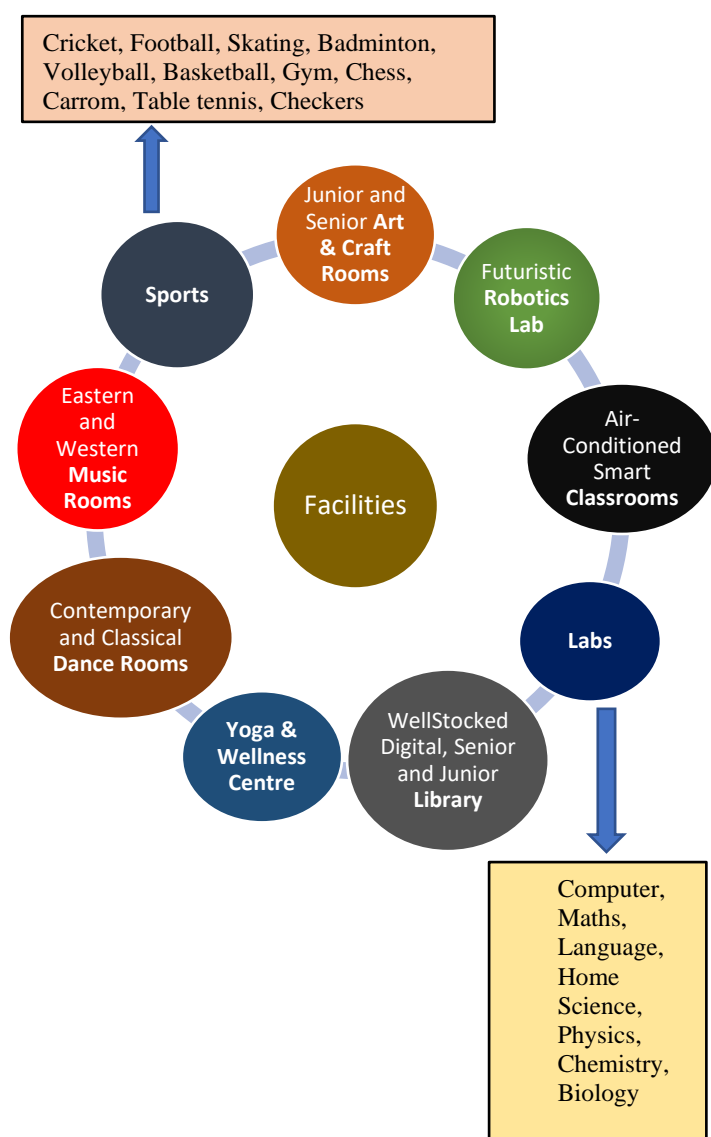




## RESIDENT DIRECTOR'S MESSAGE

Dear Parents,

They say good things come to those who wait. Our children have been waiting for over 18 months to come back to school. So, here's the exciting part – the main campus is almost ready to welcome them with these facilities:



The environment is designed to provide students with a differentiated and enriched learning experience. Educational spaces develop the mind, body and soul. One of the biggest influences on the child's thought process is his/her immediate surroundings. Brain experts say, 'Brain-friendly learning environments strengthen neural connections and aid long-term memory, planning and motivation. To be brain-friendly, they need to be places that are comfortable and aesthetically engaging'. When the environment is conducive, students learn better and retain better. The entire school, including all classrooms, is air-conditioned. The school building has many cut outs which integrate the indoors with the outdoors. A la Shanti Niketan, the natural cross ventilation gives the school an open airy feeling and promotes good health. Post Covid, natural ventilation takes on even more importance. It will not be unusual to find a class happening outdoors to enjoy the natural breeze and view.

**Air-Conditioned Smart Classrooms-** Our Digital Classrooms will assist students in divergent learning strategies like adaptive learning, virtual reality & learning analytics. Each teacher has her own laptop to impart the lessons effectively. The classrooms are air conditioned, spacious and are furnished with ergonomically designed furniture.

**Computer Lab-** Each student will have access to one computer. All the computers are intra-connected through LAN as well as servers to access high speed internet and backup facility. The lab is well equipped with all required updated versions of hardware and software.

**Math Lab-** Many students are paranoid about Math. Handling manipulatives in the Math Lab will help them grasp concepts easily and make mathematics fun-filling and enriching experience. Our Math Lab is spacious and well equipped with all the updated instruments, gadgets and charts. It helps students improvise their mathematical

concepts and skills. Through games and puzzles, students can experiment, and explore patterns and ideas.

**Language Lab-** This is a dedicated space for foreign language learning where students access audio or audio-visual materials. They allow a teacher to listen to and manage student audio, which is delivered to individual students through individual headsets.

**Home science Lab-** Life skills will be taught here. Cooking and cleaning are not gender roles – they are life skills. Also taught in the school curriculum will be handling personal finances, and good food and lifestyle habits.

**Biology, Physics, Chemistry Labs-** Fully equipped BPC labs will provide ample opportunity for students to handle materials, conduct experiments and understand concepts well.

**Robotics Lab-** AI is the future. And to equip our students to handle 21<sup>st</sup> century jobs and challenges, the Robotics lab provides the base for computer programming, artificial intelligence, and engineering design.

**Library-** The wide variety of books helps students gain new knowledge, skills and dispositions for learning and personal development. Readers become leaders with access to more than 2000 books, updated magazines and reference books. Computers in the library motivate pupils to do research work and empower themselves. The well-lit, ventilated and student friendly library has a quiet and dedicated area for silent reading and offers a common area to facilitate group learning and collaboration.

**Yoga and Wellness Centre-** A holistic education should look after the wellness, well-being and academic growth of the child. For wellness, we have the infirmary with a nurse and lift with stretcher space, and handicapped toilets. For well-being, we have daily yoga. For wellness, we have a Happiness Room for the emotional and happiness quotient of the children.

**Senior and Junior Art and Craft Rooms-** Art reflects cultural values, beliefs, and identity and helps to preserve the many different communities that make up our world.

Our school art room is the most creative and colourful room. It is spacious and well equipped with all the modern props. Through creative art, children are able to represent experiences that they cannot verbalize. Art education allows students to express themselves and think outside of the box. They may draw pictures out of proportion, exaggerating things that are important to them. When we value children's creativity, we help them feel valued, raising their self-esteem.

**Classical and Contemporary Performing Arts Rooms-** Dance and Drama form an integral part of our curriculum. The dance curriculum embraces movement, choreography as well as an understanding and appreciation of folk, classical and contemporary dance. These creative spaces resound with strains of folk, jazz and the bols of Kathak and Bharatanatyam. Through dance, students learn teamwork, focus, and improvisational skills. Dance improves flexibility, coordination, balance, range of motion, stamina, muscle tone, strength and posture. It has a wide range of physical and mental benefits.

**Eastern and Western Music Rooms-** Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. Keeping the same in view, we have developed two spacious and well-equipped music rooms. We have all the traditional and modern musical instruments to enhance the skills of students.

**Sports-** Play is the key to physical, mental, intellectual and social well-being of children. The playground has its own impact on children's learning and development. Facilities will be provided in Cricket Net practice, Football, Roller Skating, Badminton, Volleyball, Gym, Athletics, Basketball.

**Indoor Sports-** Indoor activities aim to unleash a child's potential of problem solving, foresightedness, concentration and development of IQ level. Following are the indoor games available in our school: Chess, Carrom, Table tennis, Checkers.

## 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.

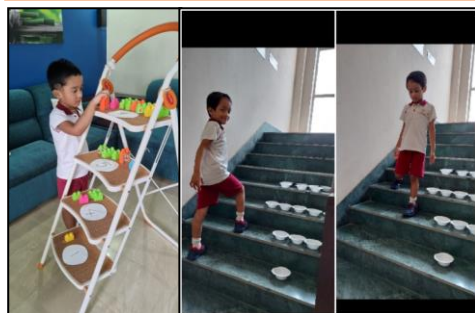


### NURSERY- COUNT ME

The children of Nursery were asked to collect various toys that they had at home along with a few white sheets of paper. When the teacher called out the numbers, the children had to write those numbers on the paper. Then they were asked to arrange that many toys corresponding to the numbers. In this activity they learnt to recognize numbers along with their quantitative values. They also learnt how to count individual objects.

### LKG- INTEGRATION OF SUBJECTS

Language, Mathematics, Environmental Science, Art and Craft were integrated into a single lesson. The children put on their thinking caps to recognize and write the first phonic sound of each object sketched on a sheet. Small pieces of paper were kept with numbers written on them. They had to count, sort, choose and paste the correct number of objects beside the pictures. They also added a dash of colour to the sketch and discussed about those in the class.



### UKG - GOING UP & DOWN

To explain Ascending and Descending order of numbers, the students were asked to use ladders or staircases in their houses. They placed the numbers 1-10 serially or the same number of objects on the stairs. They climbed up and down the stairs from small to big and big to small numbers. Besides drilling in the concept, the activity provided much needed physical movement.

### CLASS I - HOUSES

The children of Class I had a multidisciplinary activity involving English, EVS and Craft. Children were introduced to the topic 'House'. They made different types of houses with the help of waste materials that was available at home. This inculcated the habit of recycling waste materials. Each child spoke about the type of house s/he made. This boosted oral communication skills and made them confident in public speaking.



### Class II- NEARER TO THE NEIGHBOURHOOD!

Neighbourhood plays an important role in satisfying the inquisitiveness and curiosity of children. Class II students surveyed their own neighbourhood and discussed the advantages of various institutions like a bank, a police station, a hospital and a children's park. They also dressed up as their favourite community helpers and explained how they want to serve the community selflessly. They said 'Thank you' to all those who help us to lead a life of comfort with their services.

### CLASS III- FETCH AND IMPROVISE

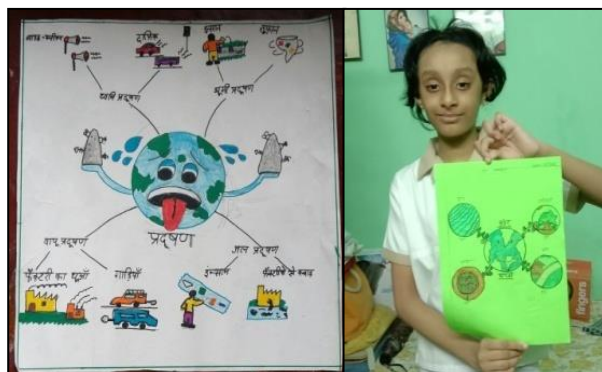
This is a fun rendition of impromptu expression of thought and language, to give students not only an opportunity to reveal their colloquial ability, but also to boost their confidence for public speaking. In their English class, a child had to go and fetch a thing which started with the letter the teacher called out and then speak about it. A jovial activity, which is very reminiscent of a childhood game like 'I Spy' and a recurring school competition, 'Extempore Speech', the objective of the activity is to instill productivity and aplomb alike.





## CURIOUS CLASSROOM GLIMPSES

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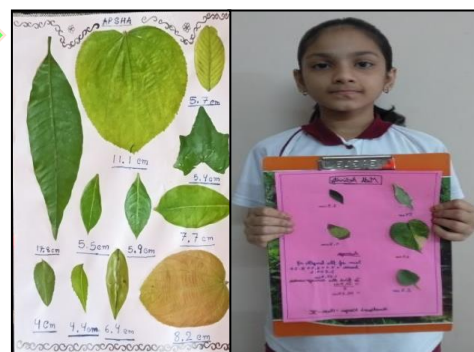


### CLASS IV-MIND MAPPING

Mind mapping is a visual method to represent information and can be used to effectively brainstorm and structure ideas. Mind mapping takes otherwise monotonous information and transforms it into a vivid and unforgettable visual representation of related concepts. Mind mapping works so well because they make memories through connections. Children of Class IV made mind-maps for learning the causes and effects of pollution in their Hindi classes.

### CLASS V- LENGTH & BREADTH

Measurement skills have a variety of uses in everyday life. To connect the children with nature and also to give them an idea of measurement- an activity was designed with leaves to teach children the concept of size and length. Children collected leaves from different plants. They were amazed to see the different shapes and patterns each leaf has. They used scales and rulers to measure the length of each leaf and compare the lengths of the leaves taken from different plants. They also calculated the average length of leaves of a plant.

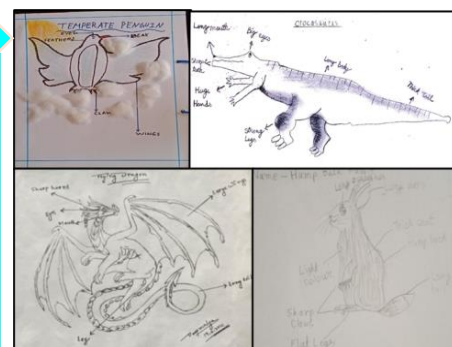


### CLASS VI- DESIGN YOUR OWN COMIC BOOK!

With the blend of images and text, comic books provide a unique context for the students to acquire new language skills. They also help children identify emotions through the images. We made it further interesting by allowing students to design their own comic books in the class. Children read an excerpt from the famous novella "The Canterville Ghost" and created their individual comic strips based on that. This developed their dialogue writing skills, improved their creative representation abilities and helped them graphically express their thoughts.

### CLASS VII- FICTITIOUS ANIMALS

Creating imaginary animals by incorporating various adaptive features suitable for a certain environment can be educational and fun. Student's task was to draw an imaginary animal possessing adaptive features suited to that particular habitat. They drew penguins having large wings in place of flippers, so that they can migrate during winter, a rabbit with adaptive features for a desert, like hump to store fat, long eyelashes to protect the eyes from sand, animals like dragons which had hooked tail to capture prey and horns to defend themselves, to mention a few.



### CLASS VIII- MUSIC MAKERS

Sound can give us peace and make us feel unwell too. It depends on what kind of sound we produce. Is it noise or something that soothes our ears? In the Physics class, students discussed this topic and came to a conclusion that music is the best form of sound which gives tranquility to every being. They decided to make their own musical instruments and name them. By making their own instruments they learnt that all the different instruments produce different sounds and our human ear is equipped enough to differentiate between the various sounds they produce.

## 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



**SWARNIM JAYANTI 2021**



**EARTH DAY**



**WORLD LAUGHTER DAY**



**WORLD HEALTH DAY**



**MOTHER'S DAY**



**RABINDRA JAYANTI**



**EID CELEBRATION**



**INTERNATIONAL DANCE DAY**



**ENGLISH LANGUAGE DAY**



**SING ALONG WITH PARENTS**



**INTERNATIONAL YOGA DAY**



**FATHER'S DAY**



## HIGHLIGHTS OF EVENTS

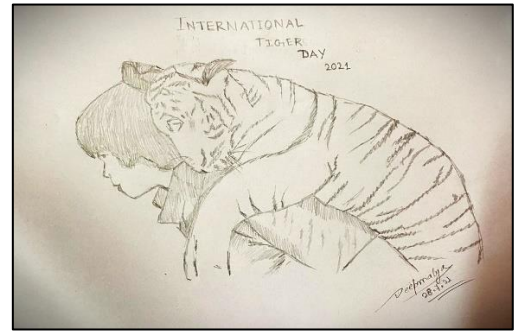
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**DOCTORS' DAY**



**RATH YATRA**



**INTERNATIONAL TIGER DAY**



**JANMASHTAMI**



**RAKSHA BANDHAN**



**INDEPENDENCE DAY**



**ANNUAL DANCE COMPETITION**

**(ONLINE)**



**SENSE STATION**



**GRANDPARENTS' DAY**



**HINDI DIWAS**



**VISHWAKARMA PUJA**



**READING WEEK**



## HEADMISTRESS' MESSAGE

It has been more than 18 months now that children cannot go to schools but have to be contented with instructions delivered online. They are struggling to cope with emotional fatigue and distress. With parents working from home and children attending school from home too, physical and personal spaces are insufficient. The economic meltdown owing to the pandemic has exacerbated the problems of the families. Children have been dissociated from the safety net of the schools which earlier provided protection from their dysfunctional families. Lack of emotional and physical space and stress of online communication throughout the day have left children wanting for compassion, support and a confidante to share their woes and worries.

As a school we must ensure the nurturing of intrapersonal, interpersonal and cognitive development in the online mode too and work towards the development of the social emotional competencies of the child. We want to create a positive classroom and school culture where the child can express and speak freely to friends and teachers. In our quest to make the children feel 'happier' in the shared virtual space, we have introduced a weekly class where children can codify emotions through colors. To provide a window to their unvented emotions, we initiated a color-coded weekly class, named Sunshine Class, for Classes V-VIII. Well-being of the children is the overarching mission of the abovementioned activity.

Colors are used as a simpler, non-verbal means to express themselves and to make the online classrooms more inviting and attractive for children. The expressive qualities of different colors according to different emotions namely happiness, anger, grief, jealousy and fear have been explained to the students. The Sunshine Class is held every Friday, when children wear the colors which reflect their moods. A student can share his/her thoughts with the classmates, with the teacher of his/her choice or with anyone from the school. Students' opinions were taken into consideration to finalize the color scheme for the Sunshine Class. Children wear yellow or orange if they feel happy, black or grey if they feel sad, red if angry, green if jealous and white if they feel dull, instead of their routine school uniform, to the Sunshine Class. This gives the teachers the opportunity to gauge the mood of every child and the class as a whole. Students discuss their stories of joy, sadness or anger with the whole class or a peer or a teacher.

At times, students may choose to speak to other teachers or the Headmistress which is scheduled later. These sessions are strictly confidential. The primary intention of the Sunshine Class is to improve the Emotional Quotient of students by making them identify their feelings and verbalize them, to be a better listener to others' stories and develop empathy.

Several cross-sectional studies have demonstrated an association between subjective well-being and school success. When a child is heard, given an opportunity to express himself without being judged or questioned, he definitely feels better. Moreover, there may be certain issues which a child cannot or does not want to discuss with parents or guardians but can do so with a peer or a teacher. The Sunshine Class aspires to build and nurture positive relationship with peers, overcome conduct problems and display compassionate behavior in school and at home.

Three months after the introduction of the class we asked the children to fill up a feedback form. From the responses we find a consistency in terms of well-being or a 'feel good' factor among the students, which has been corroborated by the teachers as well. Among the many responses the two significant ones which we will deliberate upon are:

- adults often trivialize our concerns but these are considered seriously by our friends
- earlier no one discussed about happy moments, everyone was concerned only when something went wrong. But in the Sunshine Class, happy stories are shared and discussed which makes the classroom a happy place.

As guardians, we must take cognizance of these two very insightful revelations and model our responsive behavior accordingly. We must understand that in their young lives, some incidents, which are apparently very trivial, may be of paramount importance to them. Instead of utter ignorance if we just lend an ear and indulge in a short discussion, give the child the chance to put forth his views, it will work wonders for his confidence, sense of responsibility and reliability on us.

The second point is of paramount importance in regards to children's attention seeking behavior. Temper tantrums of children are largely due to their desperation to be noticed and seek importance from their parents. When they find that doing 'right' or 'being happy' does not achieve this, they resort to doing 'wrong' or being difficult. So, it is important to catch them doing right, praise them for not doing anything undesirable and listen to their happy

stories, because that will reinforce these behaviors. Instead of showing concern only when your child cries, be a part of his life as actively when he smiles. This will lead to a ripple effect of positive behavior and attributes.

Wish you Sunshine Smiles in this festive season!

## SCIENTIA POTENTIA EST: KNOWLEDGE IS POWER

Teachers of Swarnim International School attended various online workshops between April 2021 to September 2021 to empower themselves in order to extend all possible guidance to their students in online classes.

The pre-primary teachers attended workshops and webinars on:

- 👍 'Importance of Early Education and how parents can fill the gaps' by Zarna Doshi.
- 👍 'ECA guideline for remote blended learning' conducted by Suman Sood, Harsha Girish Ramaiya and Sneha Gupta.
- 👍 'Brain Development in Early childhood' organized by CENTA.
- 👍 'Multi-level activity-based learning at foundational stage' conducted by Eleanor Watts, teacher trainer, material writer, author at The Orient BlackSwan.
- 👍 'Health 360: Covid Care 2.0' conducted by Dr. Alok Roy, Chairman of Medica Group of Hospitals, organized by Caring Minds.
- 👍 Webinar conducted by Gitanjali Rao, youngest Scientist and Inventor and organized by Storyteller Bookstore.
- 👍 Experience Series Talk Show- 'Education 4.0' by SamUrja.

Teachers of Classes I to VIII attended webinars on:

- ✈ 'Teaching of Spoken Hindi in Schools' by renowned Hindi scholar Dr. Sharda Bhasin, organized by Orient Blackswan.
- ✈ 'Importance of Communication' between Schools and Parents by CENTA.
- ✈ 'Effective Classroom Management' facilitated by Mr. Mukti Pande, Senior Wing Coordinator at Delhi Public School, Varanasi.
- ✈ 'Data Interpretation' by Ramya Venkataraman, Founder & CEO of CENTA.
- ✈ 'Happy Classroom' facilitated by Mr. Vijay B, a Math teacher at the GT Group of Institutions.
- ✈ 'Competency Based Assessments' to Promote HOTS by Ms. Sneha Lata, senior Computer Teacher at St. Anne's Convent School.
- ✈ Writer's Workshop- 'Enabling Self-Expression for All' organized by IICP, Kolkata

