



## RESIDENT DIRECTOR'S MESSAGE

Dear Friends,

These 6 months have been momentous with the inauguration of the campus. Students, parents, and visitors are loving the open spaces and the weaving of nature into the building.

We are trying to give our children the best –

-All the rooms are air conditioned to beat the stifling heat. This increases the attention span of students. **AND** there are outdoor and indoor learning spaces and skylights so that children can enjoy the benefits of natural ventilation, light and greenery. With the weather becoming better – expect the garden to become the classroom!

-We believe in the balance between academics, socio emotional learning and activities because all are equally important for the child's holistic development.

We had a successful exhibition -Montage; teachers are dedicatedly transacting the curriculum in the classes – focusing on the conceptual understanding rather than the assessments; and all other festivals are being celebrated to give the students the feel of community, sharing and caring.

The Montage was truly an exhibition of children's learning, creativity, and their confidence.

Students have been availing the opportunities being provided to them by participating in Chhoto Chokhe Baro Pujjo, in Olympiads, Spellathon and in inter school competitions and fests.

Soon we will be starting all our sports facilities and eventually the Robotics and Language Labs.

The school is flourishing under the leadership of Ms. Rumjhummi Biswas who is now our Principal.

The CBSE inspection is done and affiliation is expected within the next month. The Inspection Team was very happy with the school. For us – every view matters- so, if you are not happy with your child's school – please tell us. And if you *are* happy, please tell others.



## PRINCIPAL'S MESSAGE

Despite online schooling, the COVID-19 pandemic has disrupted education and has disproportionately affected all students and exacerbated pre-existing inequalities with long-lasting implications. We require urgent action to address learning gaps, develop remediation process and tools to ensure smooth and continued support for all learners. For the long term, systems must be developed to strengthen learner resilience and foster self-learning strategies so that every child has the necessary skill set to achieve their best.

A few learning strategies for school children which can help them to prepare their lessons have been discussed here. Though, I strongly believe that every child has a unique way of learning, these methods can only be a pathway to develop their own study habits.

Exposure to digital content and uninhibited use of electronic gadgets has resulted in loss of focus and concentration. It is unrealistic to expect children to study for hours at a stretch. It is advisable to encourage children to break up their studies into smaller portions and duration. For example, a child might complete his Math assignments in 35 minutes and take a break of 10 minutes before moving on to the next subject. There mustn't be any fixed duration since it is a variable of the amount of portion to be covered and the child's acumen for that subject.

Loud reading is imperative for primary school children since it has three-fold effect of listening, speaking, and seeing. Thus, a child learns faster and retains more information. Simultaneously, the child can make notes of important points, underline or highlight important lines in the book, so that before an assessment, he can merely scan the salient points.

The best way to understand a concept is to teach others. So, encourage children to play the teacher at home. Another very effective method to ensure deep learning is to make the child form questions from the lessons rather than writing answers to pre-set questions. One who can make questions have a better understanding and children love to do it too.

For upper primary or middle school children, making mind maps is an effective learning strategy where learners make a diagram with the central idea in the middle and other information branching out from it. It not only helps in retention of information but also develops logical cohesive thinking.

Parents must allow their children develop their own learning strategies and build on that instead of imposing their own ideas on them. It is of vital importance to set clear rules and SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for the child.

## CURIOUS CLASSROOM GLIMPSES

“Learning is not the product of teaching. Learning is the product of the activity of learners.”-John Caldwell Holt, Famous American Educator.



### NURSERY- SORTING AND MATCHING ACTIVITY

The Nursery children matched different coloured pictures to different coloured chairs. This activity helped them in identifying, sorting, and developing their eye and hand coordination.

### LKG- MATCH LETTER WITH OBJECTS

LKG children matched objects with the first letter of their spelling. The child with letter A identified A for alligator and walked through a maze to reach to the animal. This activity not only helped them in recognizing the first sound but walking through the maze honed their problem-solving skills.



### UKG-CONCEPT OF 'TENS & ONES'

Learning how numbers take the place value is important because it helps children realize that the number in the tens' place is really groups of ten ones. To drill in this concept the children were asked to choose a number between 10 and 99. Ice cream sticks were tied in bundles of Tens and colourful pompoms as Ones. The children placed the numbers on a chart and expanded it with the help of ice cream sticks and pompom balls.

### CLASS I- ADDITION FACTS

Class I students learnt Mathematics using their Craft Skills. Students made paper twigs by crumbling papers. Using their previous knowledge of addition facts, they formed numbers between 2 and 10 by adding the paper twigs.



### CLASS II- SYNONYMS AND ANTONYMS

Students of Class II enjoyed themselves while learning synonyms and antonyms. They made models and charts and taught each other with demonstration in the class. This encouraged peer learning and cohesive education in the classroom environment.

### CLASS III- DIVISION GO FISH

Class III played “Division Go Fish” in order to get a practical understanding of long division. Each group of students flipped over playing cards to create a division problem, and competed with each other to find pairs of cards that divide the number completely. This helped them to dwell on each step of long division and gain a better understanding of the topic.



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### CLASS IV- HOW LUNGS WORK?

Class IV students were very excited to make a model and explain the functions of the lungs to their classmates. They learnt various breathing exercises to keep their lungs healthy. This has also encouraged them to be responsible towards maintaining good health and a clean environment.

### CLASS V- UNDERSTANDING GEOMETRY THROUGH ART

Geometry offers the most evident connection between Math and Art. Warli Paintings were used to enhance the spatial understanding of Class V students. The students used basic geometric shapes like the circle, the triangle, and lines to create drawings which helped them to visualize more complex shapes and trigger their creativity. Coupled with Art, Math becomes less intimidating and generates more interest.



### CLASS VI- BIOMIMICRY

“Biomimicry” is a phenomenon where nature has rendered inspiration to develop technological designs and models aimed at improving the quality of human life. Students of Class VI used their imaginative prowess to draw designs of products like the hot air balloon mimicking the property of tentacles of jellyfish, submarine design emulating movement of turtles in water, airplane inspired from the design of leaf, and advanced mode of injection imitating the proboscis of mosquitoes.



### CLASS VII- SAVE THE TIGERS

Students of Class VII read the poem 'Blake's Tyger Revisited' and did a comparative analysis between the poem and William Blake's 'The Tyger'. They also made posters illustrating the alarming decline of the tiger population to spread awareness regarding tiger conservation on International Tiger Day.



### CLASS VIII- MOCK PARLIAMENTARY SESSION

Students of class VIII held a mock proceeding of Parliament House, when a bill is converted into a law. Mock Parliament is a simulation of the parliamentary proceedings of the Indian legislature which is based upon the British model. The students got an idea of the working of the government to advocate socio-political changes.



# HIGHLIGHTS OF EVENTS

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives."- Clay P. Bedford



**INAUGURATION OF THE NEW CAMPUS**



**SWARNIM JAYANTI**



**EARTH DAY (PREPRIMARY)**



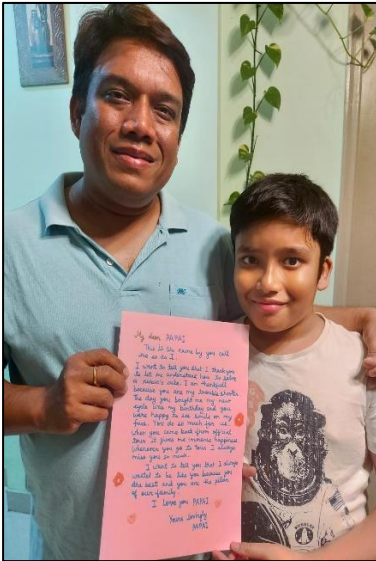
**EID UL FITRE**



**MOTHER'S DAY**



**RABINDRA JAYANTI**



**FATHER'S DAY**



**INTERNATIONAL YOGA DAY**



**SUMMER SOLSTICE DAY**



**INTERNATIONAL MUSIC DAY**



**DOCTORS' DAY**



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**RATH YATRA**



**SING ALONG**



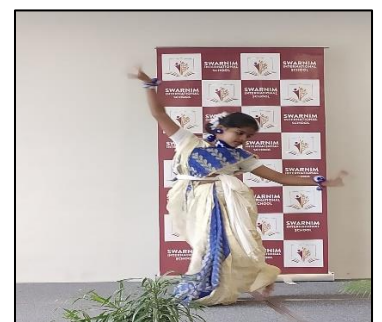
**VISIT TO INDIAN MUSEUM**



**FRUIT WEEK**



**INTERNATIONAL EARTH DAY**



**DANCE COMPETITION**



**RAKSHA BANDHAN**



**INDEPENDENCE DAY**



**TALKING ABOUT SOCIO-EMOTIONAL ISSUES WITH PSYCHOLOGIST PRAGATI JALAN SUREKA**



**JANMASHTAMI**



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**EXHIBITION- MONTAGE**



**COMPOSITE LAB INAUGURATION**

**GRANDPARENTS' DAY**



**GANESH CHATURTHI**



**TEACHERS' DAY**



**SENSE STATION**



**HINDI DIWAS**



**VISHWAKARMA PUJA**



**DURGA PUJA CELEBRATION**

