|--|---|---|
| Transition from middle school to high school (choice of courses) | Courses, facilities, and activities available in school | Organize talks, group discussions, and counseling sessions to help students understand their options. |
| Planning for a career | Future opportunities in various fields of study | Invite speakers for lectures and provide assessments to guide career planning. |
| Seeking detailed information on courses | Sources of information on educational and occupational choices | Conduct a series of talks, bring in speakers, set up exhibits, and facilitate brainstorming sessions. |
| Resolving academic, personal, social, and career-related issues | Problem-solving skills, decision-making skills | Use counseling, role play, and peer counseling to address these issues effectively. |
| Making realistic career-related decisions | Information about personal strengths and interests | Offer assessments, organize talks, bring in speakers, set up exhibits, and encourage brainstorming sessions. |
| Preparing for a career | Creating a resume, filling out forms, gaining admission to desired courses | Provide guidance through peer counseling and help students cope with peer and academic pressure. |
| Coping with academic and social pressure | Society's expectations of adolescent behavior, communication skills | Facilitate adjustment at home and outside through personal counseling, self-introspection, and group discussions. |
| Developing healthy relationships and appropriate sex roles | Understanding and managing peer group dynamics, learning responsibilities, and developing relationships | Use role play, counseling, and group discussions to address these areas. |
| Conflict resolution | Skills for resolving personal, social, and moral dilemmas | Provide specialist interaction, counseling, and referral services. |

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 counsellors
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 session 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

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 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.
- Advice on standardized testing, including JEE (Joint Entrance Test), NEET (National Eligibility cum Entrance Test), CLAT (Common Law Admission Test), CUET (Common University Entrance Test), XAT (Xaviers Aptitude Test), UCEED (Undergraduate Common Entrance Examination for Design), NATA (National Aptitude Test in Architecture), 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, internships 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 India, UK, Europe, US, Canada, and other countries.
- Attend meetings, by invitation, to meet various National and 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 11th 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 1st SAT
- Be in touch with your school counsellor regularly. **Feb – May**
- Look out for scholarships • Contact your 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 counsellor.
- Create your UCAS (UK) AND COMMON APP account.

Sept / Oct

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

NOV/ JAN

- By 15th 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 counsellors emphasize that the student is the focus and in control of the university application process, supported by a team of counsellors, 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 Counsellor of one's application results and his/her final choice. Complete any necessary final forms requested by the Counsellor 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:

United Kingdom

| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
|-------------|----------------------------|---------------------------|-------------------------|
| Medicine | University of Oxford | 90%+ in CBSE | 38-40 points |
| | University of Cambridge | 90%+ in CBSE | 38-40 points |
| | Imperial College London | 85%+ in CBSE | 36-38 points |
| | King's College London | 85%+ in CBSE | 36-38 points |
| | University College London | 85%+ in CBSE | 36-38 points |
| Engineering | University of Bath | 80%+ in CBSE | 34-36 points |
| | University of Manchester | 80%+ in CBSE | 34-36 points |
| | University of Bristol | 80%+ in CBSE | 34-36 points |
| | University of Warwick | 80%+ in CBSE | 34-36 points |
| | University of Southampton | 80%+ in CBSE | 34-36 points |
| Economics | London School of Economics | 85%+ in CBSE | 36-38 points |
| | University of Nottingham | 80%+ in CBSE | 34-36 points |
| | University of Edinburgh | 80%+ in CBSE | 34-36 points |
| | University of Glasgow | 80%+ in CBSE | 34-36 points |

| Business Management | University of Exeter | 80%+ in CBSE | 34-36 points |
|---------------------|----------------------------------|---------------------------|-------------------------|
| | University of Oxford | 85%+ in CBSE | 36-38 points |
| | University of Cambridge | 85%+ in CBSE | 36-38 points |
| | London Business School | 85%+ in CBSE | 36-38 points |
| | University of Manchester | 80%+ in CBSE | 34-36 points |
| Hotel Management | University of Warwick | 80%+ in CBSE | 34-36 points |
| | University of Surrey | 75%+ in CBSE | 32-34 points |
| | Oxford Brookes University | 75%+ in CBSE | 32-34 points |
| | University of Derby | 75%+ in CBSE | 32-34 points |
| | Bournemouth University | 75%+ in CBSE | 32-34 points |
| Education | University of West London | 75%+ in CBSE | 32-34 points |
| | University of Cambridge | 85%+ in CBSE | 36-38 points |
| | University of Oxford | 85%+ in CBSE | 36-38 points |
| | University College London | 80%+ in CBSE | 34-36 points |
| | University of Manchester | 80%+ in CBSE | 34-36 points |
| Journalism | University of Glasgow | 80%+ in CBSE | 34-36 points |
| | University of Sheffield | 80%+ in CBSE | 34-36 points |
| | University of Leeds | 80%+ in CBSE | 34-36 points |
| | University of Kent | 80%+ in CBSE | 34-36 points |
| | Cardiff University | 80%+ in CBSE | 34-36 points |
| Psychology | University of Westminster | 80%+ in CBSE | 34-36 points |
| | University of Oxford | 85%+ in CBSE | 36-38 points |
| | University of Cambridge | 85%+ in CBSE | 36-38 points |
| | University College London | 80%+ in CBSE | 34-36 points |
| | University of Manchester | 80%+ in CBSE | 34-36 points |
| Designing | University of Edinburgh | 80%+ in CBSE | 34-36 points |
| | University of the Arts London | 75%+ in CBSE | 32-34 points |
| | Goldsmiths, University of London | 75%+ in CBSE | 32-34 points |
| | Kingston University | 75%+ in CBSE | 32-34 points |
| | University of Brighton | 75%+ in CBSE | 32-34 points |
| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |

| | | | |
|--------|----------------------------------|--------------|--------------|
| Sports | University of the Creative Arts | 75%+ in CBSE | 32-34 points |
| | Loughborough University | 80%+ in CBSE | 34-36 points |
| | University of Stirling | 80%+ in CBSE | 34-36 points |
| | University of Bath | 80%+ in CBSE | 34-36 points |
| | University of Birmingham | 80%+ in CBSE | 34-36 points |
| Law | University of Edinburgh | 80%+ in CBSE | 34-36 points |
| | University of Oxford | 95%+ in CBSE | 38-40 points |
| | University of Cambridge | 95% or above | 38-40 points |
| | University College London | 90% or above | 36-38 points |
| | London School of Economics (LSE) | 90% or above | 36-38 points |
| | King's College London | 90% or above | 36-38 points |

United States of America

| Program | College | Entry Requirements for CBSE Students | Entry Requirements for IB Students |
|-------------|--|--------------------------------------|------------------------------------|
| Medicine | Harvard University | CBSE: 85%+ | IB: 38+ points |
| | Johns Hopkins University | CBSE: 80%+ | IB: 36+ points |
| | Stanford University | CBSE: 85%+ | IB: 38+ points |
| | University of California, San Francisco | CBSE: 82%+ | IB: 37+ points |
| | University of Pennsylvania | CBSE: 80%+ | IB: 36+ points |
| Engineering | Massachusetts Institute of Technology (MIT) | CBSE: 90%+ | IB: 40+ points |
| | Stanford University | CBSE: 85%+ | IB: 38+ points |
| | California Institute of Technology (Caltech) | CBSE: 85%+ | IB: 38+ points |
| | University of California, Berkeley | CBSE: 80%+ | IB: 36+ points |
| | Carnegie Mellon University | CBSE: 82%+ | IB: 37+ points |
| Economics | Harvard University | CBSE: 85%+ | IB: 38+ points |
| | Princeton University | CBSE: 85%+ | IB: 38+ points |
| | Massachusetts Institute of Technology (MIT) | CBSE: 90%+ | IB: 40+ points |
| | University of Chicago | CBSE: 80%+ | IB: 36+ points |
| | Stanford University | CBSE: 85%+ | IB: 38+ points |

| Business Management | University of Pennsylvania | CBSE: 80%+ | IB: 36+ points |
|---------------------|---------------------------------------|--------------------------------------|------------------------------------|
| | University of Michigan | CBSE: 80%+ | IB: 36+ points |
| | University of California, Berkeley | CBSE: 80%+ | IB: 36+ points |
| | New York University | CBSE: 80%+ | IB: 36+ points |
| | University of Texas at Austin | CBSE: 75%+ | IB: 34+ points |
| Hotel Management | Cornell University | CBSE: 80%+ | IB: 36+ points |
| Program | College | Entry Requirements for CBSE Students | Entry Requirements for IB Students |
| Education | University of Nevada, Las Vegas | CBSE: 75%+ | IB: 34+ points |
| | Pennsylvania State University | CBSE: 75%+ | IB: 34+ points |
| | Florida International University | CBSE: 75%+ | IB: 34+ points |
| | Johnson & Wales University | CBSE: 70%+ | IB: 32+ points |
| | Stanford University | CBSE: 85%+ | IB: 38+ points |
| | Harvard University | CBSE: 85%+ | IB: 38+ points |
| | University of California, Los Angeles | CBSE: 80%+ | IB: 36+ points |
| | University of Wisconsin-Madison | CBSE: 80%+ | IB: 36+ points |
| | University of Michigan | CBSE: 80%+ | IB: 36+ points |
| | Columbia University | CBSE: 80%+ | IB: 36+ points |
| Journalism | Northwestern University | CBSE: 80%+ | IB: 36+ points |
| | University of Southern California | CBSE: 80%+ | IB: 36+ points |
| | New York University | CBSE: 80%+ | IB: 36+ points |
| | University of Missouri | CBSE: 75%+ | IB: 34+ points |
| | Stanford University | CBSE: 85%+ | IB: 38+ points |
| Psychology | University of California, Berkeley | CBSE: 80%+ | IB: 36+ points |
| | Yale University | CBSE: 85%+ | IB: 38+ points |
| | University of Michigan | CBSE: 80%+ | IB: 36+ points |
| | University of California, Los Angeles | CBSE: 80%+ | IB: 36+ points |
| | Rhode Island School of Design | CBSE: 75%+ | IB: 34+ points |
| Designing | Parsons School of Design | CBSE: 75%+ | IB: 34+ points |
| | Savannah College of Art and Design | CBSE: 75%+ | IB: 34+ points |
| | | | |

| | | | |
|--------|-----------------------------------|------------------|----------------|
| Sports | Pratt Institute | CBSE: 75%+ | IB: 34+ points |
| | ArtCenter College of Design | CBSE: 75%+ | IB: 34+ points |
| | University of Florida | CBSE: 75%+ | IB: 34+ points |
| | Ohio State University | CBSE: 75%+ | IB: 34+ points |
| | University of Southern California | CBSE: 75%+ | IB: 34+ points |
| | University of Texas at Austin | CBSE: 75%+ | IB: 34+ points |
| Law | University of Michigan | CBSE: 80%+ | IB: 36+ points |
| | Harvard University | CBSE: 50% + LSAT | IB: 24+ LSAT |
| | Stanford University | CBSE: 50% + LSAT | IB: 24+ LSAT |
| | Yale University | CBSE: 50% + LSAT | IB: 24+ LSAT |
| | Columbia University | CBSE: 50% + LSAT | IB: 24+ LSAT |
| | University of Chicago | CBSE: 50% + LSAT | IB: 24+ LSAT |

Australia

| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
|----------|-------------------------|---------------------------|-------------------------|
| Medicine | University of Melbourne | 85% and above | 38 and above |

| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
|-------------|--------------------------------|---------------------------|-------------------------|
| Engineering | University of Sydney | 85% and above | 38 and above |
| | University of Queensland | 85% and above | 38 and above |
| | Monash University | 85% and above | 38 and above |
| | University of New South Wales | 85% and above | 38 and above |
| | University of New South Wales | 80% and above | 36 and above |
| | University of Melbourne | 80% and above | 36 and above |
| | University of Sydney | 80% and above | 36 and above |
| | University of Queensland | 80% and above | 36 and above |
| Economics | Australian National University | 80% and above | 36 and above |
| | University of Melbourne | 80% and above | 36 and above |
| | University of Sydney | 80% and above | 36 and above |

| Business Management | University of Queensland | 80% and above | 36 and above |
|---------------------|--|---------------------------|-------------------------|
| | University of Western Australia | 80% and above | 36 and above |
| | University of Melbourne | 80% and above | 36 and above |
| | University of Sydney | 80% and above | 36 and above |
| | University of Queensland | 80% and above | 36 and above |
| | Monash University | 80% and above | 36 and above |
| | University of New South Wales | 80% and above | 36 and above |
| Hotel Management | Blue Mountains International Hotel Management School | 75% and above | 34 and above |
| | William Blue College of Hospitality Management | 75% and above | 34 and above |
| | Griffith University | 75% and above | 34 and above |
| | Le Cordon Bleu Australia | 75% and above | 34 and above |
| | International College of Hotel Management | 75% and above | 34 and above |
| Education | University of Sydney | 80% and above | 36 and above |
| | University of Melbourne | 80% and above | 36 and above |
| | Australian National University | 80% and above | 36 and above |
| | University of Queensland | 80% and above | 36 and above |
| | University of Western Australia | 80% and above | 36 and above |
| Journalism | University of Technology Sydney | 80% and above | 36 and above |
| | University of Sydney | 80% and above | 36 and above |
| | University of Melbourne | 80% and above | 36 and above |
| | Queensland University of Technology | 80% and above | 36 and above |
| | Griffith University | 80% and above | 36 and above |
| Psychology | University of Melbourne | 85% and above | 38 and above |
| | University of Sydney | 85% and above | 38 and above |
| | University of Queensland | 85% and above | 38 and above |
| | Australian National University | 85% and above | 38 and above |
| | University of Western Australia | 85% and above | 38 and above |
| Designing | RMIT University | 75% and above | 34 and above |
| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |

| | | | |
|--------|-------------------------------------|---------------|--------------|
| Sports | University of Technology Sydney | 75% and above | 34 and above |
| | University of Sydney | 75% and above | 34 and above |
| | University of New South Wales | 75% and above | 34 and above |
| | Queensland University of Technology | 75% and above | 34 and above |
| | Australian Catholic University | 70% and above | 32 and above |
| | University of Technology Sydney | 70% and above | 32 and above |
| | University of Sydney | 70% and above | 32 and above |
| | Griffith University | 70% and above | 32 and above |
| | University of Queensland | 70% and above | 32 and above |
| | Law Admission Test (LAT) | 90% and above | |
| | University of Sydney | | 36 and above |
| | Law School Admission Test (LSAT) | 85% and above | |
| | University of Melbourne | | 34 and above |
| | Law Admission Test (LAT) | 88% and above | |
| | University of New South Wales | | 35 and above |
| | Law Admission Test (LAT) | 87% and above | |
| | Australian National University | | 35 and above |
| | Law School Admission Test (LSAT) | 86% and above | |
| | University of Queensland | | 34 and above |

Canada

| Course | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
|-------------|--------------------------------|---------------------------|-------------------------|
| Medicine | University of Toronto | 90%+ | 38+ points |
| | McGill University | 88%+ | 36+ points |
| | University of British Columbia | 85%+ | 34+ points |
| | University of Alberta | 82%+ | 32+ points |
| | McMaster University | 80%+ | 30+ points |
| Engineering | University of Waterloo | 85%+ | 34+ points |
| | University of Toronto | 82%+ | 32+ points |
| | University of British Columbia | 80%+ | 30+ points |
| | University of Alberta | 78%+ | 28+ points |

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|---------------------|--------------------------------|------|------------|
| Economics | McGill University | 75%+ | 26+ points |
| | University of British Columbia | 85%+ | 34+ points |
| | University of Toronto | 82%+ | 32+ points |
| | McGill University | 80%+ | 30+ points |
| | University of Waterloo | 78%+ | 28+ points |
| | University of Alberta | 75%+ | 26+ points |
| Business Management | York University | 80%+ | 30+ points |
| | University of Toronto | 78%+ | 28+ points |

| Course | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
|------------------|--------------------------------|---------------------------|-------------------------|
| Hotel Management | University of British Columbia | 75%+ | 26+ points |
| | McGill University | 72%+ | 24+ points |
| | University of Waterloo | 70%+ | 22+ points |
| | Ryerson University | 75%+ | 26+ points |
| | Centennial College | 70%+ | 24+ points |
| | George Brown College | 68%+ | 22+ points |
| | Humber College | 65%+ | 20+ points |
| | Seneca College | 62%+ | 18+ points |
| Education | University of British Columbia | 80%+ | 30+ points |
| | University of Toronto | 78%+ | 28+ points |
| | McGill University | 75%+ | 26+ points |
| | University of Alberta | 72%+ | 24+ points |
| | University of Ottawa | 70%+ | 22+ points |
| Journalism | Carleton University | 75%+ | 26+ points |
| | Ryerson University | 72%+ | 24+ points |
| | University of British Columbia | 70%+ | 22+ points |
| | Concordia University | 68%+ | 20+ points |
| | University of King's College | 65%+ | 18+ points |
| Psychology | University of Toronto | 85%+ | 34+ points |
| | University of British Columbia | 82%+ | 32+ points |
| | McGill University | 80%+ | 30+ points |

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|-----------|--|------|------------|
| | York University | 78%+ | 28+ points |
| | University of Waterloo | 75%+ | 26+ points |
| Designing | Ontario College of Art & Design University | 75%+ | 26+ points |
| | Emily Carr University of Art + Design | 72%+ | 24+ points |
| | Ryerson University School of Interior Design | 70%+ | 22+ points |
| | York University School of the Arts, Media, Performance & Design | 68%+ | 20+ points |
| | Sheridan College School of Animation, Arts & Design | 65%+ | 18+ points |
| Sports | University of Toronto | 80%+ | 30+ points |
| | University of British Columbia | 78%+ | 28+ points |
| | York University | 75%+ | 26+ points |
| | University of Alberta | 72%+ | 24+ points |
| | University of Waterloo | 70%+ | 22+ points |
| Law LSAT | University of Toronto | 85%+ | 35+ points |
| LSAT | University of British Columbia (UBC) | 85%+ | 33+ points |
| LSAT | McGill University | 80%+ | 36+ points |
| LSAT | University of Alberta | 85%+ | 34+ points |
| LSAT | University of Saskatchewan | 80%+ | 32+ points |

Singapore

| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
|-------------|---|------------------------------|----------------------------|
| Medicine | National University of Singapore (NUS) | 85% and above | 38 and above |
| | Duke-NUS Medical School | 85% and above | 38 and above |
| | Singapore Management University (SMU) | 85% and above | 38 and above |
| | Nanyang Technological University (NTU) | 85% and above | 38 and above |
| | Yong Loo Lin School of Medicine (YLLSOM) | 85% and above | 38 and above |
| Engineering | Nanyang Technological University (NTU) | 80% and above | 36 and above |
| | National University of Singapore (NUS) | 80% and above | 36 and above |
| | Singapore Institute of Technology (SIT) | 75% and above | 34 and above |

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|---------------------|--|----------------------------------|--------------------------------|
| | Singapore University of Technology and Design (SUTD) | 75% and above | 34 and above |
| | Singapore Polytechnic (SP) | 75% and above | 32 and above |
| Economics | National University of Singapore (NUS) | 80% and above | 36 and above |
| | Nanyang Technological University (NTU) | 80% and above | 36 and above |
| | Singapore Management University (SMU) | 80% and above | 36 and above |
| | Singapore University of Social Sciences (SUSS) | 75% and above | 34 and above |
| | James Cook University Singapore (JCUS) | 70% and above | 32 and above |
| Business Management | National University of Singapore (NUS) | 85% and above | 38 and above |
| | Singapore Management University (SMU) | 85% and above | 38 and above |
| | Nanyang Technological University (NTU) | 85% and above | 38 and above |
| | Singapore Institute of Management (SIM) | 80% and above | 36 and above |
| | James Cook University Singapore (JCUS) | 75% and above | 34 and above |
| Hotel Management | Singapore Institute of Technology (SIT) | 75% and above | 34 and above |
| | Singapore Institute of Management (SIM) | 70% and above | 32 and above |
| | Shatec Institutes | 65% and above | 30 and above |
| | Republic Polytechnic | 65% and above | 24 and above |
| | Temasek Polytechnic | 65% and above | 24 and above |
| Education | National Institute of Education (NIE) | 75% and above | 34 and above |
| | Singapore University of Social Sciences (SUSS) | 70% and above | 32 and above |
| | Nanyang Technological University (NTU) | 70% and above | 32 and above |
| | Singapore Management University (SMU) | 70% and above | 32 and above |
| | Singapore University of Technology and Design (SUTD) | 70% and above | 32 and above |
| Journalism | Nanyang Technological University (NTU) | 75% and above | 34 and above |
| | Singapore Management University (SMU) | 75% and above | 34 and above |
| | Singapore University of Social Sciences (SUSS) | 70% and above | 32 and above |
| | James Cook University Singapore (JCUS) | 70% and above | 32 and above |
| Field | College | Entry Requirements (CBSE) | Entry Requirements (IB) |
| | LASALLE College of the Arts | 65% and above | 30 and above |
| Sports | Singapore Institute of Technology (SIT) | 75% and above | 34 and above |
| | Singapore University of Social Sciences (SUSS) | 70% and above | 32 and above |

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| | Nanyang Technological University (NTU) | 70% and above | 32 and above |
| | Singapore Management University (SMU) | 70% and above | 32 and above |
| | Republic Polytechnic | 65% and above | 25 and above |
| Psychology | National University of Singapore (NUS) | 80% and above | 36 and above |
| | Nanyang Technological University (NTU) | 80% and above | 36 and above |
| | Singapore Management University (SMU) | 80% and above | 36 and above |
| | Singapore University of Social Sciences (SUSS) | 75% and above | 34 and above |
| | James Cook University Singapore (JCUS) | 70% and above | 32 and above |
| Designing | LASALLE College of the Arts | 75% and above | 34 and above |
| | Nanyang Technological University (NTU) | 75% and above | 34 and above |
| | Singapore University of Technology and Design (SUTD) | 75% and above | 34 and above |
| | Singapore Polytechnic (SP) | 70% and above | 28 and above |
| | Nanyang Polytechnic (NYP) | 70% and above | 28 and above |
| LAW interviews and tests if required | National University of Singapore (NUS) | 90%+ best 4 subjects | Min 37 points including bonus points |
| interviews and tests if required | Nanyang Technological University (NTU) | 90%+ best 4 subjects | Min 37 points including bonus points |
| SMU Admissions Test (SMUAT) or SAT/ACT | Singapore Management University (SMU) | 90%+ best 4 subjects | Min 37 points including bonus points |
| interviews and tests if required | Singapore University of Social Sciences (SUSS) | 85%+ best 4 subjects | Min 34 points including bonus points |
| interviews and tests if required | Yale-NUS College | 90%+ best 4 subjects | Min 37 points including bonus points |

New Zealand

| Field | College Name | Entry Requirements for CBSE Students (%) | Entry Requirements for IB Students (Score) |
|-------------|--------------------------|--|--|
| Medicine | University of Otago | Minimum 75% in PCB | Minimum 30 IB points |
| | University of Auckland | Minimum 80% in PCB | Minimum 32 IB points |
| | University of Canterbury | Minimum 70% in PCB | Minimum 28 IB points |
| | University of Waikato | Minimum 75% in PCB | Minimum 30 IB points |
| | University of Auckland | Minimum 80% in PCB | Minimum 32 IB points |
| Engineering | University of Auckland | Minimum 75% in PCM | Minimum 30 IB points |

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|--------------------------|--------------------|----------------------|
| University of Canterbury | Minimum 70% in PCM | Minimum 28 IB points |
| University of Otago | Minimum 75% in PCM | Minimum 30 IB points |

| Field | College Name | Entry Requirements for CBSE Students (%) | Entry Requirements for IB Students (Score) |
|---------------------|-----------------------------------|--|--|
| Economics | Victoria University of Wellington | Minimum 70% in PCM | Minimum 28 IB points |
| | University of Waikato | Minimum 75% in PCM | Minimum 30 IB points |
| | University of Auckland | Minimum 75% overall | Minimum 30 IB points overall |
| | Victoria University of Wellington | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Canterbury | Minimum 70% overall | Minimum 28 IB points overall |
| | Massey University | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| Business Management | University of Auckland | Minimum 75% overall | Minimum 30 IB points overall |
| | Victoria University of Wellington | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Canterbury | Minimum 70% overall | Minimum 28 IB points overall |
| | Massey University | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| Hotel Management | Auckland University of Technology | Minimum 70% overall | Minimum 28 IB points overall |
| | Southern Institute of Technology | Minimum 65% overall | Minimum 26 IB points overall |
| | University of Waikato | Minimum 70% overall | Minimum 28 IB points overall |
| | AUT University | Minimum 70% overall | Minimum 28 IB points overall |
| | Eastern Institute of Technology | Minimum 65% overall | Minimum 26 IB points overall |
| Education | University of Auckland | Minimum 75% overall | Minimum 30 IB points overall |
| | University of Canterbury | Minimum 70% overall | Minimum 28 IB points overall |
| | Massey University | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| | Victoria University of Wellington | Minimum 70% overall | Minimum 28 IB points overall |
| Journalism | Massey University | Minimum 70% overall | Minimum 28 IB points overall |

| Psychology | Auckland University of Technology | Minimum 70% overall | Minimum 28 IB points overall |
|------------|--|--|--|
| | University of Canterbury | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Auckland | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Auckland | Minimum 75% overall | Minimum 30 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| | Victoria University of Wellington | Minimum 70% overall | Minimum 28 IB points overall |
| | Massey University | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Canterbury | Minimum 70% overall | Minimum 28 IB points overall |
| Designing | Whitecliffe College of Arts and Design | Minimum 65% overall | Minimum 26 IB points overall |
| Field | College Name | Entry Requirements for CBSE Students (%) | Entry Requirements for IB Students (Score) |
| Sports | Auckland University of Technology | Minimum 70% overall | Minimum 28 IB points overall |
| | Massey University | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Auckland | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Otago | Minimum 70% overall | Minimum 28 IB points overall |
| | Massey University | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Canterbury | Minimum 70% overall | Minimum 28 IB points overall |
| | Victoria University of Wellington | Minimum 70% overall | Minimum 28 IB points overall |
| | University of Auckland | Minimum 70% overall | Minimum 28 IB points overall |
| Law | University of Auckland | Minimum 80% best 4 subjects (Excluding Local Language) | Minimum 24 IB points overall |
| | University of Otago | Min 75% over all | Minimum 26 IB points overall |
| | Victoria University of Wellington | Min 75% over all | Minimum 24 IB points overall |
| | University of Canterbury | Min 75% over all | Minimum 24 IB points overall |
| | University of Waikato | Min 75% over all best 4 academic subjects | Minimum 24 IB points overall |

Germany

| Field | College | Entry Requirements for CBSE | Entry Requirements for IB |
|---------------------|--|-----------------------------|---------------------------|
| Medicine | Charité - Universitätsmedizin Berlin | Minimum 75% in PCB | 34 points |
| | Ruprecht-Karls-Universität Heidelberg | Minimum 80% in PCB | 38 points |
| | Ludwig Maximilian University of Munich | Minimum 85% in PCB | 38 points |
| | Freie Universität Berlin | Minimum 75% in PCB | 36 points |
| | Technische Universität München | Minimum 80% in PCB | 37 points |
| Engineering | Technische Universität Berlin | Minimum 70% in PCM | 32 points |
| | RWTH Aachen University | Minimum 75% in PCM | 34 points |
| | Karlsruhe Institute of Technology (KIT) | Minimum 75% in PCM | 35 points |
| | Technische Universität Darmstadt | Minimum 70% in PCM | 33 points |
| | Technische Universität Dresden | Minimum 70% in PCM | 32 points |
| Economics | Humboldt-Universität zu Berlin | Minimum 75% overall | 36 points |
| | University of Mannheim | Minimum 80% overall | 37 points |
| | Ludwig Maximilian University of Munich | Minimum 75% overall | 35 points |
| | Freie Universität Berlin | Minimum 75% overall | 36 points |
| | Goethe University Frankfurt | Minimum 70% overall | 34 points |
| Business Management | WHU - Otto Beisheim School of Management | Minimum 80% overall | 37 points |
| Field | College | Entry Requirements for CBSE | Entry Requirements for IB |
| | Frankfurt School of Finance & Management | Minimum 75% overall | 36 points |
| | ESMT Berlin | Minimum 75% overall | 35 points |
| | Mannheim Business School | Minimum 80% overall | 37 points |
| | HHL Leipzig Graduate School of Management | Minimum 75% overall | 35 points |
| | Munich Business School | Minimum 70% overall | 33 points |
| Hotel Management | International University of Applied Sciences Bad Honnef - Bonn | Minimum 70% overall | 33 points |
| | SRH Hotel-Akademie Dresden | Minimum 65% overall | 32 points |
| | International School of Management (ISM) | Minimum 70% overall | 33 points |
| | Hotelfachschule Hamburg | Minimum 65% overall | 32 points |

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|------------|--|---------------------|-----------|
| Education | University of Cologne | Minimum 70% overall | 34 points |
| | Free University of Berlin | Minimum 75% overall | 35 points |
| | University of Hamburg | Minimum 70% overall | 33 points |
| | University of Münster | Minimum 70% overall | 33 points |
| | University of Bamberg | Minimum 65% overall | 32 points |
| Journalism | Free University of Berlin | Minimum 75% overall | 35 points |
| | Ludwig Maximilian University of Munich | Minimum 75% overall | 35 points |
| | University of Hamburg | Minimum 70% overall | 33 points |
| | Technical University Dortmund | Minimum 70% overall | 34 points |
| | University of Leipzig | Minimum 65% overall | 32 points |
| Law | Humboldt-Universität zu Berlin | Minimum 80% overall | 37 points |
| | University of Bonn | Minimum 75% overall | 36 points |
| | Ludwig Maximilian University of Munich | Minimum 80% overall | 37 points |
| | Goethe University Frankfurt | Minimum 75% overall | 36 points |
| | University of Freiburg | Minimum 75% overall | 35 points |
| Psychology | University of Tübingen | Minimum 75% overall | 36 points |
| | University of Heidelberg | Minimum 80% overall | 37 points |
| | University of Cologne | Minimum 75% overall | 35 points |
| | Ruhr University Bochum | Minimum 70% overall | 34 points |
| | University of Münster | Minimum 70% overall | 33 points |
| Designing | Bauhaus-Universität Weimar | Minimum 70% overall | 33 points |
| | University of the Arts Berlin | Minimum 75% overall | 34 points |
| | Hochschule für Gestaltung Offenbach | Minimum 70% overall | 33 points |
| | Hochschule Darmstadt | Minimum 65% overall | 32 points |
| | University of Applied Sciences Bielefeld | Minimum 65% overall | 32 points |
| Sports | German Sport University Cologne | Minimum 70% overall | 33 points |
| | Technical University of Munich | Minimum 75% overall | 34 points |
| | University of Stuttgart | Minimum 70% overall | 33 points |
| | University of Freiburg | Minimum 70% overall | 32 points |
| | University of Leipzig | Minimum 65% overall | 31 points |

India

| Field | College | Entrance Test Requirements |
|-------------|---|--|
| Medicine | 1. All India Institute of Medical Sciences (AIIMS) | NEET (National Eligibility cum Entrance Test) |
| | 2. Christian Medical College (CMC), Vellore | NEET |
| | 3. Armed Forces Medical College (AFMC), Pune | NEET |
| | 4. Maulana Azad Medical College (MAMC), Delhi | NEET |
| | 5. Kasturba Medical College (KMC), Manipal | NEET |
| | 6. Jawaharlal Institute of Postgraduate Medical Education and Research (JIPMER), Puducherry | NEET |
| | 7. Lady Hardinge Medical College, Delhi | NEET |
| | 8. Grant Medical College, Mumbai | NEET |
| | 9. King George's Medical University (KGMU), Lucknow | NEET |
| | 10. Bangalore Medical College and Research Institute | NEET |
| Engineering | 1. Indian Institutes of Technology (IITs) | JEE Main followed by JEE Advanced |
| | 2. National Institute of Technology (NITs) | JEE Main |
| | 3. Birla Institute of Technology and Science (BITS) Pilani | BITSAT (Birla Institute of Technology and Science Admission Test) |
| | 4. Delhi Technological University (DTU), Delhi | JEE Main |
| | 5. Vellore Institute of Technology (VIT) | VITEEE (VIT Engineering Entrance Examination) |
| | 6. Manipal Institute of Technology, Manipal | MET (Manipal Entrance Test) |
| | 7. International Institute of Information Technology (IIITs) | JEE Main or JEE Advanced or SAT Subject Test in Mathematics Level 2 and Physics/Chemistry/Biology/Mathematics Level 1 (for some IIITs) |
| | 8. SRM Institute of Science and Technology, Chennai | SRMJEEE (SRM Joint Engineering Entrance Exam) or JEE Main |
| | 9. Jadavpur University, Kolkata | WBJEE (West Bengal Joint Entrance Examination) or JEE Main |
| | 10. College of Engineering, Pune | MHT CET (Maharashtra Common Entrance Test) or JEE Main |

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| Economics | 1. Delhi School of Economics, University of Delhi | Entrance test conducted by the university |
| | 2. Indian Statistical Institute (ISI), Kolkata | ISI Admission Test |
| | 3. St. Stephen's College, Delhi | Entrance test conducted by the college |
| | 4. Presidency University, Kolkata | Entrance test conducted by the university |
| | 5. Loyola College, Chennai | Entrance test conducted by the college |

| Field | College | Entrance Test Requirements |
|------------------------|--|--|
| Business Management | 6. Jawaharlal Nehru University (JNU), New Delhi | Entrance test conducted by the university |
| | 7. Madras School of Economics, Chennai | Entrance test conducted by the college |
| | 8. Tata Institute of Social Sciences (TISS), Mumbai | TISSNET (TISS National Entrance Test) |
| | 9. University of Mumbai, Mumbai | Entrance test conducted by the university |
| | 10. Indian Institute of Technology (IIT) Bombay | Entrance test conducted by the university |
| | 1. Indian Institutes of Management (IIMs) | CAT (Common Admission Test) |
| | 2. Xavier Labour Relations Institute (XLRI), Jamshedpur | XAT (Xavier Aptitude Test) |
| | 3. S.P. Jain Institute of Management and Research, Mumbai | CAT, XAT, GMAT or SPJAT (S.P. Jain Aptitude Test) |
| | 4. Faculty of Management Studies (FMS), University of Delhi | CAT |
| | 5. Indian School of Business (ISB), Hyderabad | GMAT/GRE |
| Hotel Management | 6. Narsee Monjee Institute of Management Studies (NMIMS), Mumbai | NMAT (NMIMS Management Aptitude Test) |
| | 7. Symbiosis Institute of Business Management (SIBM), Pune | SNAP (Symbiosis National Aptitude Test) |
| | 8. Management Development Institute (MDI), Gurgaon | CAT |
| | 9. SP Jain School of Global Management, Mumbai | GMAT/GRE |
| | 10. Indian Institute of Foreign Trade (IIFT), Delhi | IIFT Entrance Exam |
| | 1. Institute of Hotel Management (IHM), Mumbai | NCHM JEE (National Council for Hotel Management Joint Entrance Examination) |

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| 2. Welcomgroup Graduate School of Hotel Administration (WGSHA), Manipal | NCHM JEE |
| 3. Institute of Hotel Management, Catering Technology and Applied Nutrition (IHM), Delhi | NCHM JEE |
| 4. Christ University, Bangalore | Entrance test conducted by the university |
| 5. Institute of Hotel Management, Catering Technology and Applied Nutrition (IHM), Chennai | NCHM JEE |
| 6. Oberoi Centre for Learning and Development, Delhi | Entrance test conducted by the institution |
| 7. Institute of Hotel Management, Catering Technology and Applied Nutrition (IHM), Kolkata | NCHM JEE |
| 8. WGSHA, Manipal | NCHM JEE |

| Field | College | Entrance Test Requirements |
|------------|---|--|
| Education | 9. Institute of Hotel Management (IHM), Ahmedabad | NCHM JEE |
| | 10. Amity Institute of Hotel Management, Noida | Entrance test conducted by the institution |
| | 1. Tata Institute of Social Sciences (TISS), Mumbai | CUET |
| | 2. Jamia Millia Islamia (JMI), New Delhi | Entrance test conducted by the university |
| | 3. Banaras Hindu University (BHU), Varanasi | BHU UET (Banaras Hindu University Undergraduate Entrance Test) |
| | 4. Delhi University, New Delhi | Entrance test conducted by the university |
| | 5. University of Mumbai, Mumbai | Entrance test conducted by the university |
| | 6. University of Calicut, Calicut | Entrance test conducted by the university |
| | 7. University of Pune, Pune | Entrance test conducted by the university |
| | 8. University of Hyderabad, Hyderabad | Entrance test conducted by the university |
| Journalism | 9. Central Institute of Education, New Delhi | Entrance test conducted by the institution |
| | 10. Ambedkar University, Delhi | Entrance test conducted by the university |
| | 1. Asian College of Journalism (ACJ), Chennai | ACJ Entrance Examination |
| | 2. Indian Institute of Mass Communication (IIMC), New Delhi | IIMC Entrance Examination |

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| Law | 3. Xavier Institute of Communications (XIC), Mumbai | Entrance test conducted by the institute |
| | 4. Symbiosis Institute of Media and Communication (SIMC), Pune | SET (Symbiosis Entrance Test) |
| | 5. Jamia Millia Islamia (JMI), New Delhi | Entrance test conducted by the university |
| | 6. Mumbai University, Mumbai | Entrance test conducted by the university |
| | 7. Delhi University, New Delhi | Entrance test conducted by the university |
| | 8. Amity University, Noida | Entrance test conducted by the university |
| | 9. Indian Institute of Journalism and New Media (IINM), Bangalore | Entrance test conducted by the institute |
| | 10. Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal | Entrance test conducted by the university |
| | 1. National Law School of India University (NLSIU), Bangalore | CLAT (Common Law Admission Test) |
| | 2. National Academy of Legal Studies and Research (NALSAR), Hyderabad | CLAT |
| | 3. National Law University, Delhi (NLU Delhi) | AILET (All India Law Entrance Test) |
| | 4. Symbiosis Law School (SLS), Pune | SET (Symbiosis Entrance Test) |
| | 5. Gujarat National Law University (GNLU), Gandhinagar | CLAT |
| | 6. National Law University (NLU), Jodhpur | CLAT |
| | 7. Rajiv Gandhi National University of Law (RGNUL), Punjab | CLAT |

| Field | College | Entrance Test Requirements |
|------------|---|---|
| Psychology | 8. Faculty of Law, Delhi University, New Delhi | Entrance test conducted by the university |
| | 9. WB National University of Juridical Sciences (NUJS), Kolkata | CLAT |
| | 10. The Indian Law Institute (ILI), New Delhi | ILI CAT (Common Admission Test) |
| | 1. University of Delhi, New Delhi | Entrance test conducted by the university |
| | 2. University of Calcutta, Kolkata | Entrance test conducted by the university |
| | 3. Tata Institute of Social Sciences (TISS), Mumbai | TISSNET |
| | 4. Christ University, Bangalore | Entrance test conducted by the university |
| | 5. Amity University, Noida | Entrance test conducted by the university |

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| | 6. University of Mumbai, Mumbai | Entrance test conducted by the university |
| | 7. Banaras Hindu University (BHU), Varanasi | BHU UET |
| | 8. Jamia Millia Islamia (JMI), New Delhi | Entrance test conducted by the university |
| | 9. Osmania University, Hyderabad | Entrance test conducted by the university |
| | 10. Pondicherry University, Puducherry | Entrance test conducted by the university |
| Designing | 1. National Institute of Design (NID), Ahmedabad | NID DAT (National Institute of Design - Design Aptitude Test) |
| | 2. National Institute of Fashion Technology (NIFT) | NIFT Entrance Exam |
| | 3. National Institute of Fashion Technology (NIFT), New Delhi | NIFT Entrance Exam |
| | 4. Pearl Academy, Delhi | Entrance test conducted by the academy |
| | 5. Srishti Institute of Art, Design and Technology, Bangalore | Entrance test conducted by the institute |
| | 6. MIT Institute of Design, Pune | Entrance test conducted by the institute |
| | 7. Indian Institute of Art and Design (IIAD), New Delhi | IIAD Entrance Exam |
| | 8. Arch Academy of Design, Jaipur | Entrance test conducted by the academy |
| | 9. UID Ahmedabad | Entrance test conducted by the institute |
| | 10. DJ Academy of Design, Coimbatore | Entrance test conducted by the academy |
| Sports | 1. Lakshmibai National Institute of Physical Education (LNIPE), Gwalior | Entrance test conducted by the institute |
| | 2. Netaji Subhas National Institute of Sports (NSNIS), Patiala | Entrance test conducted by the institute |
| | 3. Sports Authority of India (SAI) | Entrance test conducted by the authority |
| | 4. Aligarh Muslim University (AMU), Aligarh | Entrance test conducted by the university |
| | 5. Panjab University, Chandigarh | Entrance test conducted by the university |
| | 6. University of Kerala, Thiruvananthapuram | Entrance test conducted by the university |
| | 7. University of Lucknow, Lucknow | Entrance test conducted by the university |
| | 8. University of Madras, Chennai | Entrance test conducted by the university |
| | 9. University of Mysore, Mysore | Entrance test conducted by the university |
| | 10. University of Pune, Pune | Entrance test conducted by the university |
| Field | College | Entrance Test Requirements |

Introduction to Statement of Purpose (SOP)

The Statement of Purpose (SOP) must not exceed 47 lines or 4000 characters, including spaces. It should primarily address the student's motivations for selecting the listed courses and their interest in the subject. Providing details of relevant studies, readings, or experiences will assist admissions tutors in evaluating the student's suitability for admission. The SOP serves as a reflection of the student's identity, thought processes, and aspirations. Admissions tutors seek evidence of intellectual ability, potential, commitment, and determination aligned with the chosen course. The UCAS website offers guidance on composing personal statements, while university websites provide insights into preferred qualities for specific courses. UCAS maintains strict measures to identify plagiarized statements, cross-referencing incoming statements with a database of previous submissions and sample statements. Any statements exhibiting a potential similarity of 10% or higher undergo thorough review.

Predicted grades:

Universities issue conditional and unconditional offers to students based on their predicted grades. Experienced teachers assess these grades, taking into account the students' performance in grade 11 as well as their potential performance in the grade 12 final examinations. Predictions rely on factors such as consistency and a strong work ethic, which are crucial in determining grades

Recommendation Letters for the US and the UK:

For Common Application – US Colleges-

Every student must obtain a minimum of two recommendation letters from their teachers. Teachers have the discretion to either provide or decline the recommendation. Recommendations are treated as confidential, and students waive their right to access these letters. To request a recommendation letter, the applicant must have achieved a minimum of 4 points out of 7 in the respective subject. The third recommendation letter is authored by the DP Coordinator or the College Counsellor and is submitted along with the School Report

Each student needs one recommendation from a teacher relevant to the chosen course. Teachers have the discretion to provide or decline the recommendation, and these

recommendations are treated as confidential. The teacher sends the recommendation via email to the counsellor, who then uploads it onto the student's UCAS application.

| <u>Important deadlines</u> | <u>Dates / Deadlines</u> |
|---|---|
| Counselling | |
| Career Counselling | July - January |
| College Counselling | July - February (Grade 12) July – March (Grade 11) |
| Decision on the Universities for ED | 1 st November – 15 th November |
| Application procedures and SOP ED | 1 st Week of September |
| Reference letters to reach Counsellor from subject teachers for ED | 1 st Week of September |
| Predicted grades to reach Counsellor for Early Decisions (ED) | 2 nd Week of September |
| Applying to Oxbridge and all Medicine, Veterinary & Dentistry Courses in UK | 15 th October |
| Decision on the Universities for Regular Decisions (RD) | 15 th October |
| Predicted grades to reach Counsellor for RD | 15 th November |
| Application Procedures and SOP RD | 30 th November |
| Late applications | 15 th January |
| Rolling applications | End of June |

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 2025 by when the admissions profile should have been prepared.

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

- Principal
- Vice Principal
- Career Counsellor
- Coordinators
- One Teacher representative
- One Parent representative
- One Student 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:

<https://www.cbse.gov.in/cbsenew/documents//compendium%20for%20students.pdf>
<https://web.ucas.com/study-uk> <https://study.unimelb.edu.au/how-to-apply/undergraduate-study/international-applications/entry-requirements>
<https://www.sydney.edu.au/study/applying/how-to-apply/international-students.html>
<https://www.sp.edu.sg/> <https://www.singaporetech.edu.sg/> <https://www.shatec.sg/>
<https://www.education.govt.nz/our-work/our-role-and-our-people/education-in-nz/> <https://www.daad.de/en/studying-in-germany/> <https://www.jipmer.edu.in/>
<https://jeeadv.ac.in/> <https://www.nitt.edu/>
<https://www.bits-pilani.ac.in/>
<https://dtu.ac.in/>

<https://presiuniv.ac.in/web/>

<https://loyolacollege.edu/>

<https://www.sibm.edu/>

<https://www.nlujodhpur.ac.in/>

<https://www.cmch-vellore.edu/>

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

<https://cuet.in/>

ESSENTIAL AGREEMENT FOR COLLEGE COUNSELLING POLICY

The Sanskar School approved and agreed to follow the College Counselling Policy to get the admission of CBSE and 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

Revised by the school in June, 2021

Revised by the school in April, 2022

Revised by the school in May, 2023

Revised by the school in May, 2024

Revised by the school in May, 2025