

THE
HERITAGE
SCHOOL

AN EXPERIENTIAL
LEARNING SCHOOL



“I HAVE
NEVER LET
MY SCHOOLING
INTERFERE
WITH MY
EDUCATION”

- MARK TWAIN

Almost everyone agrees that quality education is about possibilities. It is about success in real life, discovering the child's innate talents, excitement in learning new things, being a good human being and a contributing citizen. And almost everyone talks about it. However, not enough is being done about it. For most children, schooling is about being leashed not unleashed; about being constrained not unfettered; about fearing failure not pursuing success; about rote learning, not deep understanding; about routine and boredom, not excitement and fun; about isolation from community and not engagement with it. The Heritage School, Noida, has chosen the path of educating children as opposed to just schooling them.

THE HERITAGE DHARMA

FREEDOM TO BE, LEARN AND GROW: The Heritage community will always provide the space to be, learn and grow to all its members. It will strive to nurture in everyone the freedom of choice in learning and doing, without in any way compromising the rigour and discipline of learning.

ATTENTIVENESS: We will commit to practice and foster a state of attentiveness to all our thoughts and actions. Attentiveness involves giving ourselves completely to the present moment and silencing our insecurities, fears and unwanted thoughts. Attentiveness is the first step towards selfless love and compassion.

RESPECT: The Heritage community will always respect what one is and can become. We will strive to instill a sense of respect for the work we do, the people we engage with, the things we use and the environment we live in. Above all, we will foster and strengthen a sense of respect for oneself.

EXCELLENCE: We will do the utmost to nurture our culture and habit of excellence and actively encourage high standards of character, behaviour and action. We will equally discourage mediocrity, carelessness and negligence in thought, word and action.

INCLUSION: The Heritage community will actively encourage the principle of inclusion which will ensure fair opportunity and equal attention to all those who come to Heritage, without any discrimination whatsoever.

AUTHENTICITY: The school will encourage and enable in thought, word and deed, authenticity of being and transparency and by implication discourage all acts of hypocrisy, pretension and double standards.



An abstract graphic featuring a light orange background with a fine grid of darker orange lines. In the center, there is a large, light beige circle. Behind this circle are five vertical bars of varying heights, each topped with a circle. The bars and their top circles are in shades of orange and brown. The text 'RE-IMAGINING EDUCATION FOR A BRAVE NEW WORLD' is centered within the large beige circle in a bold, dark brown, sans-serif font.

**RE-IMAGINING
EDUCATION FOR
A BRAVE NEW
WORLD**

“As technology increasingly takes over knowledge-based work, the cognitive skills that are central to today’s education systems will remain important; but behavioural and non-cognitive skills necessary for collaboration, innovation, and problem solving will become essential as well.”

- Klaus Schwab

We are living through some of the most exhilarating times in human history. Building on the advances of the last three industrial revolutions, humanity is now poised to enter one of its most transformative phases – the Fourth Industrial Revolution. The complexity of the technologies that are driving this revolution and the all-encompassing breadth of their impact will fundamentally change the way we live, communicate, entertain, socialise, learn and work.

Our everyday life has already seen integration of technology in every sphere. Self-driven cars, 3D nanotechnology, virtual reality, genomics, mobile computing, augmented reality, smart cities, to name a few, no longer belong to the realm of science fiction.

Unfortunately, our education system still continues to equip our children with skills that will have little or no relevance in tomorrow’s world. For education to be relevant to the changing times, it must be reimagined to give students the tools to best address tomorrow’s challenges and harness the numerous opportunities that the

new world order will both end and create.

The new world order, brought on by the Fourth Industrial Revolution, demands that today’s children acquire skills that will serve them well in the future. The world we live in will change so fundamentally that students who come out of school by 2030 will make careers in fields that we have no idea about at present.



“As all these trends happen, the winners will be those who are able to participate fully in innovation-driven ecosystems by providing new ideas, business models, products and services, rather than those who can offer only low-skilled labour or ordinary capital,” points out Klaus Schwab, founder and executive chairman of the World Economic Forum, in his seminal work, *The Fourth Industrial Revolution*. This view is supported by other experts.

According to David Deming, associate professor of education and economics at Harvard University, “Soft skills like sharing and negotiating will be crucial. Modern workplace, where people move between different roles and projects, closely resembles pre-school classrooms, where we learn social skills such as empathy and cooperation.”



“The world doesn’t care what you know. What the world cares about is what you do with what you know.”

- Tony Wagner

In effect, the skills and traits that must be inculcated in our children include:

SOCIAL INTELLIGENCE



EMPATHY

AWARENESS OF SELF & OTHERS



PERCEPTIVE COLLABORATION

PERCEPTIVENESS, NEGOTIATION &
CONFLICT RESOLUTION



PERSUASIVE COMMUNICATION

CHANGING MINDS & HEARTS



ASSISTING & CARING

SERVICE-MINDEDNESS



SHARING

TRUST AND TRANSPARENCY

CREATIVE INTELLIGENCE



INNOVATIVE PROBLEM-SOLVING

ABILITY TO COME UP WITH UNUSUAL IDEAS
AND DEVELOP CREATIVE WAYS TO
SOLVE COMPLEX PROBLEMS



CURIOSITY

ABILITY TO ENQUIRE AND
TO ENGAGE DEEPLY



DEEP THINKING

ABILITY TO CONNECT DISPARATE BITS
OF INFORMATION AND CREATE
A HOLISTIC PERSPECTIVE
ABILITY TO MASTER ESSENTIAL SKILLS
AND KNOWLEDGE



PASSIONATE PERSEVERANCE

ABILITY TO STICK WITH A PROBLEM/GOAL
AND NOT GIVE UP UNTIL SUCCESSFUL



DIVERSE & INCLUSIVE PERSPECTIVES

BELIEF IN INCLUSIVE PRACTICES
AND QUEST TO UNDERSTAND
DIVERSE AND GLOBAL
PERSPECTIVES

“I’m not worried about artificial intelligence giving computers the ability to think like humans. I’m more concerned about people thinking like computers without values or compassion, without concern for consequences”

- Tim Cook

However, has not the goal of education always been to create good human beings, with infinite capacity for social, emotional and creative intelligence? The difference is that, today, this has become an imperative driven by the digital age; for tomorrow’s citizens to be socially and creatively intelligent is a matter of survival in the world of the future.



The good news is that every child has these intrinsically human traits in abundance. It is the responsibility of educators to carefully nurture and hone them. It is our duty to ignite that inner will which will propel children to achieve their potential as social and creative beings.

At the Heritage Schools, the Relationship, Relevance and Rigour framework developed by Dr. William R. Daggett defines the approach to learning. Our innovation has been to incorporate humane tenets of Eastern philosophy and the academic rigour of Western thought into this framework. We believe that Relevance makes Rigour possible; however, Rigour and Relevance are only attainable when children forge a true and enduring Relationship with themselves, their teachers, peers, environment and learning. Delivery of all three components of the framework, from the early years, ensures that children develop the inner will to evolve into creative, empathetic, problem solvers and critical thinkers of the future.



RELATIONSHIPS

“Never stop fighting until you arrive at your destined place, that is, the unique you. Have an aim in life, continuously acquire knowledge, work hard, and have perseverance to realise the great life ”

- A. P. J. Abdul Kalam

Swabhav and Swadharm lie at the very core of social and emotional intelligence and creativity. It is only when the child is nurtured within a safe environment can she be truly free to be herself and act out of an inherent sense of purpose. She can thus be creative to the best of her ability and realise her social and creative potential through her relationships.

Our mandate for each child is to aid her in developing social and creative intelligence, skills and attributes that will help her to overcome the challenges of the future. We facilitate her growth into a creative, connected and collaborative problem solver

and critical thinker; a conscientious world citizen of tomorrow's world, in other words. We, therefore, help the child learn to look at the world from many different perspectives, through the lens of multi-culturalism and the context of real-world interests, needs and challenges. While building a sense of service in an environment of gratitude, we listen to our children to understand their past, present, strengths and, struggles, and help them to overcome their challenges. This, in turn, nurtures an awareness of the conscious being, encouraging them to strive towards their highest potential in every sphere and becoming the leaders of their own learning.



| TRADITIONAL APPROACH | OUR APPROACH |
|---|--|
| FOCUS ON CONFORMITY AND UNIFORMITY | FOCUS ON FREEDOM FOR CHILDREN TO BE THEMSELVES |
| FOCUS ON DEFICIT | FOCUS ON CAPACITY |
| ATMOSPHERE OF FEAR AND JUDGEMENT | UNCONDITIONAL CARE AND ACCEPTANCE |
| TEACHERS THE CENTRE OF TEACHING | CHILD AT THE CENTRE OF ALL THAT IS DONE |
| ONE SIZE FITS ALL | UNIQUENESS IN EACH CHILD IS APPRECIATED & NURTURED |
| SUPPRESSION OF INDIVIDUALITY IN SPACES THAT ENCOURAGE CONDITIONING | PSYCHOLOGICALLY SAFE, NON-JUDGEMENTAL SPACES THAT ALLOW THE CHILDREN TO ACHIEVE THEIR TRUE SWABHAV |
| LIMITED ENGAGEMENT WITH COMMUNITY AND EDUCATION IS RESTRICTED WITHIN THE FOUR WALLS OF THE SCHOOL | ENGAGED WITH COMMUNITY WHERE CHILDREN LEARN ABOUT MULTIPLE DISCIPLINES THROUGH THEIR WORK IN COMMUNITY |

“Very many people go through their whole lives having no real sense of what their talents may be, or if they have any to speak of.”

- Ken Robinson

The image features a light orange background with a subtle grid of thin, darker orange lines. In the center, there is a large, light green circle. Overlaid on this circle and the background are five vertical bars of varying heights. Each bar is topped with a solid-colored circle. The bars and their top circles are in shades of orange and brown. The word "RELEVANCE" is written in a bold, dark brown, sans-serif font across the middle of the green circle.

RELEVANCE

EDUCATING WITH AND FOR AN AUTHENTIC PURPOSE

At the Heritage Schools, we place the child squarely at the centre of all we do. Children learn through the integrated experiences that cater to the body, mind and soul in a holistic manner. Our child-centric curriculum is specially created to fit the child rather than the other way around and incorporates tools and pedagogies from some of the best-known progressive systems of learning

from around the world. The purpose of education is embedded in an authentic, real-life context where children learn by doing and experiencing through hands-on activities. Such an enabling environment provides equal opportunities for collaboration and each child's contribution is valued.

| TRADITIONAL APPROACH | OUR APPROACH |
|---|--|
| BLIND ADHERENCE TO THE CURRICULUM | ENCOURAGEMENT OF QUESTIONING |
| CHILDREN FIT THE CURRICULUM | CURRICULUM FITS THE CHILD - PERSONALISED LEARNING |
| CONTENT-BASED LEARNING | INQUIRY AND EXPLORATION USED AS VEHICLES FOR LEARNING |
| PURPOSE OF EDUCATION IS EMBEDDED IN FINISHING THE CURRICULUM | PURPOSE OF EDUCATION IS EMBEDDED IN AN AUTHENTIC, REAL-LIFE CONTEXT |
| SUPPRESSION OF SWABHAV RESULTS IN CHILDREN NOT FINDING THEIR SWADHARM OR CLARITY OF PURPOSE | CHILDREN ENCOURAGED TO REALISE THEIR SWADHARAM AND FIND CLARITY ON THEIR PURPOSE AND CALLING IN LIFE |

“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

- Jiddu Krishnamurti



NURTURING LIFE-LONG LEARNERS FOR THE FUTURE

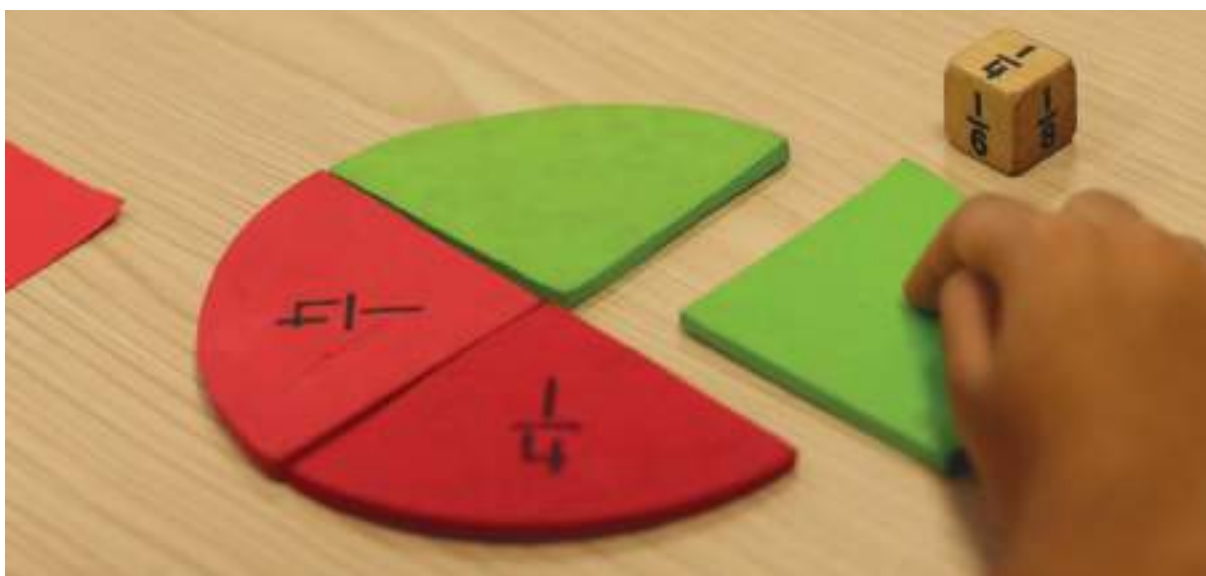
“The aim is to get the students actively involved in seeking... evidence: their role is not simply to do tasks as decided by teachers, but to actively manage and understand their learning gains. This includes evaluating their own progress, being more responsible for their learning, and being involved with peers in learning together about gains in learning.”

- John A.C. Hattie

Academic rigour sets standards of curriculum and establishes the parameters of accomplishment expected from the students. These standards demonstrate to children the expected outcome of their learning and is made clear through examples, rubrics, directions, and instruction. It ensures engagement of students in critical thinking and deep enquiry; it helps them to understand the world around them through their own lens instead of others’.

Our rigour framework is built on the joint foundation of inquiry-based learning with experiential learning (project-based learning).

Academic rigour is reinforced by standards-based assessment. We believe that assessment should be on-going and lead to improvements in student learning by providing necessary inputs to make informed decisions at class-curriculum levels. Assessments, therefore, must be developmentally appropriate and designed to allow students to succeed by showing what they have learned - never designed to prove what they have failed to learn. We create a range of assessments that draw on the learning strengths and preferences of our students and introduce flexibility in the process.



| TRADITIONAL APPROACH | OUR APPROACH |
|--|---|
| MINDLESS RIGOUR | ENQUIRY- AND PROJECT-BASED LEARNING |
| FOCUS ON PENALISING MISTAKES | SCOPE FOR LEARNING FROM TRIAL AND ERROR AND MISTAKES |
| THERE IS NO REAL EXPERIMENTATION | LEARNING BY DOING WHERE STUDENTS BUILD UP EXPERIENCES THROUGH EXPERIMENTATION |
| EMPHASIS ON CRAMMING FROM THE TEXTBOOKS AND REGURGITATING THE “LEARNING” IN STANDARDISED EXAMS | PROBLEM SOLVING, SOLUTION MINDEDNESS, AND CREATIVE DESIGN THINKING |
| FOLLOW PRESCRIBED ONE RIGHT ANSWER | MOVE AWAY FROM ‘ONE RIGHT ANSWER’ |
| ASSESSMENT THROUGH EXAMS | STANDARDS-BASED ASSESSMENTS |

“Giving kids zeros for not doing their work won’t motivate them. Assigning work kids see as relevant and purposeful, however, will.”

- Justin Tarte



The background features a grid of overlapping circles in various shades of orange and brown. In the center, a large, light-colored circle contains the text "OUR PHILOSOPHY". Behind this central circle, there are five vertical bars of varying heights, each topped with a circle. The bars and their top circles are in shades of orange and brown, matching the background theme.

OUR PHILOSOPHY

THE HERITAGE SANKALPA (VISION)

A learning community where each is free to be and grow towards the realisation of their highest human potential through harmonious integration of spirit, heart, mind and body.



MANTHAN (INTROSPECTION)

At the Heritage School, we believe that, as educators, it is our responsibility to reflect deeply on questions that are fundamental to education and its long-term vigour. Only by questioning ourselves and involving all our stakeholders in this quest, can we rise above the mundane to provide learning that is relevant, interesting and challenging.

PRAKRIYA (METHODOLOGY)

The Experiential Learning Cycle: The spirit of The Heritage School that defines it and sets it apart from the rest is the Experiential Learning Philosophy. In practice, it manifests as a way of life that is pursued by the entire Heritage community





The image features a background of a fine, light-colored grid. In the center, there is a large, light-colored circle. Behind this circle, there are five vertical bars of varying heights. Each bar has a circular cap at the top. The bars and their caps are in two shades of orange/brown. The text 'EXPERIENTIAL LEARNING' is centered within the large circle.

EXPERIENTIAL LEARNING

LEARNING BY DOING

The Heritage Schools' experiential learning approach is aimed at ensuring that learning has an authentic purpose, is engaging and instrumental in helping students address complex problems and find meaningful solutions.

Children will be taught basic skills, content, and thinking processes in the curriculum and given ample experiences to enhance and apply that knowledge in hands-on, meaningful, and authentic learning experiences in the classroom, community and outdoors. The curriculum design

emphasises the essential unity of knowledge and actively seeks an interdisciplinary approach to learning.

All classroom content is linked to the real-world concepts, phenomena, and happenings around the child. Learning is built around integrated themes that are close and relevant to the learner including objects, nature, events, and relationships. Regular use of projects which involve building, exploring, visiting, investigating, experimenting, etc., introduce excitement, variety and engagement for all children.





CHILDREN LEARN BEST BY DOING

This hands-on approach enables them to grapple with a problem, issue or concept using all their senses. The learning experience thus becomes multi-dimensional and an internal, cognitive, sensory and emotional process. This engagement leads the children to the second stage.



CHILDREN EXAMINE THEIR LEARNING

The second step sees children examine their learning critically and creatively. Through sustained inquiry, they are able to probe further into the problem, concept or task at hand. This takes the child onto the third stage.



THE QUESTIONS THAT ASSAIL A CHILD'S MIND

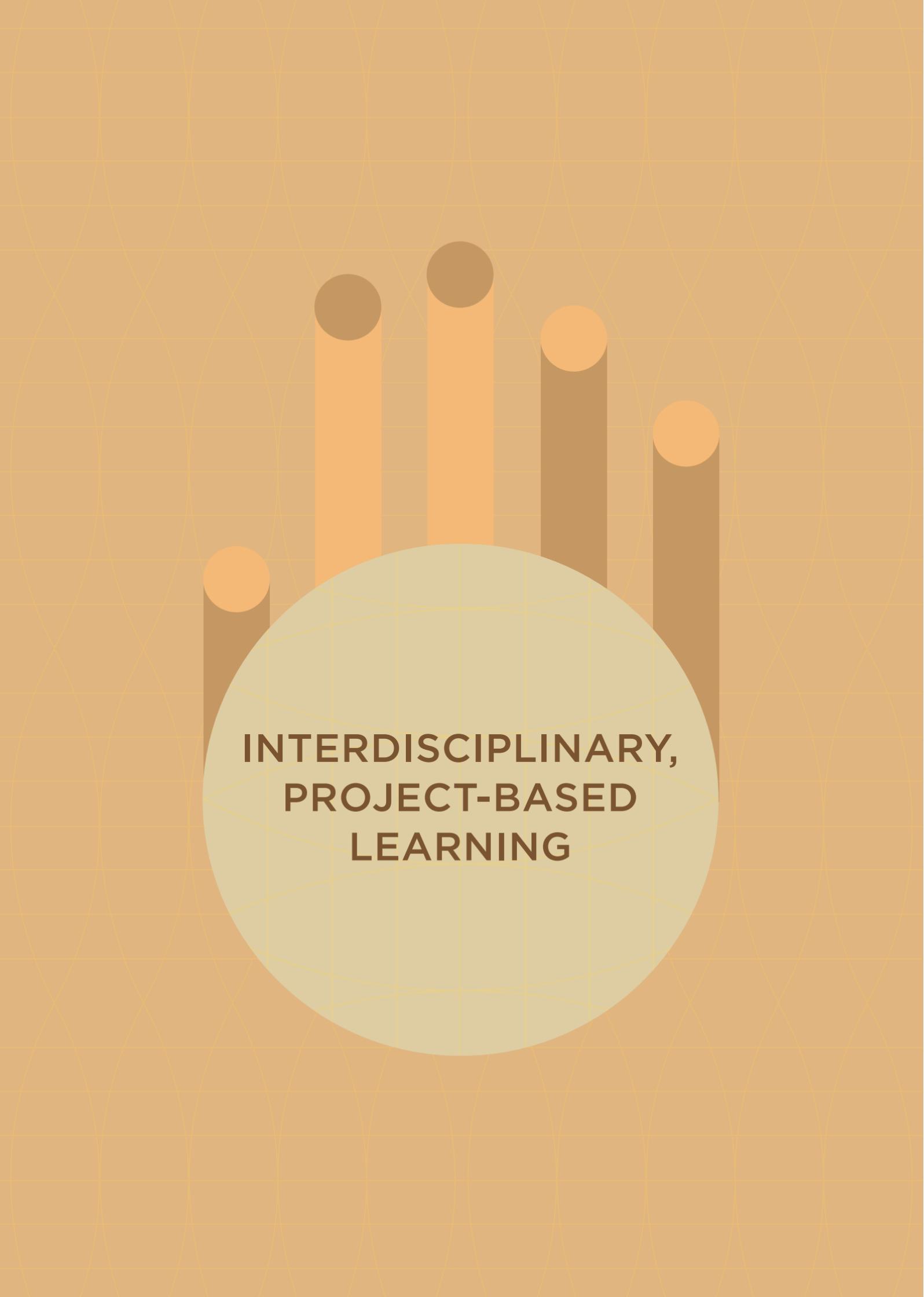
After having experienced and reflected upon a problem, the mind seeks answers via the dialogic approach. Dialogue helps the child to see the bigger picture, think outside the box, and engage collaboratively with others. It helps to focus on individual and interpersonal learning outcomes.



THE CHILD ARRIVES AT HER DESTINATION

After having had meaningful experiences, followed by reflection and dialogue, the child arrives at her destination, a richer and more fulfilled being. This helps the child to think and act independently. This manifests itself not only in terms of grades or marks but also real and meaningful understanding.





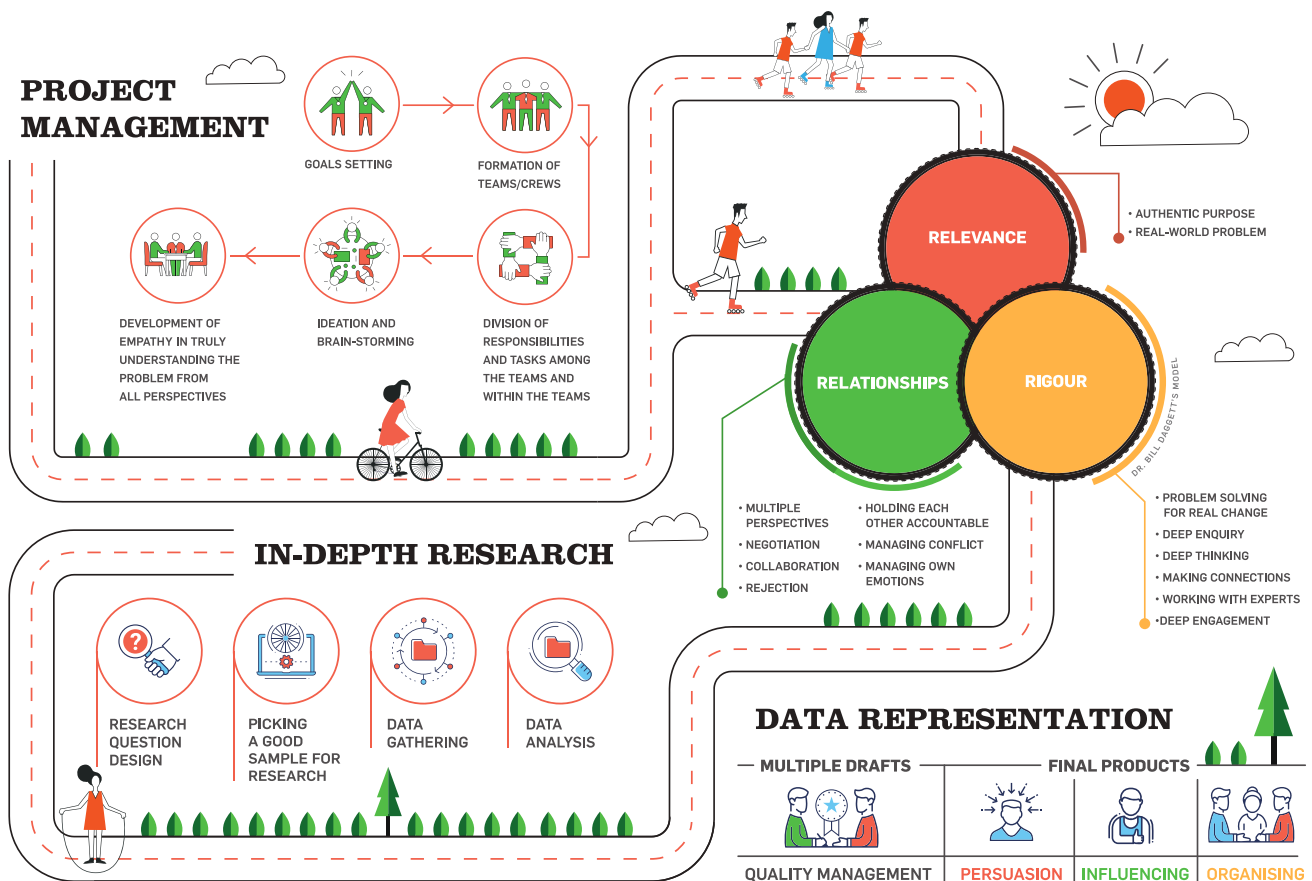
**INTERDISCIPLINARY,
PROJECT-BASED
LEARNING**

Each project begins by presenting students with a pertinent, real-life problem or issue.

Students perform primary and secondary research on various aspects of the problem, gather and analyse information, interact with experts to learn more, collaborate and brainstorm to find possible solutions to the problem – all within the learning by doing framework. The solution is reviewed, evaluated against the goals of the expedition, and its efficacy tested. A project also brings experts into the classroom, takes

students into the field, and engages students in real world learning experiences.

Through the process of in-depth investigation, students imbibe habits of deep and critical thinking, inquiry, team-work, respect for others' perspectives, and a desire to resolve real-life issues in the context of the community. Simultaneously, skills such as numeracy, literacy and subject knowledge are enhanced as each expedition is embedded in the school/grade curricula.



An abstract graphic design featuring a background of overlapping light orange circles and a fine grid of thin yellow lines. In the center, there is a large, light green circle containing the text 'THE HERITAGE COMMUNITY'. Behind this central circle are five vertical bars of varying heights, each topped with a solid-colored circle. The bars and their top circles are in shades of orange and brown. The text is in a bold, dark brown, sans-serif font.

THE HERITAGE COMMUNITY

THE HERITAGE CHILD

The child is at the centre of all that we do and we keep revisiting the needs of this child in tune with what is demanded from him/her. We aim at the attributes that this child should possess, and the practices and pedagogical tools provide us with the behaviours, actions, measures and structures that is a translation of intentions.

ATTRIBUTES OF A HERITAGE CHILD



SELF AWARENESS



GENERAL AWARENESS



INDEPENDENCE



LEADERSHIP



**LIFE LONG
LEARNING**



**PASSION AND
PURPOSE**



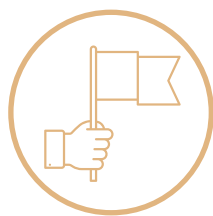
**AESTHETIC
SENSE**



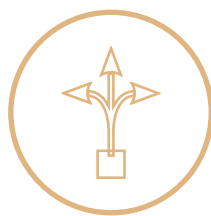
**DISCIPLINE AND
WORK ETHIC**



OPTIMISM



CITIZENSHIP



ADAPTABILITY

THE HERITAGE TEACHER

Promoting a learning culture and one of inquiry and questioning begins with teachers who then translate it to listening to all points of view of students, working productively and at ease with different perspectives and engaging the disengaged. Our teachers undergo experiences and reflect, self-appraise and analyse their own learning styles to empathise with and nurture the same development among students.



THE HERITAGE PARENT

As a Heritage parent, you play a vital role in the holistic education of your child as well as in this community you are a part of. Parents-as-partners is a philosophy that manifests itself in various active roles that parents play, thereby integrating them into all aspects of the curriculum, classroom and beyond. A genuine commitment to form a partnership between school and parents through dialogue and mutual respect stems from the strong belief that the relationship of these two major institutions – school and home – in a child's life is essential for success and growth of the child.

An abstract graphic design featuring a background of overlapping circles and a fine grid. In the center is a large, light-colored circle containing the text "OUR PROGRAMMES". Behind this central circle are five vertical bars of varying heights, each topped with a circle. The bars and their top circles are in shades of orange and brown.

OUR PROGRAMMES

Children spend 14 of their formative years in school. The journey that begins as a nervous yet curious three-year-old in the nursery reaches its peak as a young, confident adult passing out from Grade 12. The voyage of discovery, exploration, reflection and learning is continuous as the child moves from one grade to the next. Successive years come with their varied demands and

needs, each carrying a very distinct cadence and melody but echoing the underlying philosophies and practices of the school. At the end of the day, it is a single note that reverberates through all our programmes.

Currently, we will be offering the Junior and Middle Programmes till Grade 6 at The Heritage School, Noida.

JUNIOR PROGRAMME (GRADES NURSERY TO 3)

The aim of the Junior Programme is to create a joyous vibrant space for children to feel comfortable with themselves and their new environment.

We, at The Heritage Schools, consciously seek to identify and create teaching-learning experiences that facilitate transformation of children's initial ideas into newer, advanced ideas. Children are engaged in active, constructive processes of making sense of the world through experiential themes of inquiry. In inquiry-based learning, there are no subject barriers but a process of developing a deeper understanding of organisms, events, phenomena and life through observation and questioning.

Children engage in a range of authentic learning experiences and investigations. They develop and also use mathematical tools, insights and concepts across these topics of inquiry apart from the skills of language in an integrated manner.



MIDDLE PROGRAMME

(GRADES 4 TO 6)

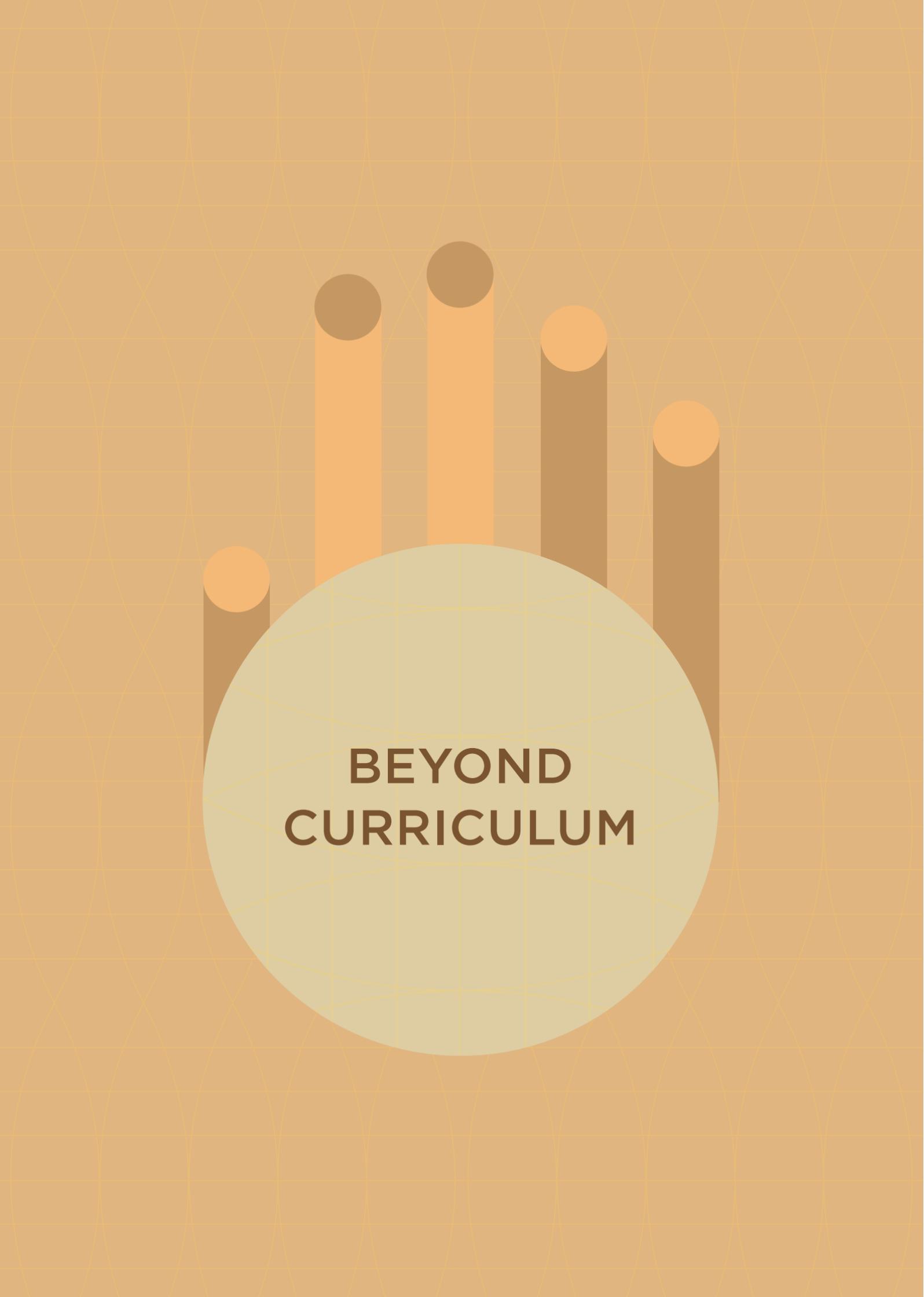
Middle years are the very core of any school – the formative years that leave an ever-lasting impression on the child’s mind. The middle years are also the critical period when the dice can roll either way.

In the Middle Programme, children learn to give meaning to their experiences. Hands-on learning becomes more intensively coupled with individual and group research, work, content studying, and regular productive practise of content.

A range of teaching-learning modalities are employed when developing the culminating assignments, presentations or project work for children, keeping in mind their visual, auditory, or kinaesthetic learning styles.

From book study projects to experiments and research work, teachers encourage a lot of group work to facilitate development of skills of problem solving, collaboration, interdependence, decision-making and coordination.





**BEYOND
CURRICULUM**

ARTS

At The Heritage School, we believe that every form of expression is an art, and every art form whether Visual or Performing is an inward journey. From free expression, to developing deep interest and skill in specific art forms, the Arts curriculum spirals and evolves across grades. This not only develops and alerts their various senses through the years, but also cultivates in them creative discipline, an aesthetic sense and an attentive conscious response to life.

PHYSICAL EDUCATION

At The Heritage School, physical education is governed by method, order, discipline and process. From enabling children to develop awareness of their body functioning, physical health and hygiene, to facilitating a harmonious growth and development of the various parts of their body, our rigorous physical education program also steers skill and character development. The intensively and thoughtfully designed programme also teaches children to respect good health, physical strength and a sense of balance in day-to-day life.



GUIDANCE & COUNSELLING

The Heritage School provides counselling programmes in three domains: academic, career and personal/social. The services and programmes help students resolve emotional, social or behavioural problems and assist them to develop a clearer focus and sense of direction. The counselling programme plays a fundamental role in the school climate and is a crucial element in improving student achievement.

Workshops by experts on cyber security, issues of adolescence, handling examination anxiety, development of work skills, life skills development, parenting and career counselling are conducted periodically for parents and students across various classes.

FACILITIES

ACADEMIC AND CULTURAL

- Well-equipped labs for various subjects to promote hands-on learning
- Well-stocked libraries for both junior and middle school
- Smart classrooms with interactive smart panels with inbuilt speakers
- Aesthetically stimulating visual-arts rooms
- Spacious and well-designed performing-arts spaces
- Customised learning management system
- Modular furniture providing high level of flexibility for seating arrangement in classrooms



SPORTS

- Large basketball, volleyball and tennis courts, football field, cricket nets and long jump pits outdoors with full turf flood lighting
- Covered squash and badminton courts, skating rink and running tracks
- Multi-sport indoor facility for carom, table tennis, scrabble, chess, etc.
- Bright and exciting junior play area with modular swing sets and sand pit



INFORMATION TECHNOLOGY

- Makerspace Lab
- Fibre lease line for continuous bandwidth and undisturbed internet connection
- Latest communication technology to keep in touch with parents and share important information
- Professionally handled ERP services



OTHERS

- Pollution controlled classrooms with treated fresh air
- Temperature control facilities to maintain conducive temperature in all weather conditions
- Well laid out disaster management plan with well-rehearsed mock-drills
- Environment-friendly campus with huge green spaces with indigenous plants to boost biodiversity of the area
- Well-equipped health and medical room
- Fully equipped kitchen and cafeteria
- Security facilities including CCTV, RFIDs, 24X7 male and female security guards



ACADEMIC PARTNER

XPERIENTIAL LEARNING SYSTEMS

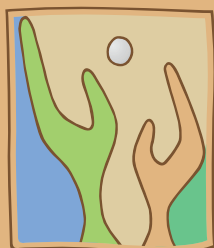
Xperiential Learning Systems is one of India's leading knowledge management companies. Founded by Harvard alumni, it has been a pioneer in the field of experiential learning for over a decade.



LOCATION

The school is situated along the Noida-Greater Noida Expressway and is very well connected to not only the heart of Noida but also to adjoining South and East Delhi locations. The drive time to the school under normal traffic conditions from many South and East Delhi colonies as well as Noida hotspots like The Great India Place and the Atta Market is between 20-30 mins. The school is within 3-4 kms of many high-rise residential complexes that are located along the Expressway.





THE
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DESIGNED BY

