

From the
Leaders' Desk

Third campus of Focus High School to open at Purani Haveli in June 2020

By Minhaj Arastu, Principal

Since 14 October, 2019 when the Nobel Prize in Economics was declared, I feel like I am sitting in a charged, black cloud. The static charges are crackling and still building up. The moisture is at saturation point, but still soaking. Personally and as an institution, it feels as though years of ideas and experiences are coming together and the cloudburst must happen.

The Nobel Prize winners, Abhijit Banerjee and Esther Duflo pioneered the use of scientific methods to address social problems. In her TED talk, Esther Duflo described the ancient practice of using leeches to cure certain illnesses. In this modern age, we can find out whether leeches actually work by using a method called randomised controlled trials (RCT). Randomly divide a set of patients into two groups. Give one group the leech treatment and do not give it to the other. Then measure the outcomes of both groups.



Abhijit Banerjee and Esther Duflo co-founded the Jameel Poverty Action Lab (J-PAL) at MIT. For several years, they have partnered with Pratham, an organisation committed to improving the quality of education in India. Together, they have conducted randomised controlled trials to find out which school policies help children learn better.

Teaching at the right level, or TaRL, is Pratham's strategy to ensure that primary school children learn the foundational skills of reading and arithmetic. In this approach, they group children of class 3 to 5 according to their actual learning level, not according to their age. Then they use interactive lessons that are suited to the learning level of the children. This approach has had a measurable impact on the learning levels of students and it shows the way forward for schools.

At Focus High School, we have not specifically applied randomised controlled trials. But our orientation is certainly towards finding out what works. And analysing data to help us understand what works best. Thus, last year we conducted a systematic parents' survey. Our teachers began using 'action research' as a way to improve their teaching practices and to document it through our *Fenestra* newsletters.

The Nobel Prize comes as a hot cup of black coffee early in the morning, invigorating us to strive on and giving a new dose of zeal.

Two of our governing board's evidence and need based programmes will merge with Focus HS in the next academic year to give birth to our third campus at Purani Haveli. In the spirit of Abhijit Banerjee and Esther Duflo's J-PAL, we took steps and then watched the outcomes closely. Here is a look at the two programmes and how they will shape the new campus of our school.

Tibyan Institute, Yaqutpura

In 2012, our governing board started an institute in Yaqutpura to guide and support students. The Tibyan Institute is lead by Alamdar Ali and Humayun Abedi. Both pulled themselves up from humble beginnings in Yaqutpura to complete degrees in engineering from Chaitanya Bharathi Institute of Technology and Vasavi

College of Engineering, respectively. They left promising careers in Infosys and Modi Builders to dedicate themselves to the cause of high quality education in the old city.

Alamdar and Humayun teach students after school to ensure they have sound foundational understanding of Math, English and Science. They arrange career guidance, motivation lectures, and spiritual programmes to help youth see the bigger picture. Through picnics and award schemes, they have developed a sense of camaraderie and joy in learning. And, significantly, Tibyan Institute supports parents in accessing government welfare benefits, including almost Rs. 8,00,000 in minority scholarships. We are grateful that they joined us at Focus HS as teachers and administrators since July 2019.

Focus Bridge School at Darul Yathama, Noor Khan Bazar

The other evidence and need based programme that feeds into our vision for the third campus is the Focus Bridge School, which we operated at Darul Yatama to serve 35 children under the leadership of Asma Zaidi. Asma's interventions at the Bridge School focused on building trust and emotional bonds. She and the other teachers adapted Montessori techniques to help children inquire into their universe in meaningful ways. In fact, she is a highly skilled Montessori principal and teacher educator who also chose to work in the old city, leaving behind her previous post at Shriram Montessori House of Children. The Bridge School students were taken on an exposure visit to the airport, introduced to a scuba diver, and mentored at the Arshad Ayub Cricket Academy. Occupational therapy and organic farming were other strategies used to tackle the vexing issues faced by the children.

In many ways, these programmes have been our own 'Focus Education Action Labs'. And on the basis of our observation about what works best, we are setting up our Purani Haveli Campus in the following way. The

primary classes will follow inquiry methodology, inspired by Montessori and IB PYP. The higher classes will follow the general pattern of SSC, but with a much greater emphasis on life skills, work skills, remediation, and counselling. Children of the school will write the SSC public examinations, but there will be support for more flexible options such as open schooling as well.



Our intention is to make the school as accessible as possible by keeping a fee structure that is much less than the other two campuses. While maintaining all the hallmarks of quality that we have at the Darushifa and Noor Khan Bazar campuses, we will be able to reduce costs by not affiliating to the IB.

In the coming years, I am eager to build on our own institutional experiences and the research conducted by organisations such as J-PAL and Pratham. We invite you to visit our new campus very soon.

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Understanding Our Children

- by Mohd Ghouse Ahmed, Vice Principal

Children are the gift of God. They are the backbone of our families. Today's children are tomorrow's responsible citizens. The intellectual and physical growth of children depends on the environment in which they grow and get nurtured.

Since all growth ecosystems are not the same, children born in different ecosystems will develop different capabilities. Depending on the ecosystems (surroundings) they acquire characteristics prevailing at that time, for which they are not directly responsible. An American child may speak fluent English and child of Telangana may be good at speaking fluent Telugu, as it is their mother tongue, which means geography and elements of nature play a pivotal role in the growth of the children. So blaming a child for not speaking fluent English might not be correct.

In the same context, if a plant is deprived of proper nutrition (including atmosphere) at the time of its growth, then it cannot bear the expected fruit. The fruits born on such plants may have a lot of deficiencies, which can only be corrected in the next generation. But, luckily for humans, we can help such children by understanding their problems and difficulties. **WE MUST STOP BLAMING CHILDREN FOR THEIR SHORTCOMINGS.**

The next logical question is, 'How should we solve children's problems?'. The answer lies partly in nature and partly with us. We blame a child as slow learner, not

good at academics, problematic child etc. Fortunately enough, if we closely analyze the environment and elements of growth, we get our answer. A child may be very good at Math, but he may not perform well at sports because of the factors prevailing at the time of growth that supported his intellectual growth and not the physical strengths. So, we should never blame the child. But instead help him by understanding his problems, concerns, difficulties, fears, etc. In this way, we will definitely pave the way for a bright future of children.

Let's first, create a friendly atmosphere for a child in which he/she is permitted to speak their heart's content. Then, as adults, we can explain to them in the most polite terms, the pros and cons of a situation. This will help the child in choosing the right path. In the long run, this will help them to excel in life. Finally, remember that all children are not born to become doctors or engineers. We need farmers, architects, designers, pharmacists, soldiers, etc too. Do help children to prosper in life by supporting and believing in them.

Regular and rigorous counseling will help the child to overcome problems, face the world and meet the expectations. Parents are the first and the greatest counselors followed by teachers. We, as parents and teachers, must provide support and guidance to our children for a bright future and help them in becoming better citizens of the world.

Effective Reading Strategies

-by Zainab Taiyebi, HS Coordinator

Students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be able to appreciate the relevance of what they have learned, than students who passively receive what we teach them. As teachers, therefore, we are presented with a huge challenge, which is how to encourage and enable our students to engage in the learning process.

The challenge is to encourage our students to actively engage in the learning process, which helps develop their ideas, critical thinking, and problem-solving abilities. The key question is, 'How do we do it?' How do we invite our students into the process of learning, so

that they assume responsibility for their own learning, and adopt a much more self-conscious approach to '*how they learn*' as well as '*what they learn*'?

Based on this, I followed the steps given below to ensure student's engagement in reading and learning, especially with class 10.

- **Selecting text - choose a text to read in detail:** Appropriate selection of text is important. Read thoroughly.
- **Underlining and highlighting - to pick out important words and phrases:** Highlight these in your own copy of texts or photocopies, never on borrowed texts.

- **Keywords - to record the main headings as you read:** Use one or two keywords for each main point. Keywords can be used when you don't want to mark the text.
- **Questions - to encourage an active approach while reading:** Record questions as you read. They can also be used as prompts for follow up work.
- **Summarise - to check for understanding of what you have read:** Pause after a section of text and put

what you have read in your own words. Check the accuracy of your summary, filling in any significant gaps.

These techniques encourage an active engagement with the text as well as provides a useful record of what has been read. Avoid passively reading large amounts of text. It is not an effective use of time. Always use note-taking techniques to increase concentration and understanding.

Teachers in
ACTION

Developing and Strengthening Number Sense in Middle School Children Through Remediation Program.



Any poet, even the most allergic to mathematics, has to count up to twelve in order to compose an alexandrine.
- Raymond Queneau

The above lines are directly copied from the opening page of the bestseller "The Number Sense" by celebrated cognitive neuroscientist and author Stanislas Dehaene, who is also an authority on brain imaging to study language processing. His work on learning difficulties, especially Dyslexia and Dyscalculia and its neural basis, has always fascinated me.

In his book The Number Sense, Stanislas mentions that even a five-month-old baby has a fairly developed number sense. But what is number sense? Here is a classic definition: It can refer to "an intuitive understanding of numbers, their magnitude, relationships, and how they are affected by operations". If the above definition is too technical, then here is a simpler version: Number sense is a group of skills that allow kids to work with numbers. It includes skills like understanding quantities:

- Grasping concepts like more and less, and larger and smaller. Recognizing relationships between single items and groups of items (seven means one group of seven items).
- Understanding symbols that represent quantities (7 means the same thing as seven).

by **Syed Murthuza Hussaini**, Counsellor and HOD

- Making number comparisons (12 is greater than 10, and four is half of eight). Understanding the order of numbers in a list: 1st, 2nd, 3rd, etc.

Some children have highly developed number sense, while others may have weak or underdeveloped ones. While the former achieves high grades, the latter struggles throughout life if early intervention is not provided. However, the number sense is a part of our cognitive flexibility. It can be improved with proper guidance and practice.

Children with a weak number sense fail to grasp the mathematical concepts, which in lower grades may go unnoticed, but as they move up to higher grades, their lack of mathematical understanding manifests, and the result will be a frightened, demotivated and confused child, the brand ambassador of Dyscalculia.

Identification of remedial cases for Math at Focus High School.

At Focus High School, we look for signs in the children who find Math difficult. Some children may be doing well in most of the concepts but struggle with a particular operation. These children are not who we are looking for because they will master the operation once an alternate and easy method is taught to them. We look for the reluctant students who prefer the last benches in Math class, who always get sick in Math class, who are mostly absent when it's time to submit Math homework or projects, the terrified children who palpitate when they hear the word MATH. Generally, our Math teacher Ms. Adiba identifies and prepares a list of students who may need remediation in Math and forwards it to the SEN (special educational needs) department.

Assessment of the remedial cases

A formal assessment is done to identify the strengths and weaknesses of the children. Many a time we find children struggle even with the four basic operations (addition, subtraction, multiplication, and division), starting with minor mistakes in addition to severe ones in the division. What I find interesting is that, when I present a problem to be solved in a traditional way, some children seem to be clueless. But the moment I ask the same thing verbally, associating it with real-life objects and concepts, they get it right. This shows, what children actually lack is the failure to associate the figures on paper to real-life instances. For example, if we ask a child to solve $20/4$, he may be hesitant. But if we ask the same child to distribute 20 chocolates among 4 friends, he easily answers 5. Here is a child who couldn't solve a basic mathematical operation on pen and paper, but does the same concept mentally in a matter of seconds.

Remediation program

Once the children referred for mathematical remediation are assessed through formal and informal testing, a batch is readied with 8 to 10 students. This batch will have children with varying degrees of issues with mathematical concepts, however, remediation is started with the most basic concepts like place values, number names, addition and subtraction. Once the children master the basic concepts, they are introduced to complex operations, like multiplication, division,

fractions and so on. Utmost care is taken to ensure that children never learn any concept by rote. Each function, even the mathematical table, is first explained (that tables are repeated additions of the same number). Then they are asked to memorize it. When the children understand that Math is used consciously and unconsciously in their daily lives, they get less hesitant.

When they understand that distributing a handful of sweets equally within friends is division, and sharing a single pizza with a bunch of friends is also division, that results in each slice as a fraction; when they see that a shopping trip to local grocery store with a list of groceries to be purchased ends up in addition and subtraction, then they give a knowing smile. And a smile in a Math class is the first indicator of progress.

As always, I am sharing a wonderful resource here, it's a PDF version of Stanislas Dehaene's "The Number Sense" which is available online:

<http://cognitionandculture.net/wp-content/uploads/the-number-sense-how-the-mind-creates-mathematics.pdf>

References:

https://en.wikipedia.org/wiki/Number_sense#cite_note-1
<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/math-issues/number-sense-what-you-need-to-know>

असंभव कुछ नहीं

By Rohini Srivastav, Hindi Teacher and HOD

अगर स्वयं पर भरोसा है तो दुनिया में सब कुछ संभव है

इस संसार में सबसे अधिक होशियार प्राणी मनुष्य ही है। यदि मनुष्य चाहे तो असंभव को भी संभव बना सकता है। क्योंकि मनुष्य के अंदर ईश्वर ने कुछ ऐसी शक्तियाँ दी हैं जिनका उपयोग करके कोई भी व्यक्ति जीवन में सफलता प्राप्त कर सकता है।

ऐसे कुछ छात्र हैं जो निराश हो जाते हैं और कार्य को नहीं कर सकते तथा जल्दी ही हताश हो जाते हैं जैसे छात्रों को सही मार्गदर्शन देकर उनमें आत्मविश्वास जगा कर उन्हें अपने कार्य के प्रति योग्यता की प्रेरणा जगाई। जैसे: छात्रों के लिए एम. वाई. पी शिक्षा की योग्यता छात्रों में नहीं थी और छात्र उसे बहुत कठिन समझकर वे निराश हो चुके थे। उन्हें शिक्षा के प्रति जागृत कराया गया। तथा उनमें आत्मविश्वास दिला कर सरल भाषा में उन्हें एम. वाई. पी की शिक्षा के प्रति प्रेरित किया गया। इस से छात्र असंभव को संभव समझकर कार्य के प्रति उत्सुकता दिखाने लगे। और ऐसे छात्र भी हैं जो कक्षा में सभी के सामने आकर वार्तालाप करने से भयभीत हो जाते थे उन्हें अध्यापक द्वारा प्रेरित कर दो-दो छात्रों को जोड़ी में बुलाकर एक छात्र को पढ़ने का कार्य तथा दूसरे छात्र को पाठ समझाने का कार्य दिया जाता था। इससे सभी पढ़ने वाले तथा औसत वाले छात्र भी उत्साहित हो, हर कार्य में भाग लेने लगे और हर कार्य भी समय पर करने लगे।

असंभव को संभव बनाने वाले ५ नियम:-

- हमेशा बड़ी सोंच सोचों।
- हमेशा बड़ा लक्ष्य बनाए।
- एक अच्छी योजना बनाए।
- आकर्षण के नियम का प्रयोग करें।
- अपने आत्मविश्वास को बढ़ाते रहें।



छात्रों में हिन्दी भाषा का विकास

by Saba Fatima, Hindi Teacher

हिन्दी भारतीय गणराज्य की राज्यकीय और मध्यभारतीय "आर्य भाषा" है।

यह भाषा विश्व की लगभग ३००० हजार भाषाओं में से एक है।।

बालक ईश्वर की सर्वोत्तम कृति है उसके विकास के लिए घर में माता-पिता विद्यालय में शिक्षक छात्रों को सही मार्ग दर्शन करना अपना कर्तव्य समझते हैं।

सभी छात्र अपने निवास स्थान(गृह) में तो उर्दू तथा हिन्दी भाषा का उपयोग करते हैं परन्तु पाठशाला में शिक्षक छात्रों को सही भाषा का प्रयोग करना तथा सही पठन तथा लेखन क्रिया का उपयोग किस तरह करना समझाया जाता है।

एम. वाई पी. में छात्रों को कुछ कार्य दिया जाता है जो उन्हें स्वयं द्वारा करना पड़ता है कुछ छात्र आसानी से कर सकते हैं और कुछ छात्र हिन्दी भाषा का प्रयोग नहीं कर सकते ऐसे छात्रों को शिक्षक शब्दकोश तथा उस शब्द का अर्थ बताकर उन्हें उस कार्य के प्रति प्रेरित कर उसे पूर्णरूप से कराया *

छात्रों को एम.वाइ.पी. द्वारा उन्हें कक्षा में कुछ चित्रपट दिखाया गया जिन्हें अपने विचार व्यक्त करने में मुश्किल होती थी उन्हें शिक्षक ने चित्रपट के द्वारा आसानी से समझ कर अपने विचार किस प्रकार व्यक्त करना बताया गया है।

शिक्षक द्वारा छात्रों को जोड़ियों में बिठकर उनके कार्य कौशल के लिए उन्हें कुछ कार्य दिया जाता है, उसे छात्र आपस में वार्तालाप करके शिक्षक की सहायता से सरलता से करते हैं।

शिक्षक और सड़क दोनों एक जैसे होते हैं, खुद जहाँ है वही पर रहते हैं मगर दूसरे को उनकी मंज़िल तक पहुँचा ही देते हैं।



భాషావగాహన

- by Kavitha Akula, Telugu Teacher and HOD



తెలంగాణ ప్రభుత్వం పాఠశాల స్థాయిలో తెలుగును తప్పనిసరిగా చదవాలని ప్రవేశపెట్టింది. విద్యార్థులు తెలుగు నేర్చుకోవడానికి ముఖ్యంగా లిఖిత, పఠన సమస్యలను ఎదుర్కొంటారు. అక్షరాల మధ్య తేడాలను గుర్తించకపోవడం, గుణింతాలను సరిగా రాయకపోవడం, ఒత్తులను మార్చి రాయడం వంటి దోషాలను చేస్తూ ఉంటారు.

ఉదాహరణకు: - ఓ-బ మ-య వ-స వ-స వంటి అక్షరాలను తరచుగా రాయడంలో మరియు పలకడంలో తప్పులు చేస్తూ ఉంటారు. గుణింతాలలో ఘ, ఝ, మ, య అక్షరాల గుణింతాలను తప్పుగా రాస్తుంటారు. ఇక మ, య (మ్య, య్య) ఒత్తుల దగ్గర తిక్కమక పడతారు. విద్యార్థులు ఎక్కడ తప్పు చేస్తున్నారో గుర్తించి ఆ విద్యార్థి అవగాహనా స్థాయిని బట్టి విద్యాబోధన సక్రమంగా నిర్వర్తించాలి. ఇందుకోసం మేము మా పాఠశాలలో విద్యార్థులను రెండు జట్టుగా విభజించి విద్యను బోధిస్తాము. మొదటిజట్టులోని విద్యార్థులు ఏకసంతాగ్రాహి విద్యార్థులు. వీరు చాల తొందరగా నేర్చుకుంటారు. రెండవ జట్టులోని విద్యార్థులు సాధన చేయగా నేర్చుకుంటారు. మొదటిజట్టు విద్యార్థులకు ఉపాధ్యాయులు సహకరిస్తారు. రెండవ జట్టు విద్యార్థులకు ఉపాధ్యాయులతో పాటు మొదటిజట్టు విద్యార్థులు కూడా సహకరిస్తారు. దీనితో విద్యార్థులలో సాధారణంగా ఉండే భయం, సిగ్గు తొలగి భాషావగాహనపై శ్రద్ధ చూపుతారు.

విద్యార్థులు తరగతి గదిలో స్వతహాగా తమ అభిప్రాయాలను వెల్లడించడానికి పూర్తి సహాయ సహకారాలను అందజేస్తాము. దీనికొరకు ప్రతిరోజు తరగతి గదిలో ఉక్తలేఖనాన్ని రాయించడం, ఏదైనా ఒక పదాన్ని ఇచ్చి దానిపై తమ అభిప్రాయాలను సొంతమాటల్లో చెప్పమనడం వంటివి చేస్తాము. దీనితో విద్యార్థులలో ఉన్న బిడియం దూరమౌతుంది. తరగతిలో అందరూ పాల్గొనే విధంగా ఒక సన్నివేశాన్ని ఇచ్చి దానిపై జట్టుగ రూపొందించి నాటకాన్ని వేయిస్తాము.

పదాల అర్థాలకు నిఘంటువులను అందజేస్తాము. నిఘంటువు సహాయంతో వివిధ పదాల అర్థాలతో పాటు ఉచ్చరణను కూడా తెలుసుకుంటారు. వారానికి ఒకరోజు తరగతి గదిలో తెలుగు వార్తా పత్రికను చదివిస్తుంటాం. ఇంట్లో చదువుకోవడానికి వీలుగా ఇంటర్నెట్ ని ఉపయోగించి కొన్ని వీడియోలను పంపిస్తుంటాం. పద్యాలను చదివించి అవి గుర్తుండేవిధంగా పద్యపఠన పోటీలను నిర్వహిస్తాం. మా పాఠశాల విద్యార్థులే కాకుండా ఇతర పాఠశాల విద్యార్థులు కూడా పాల్గొనే విధంగా పోటీలను నిర్వహిస్తాం. దీనితో విద్యార్థులలో పోటీ తత్వం పెరిగి అవగాహనా - సామర్థ్యాలను పెంచుకుంటారు. విద్యాభ్యాసన పై ఎక్కువ మక్కువ చూపుతారు.

విద్య శోధన లక్ష్యాలు

by Rudranki Prathyusha, Telugu Teacher



క్రింది స్థాయి నుండి అంతర్జాతీయ స్థాయిలో విద్యను అందించాలి, అనే ఆలోచనతో మా పాఠశాలలో మాధ్యమిక సంవత్సర కార్యక్రమం [MYP] అనే విద్యానాన్ని పాఠిస్తున్నాము. ఉపాధ్యాయులుగా విద్యను పిల్లలకు అందించడంలో కొంత మార్పు తీసుకురావాలి, అనే ఉద్దేశ్యంతో ఈ నిర్ణయాన్ని తీసుకున్నాము. అకాడమిక్ పరంగా చూస్తే పుస్తకాలలో ఏది ఉంటే అదే సరి అయినది అని అనుకోవడం ఎంత మాత్రం సరికాదు, ఆ ఉద్దేశ్యం మరాలి. జ్ఞానం అనేది ప్రచురించిన పుస్తకాల నుండి మాత్రమే రాదు, జ్ఞానం అనేది వివిధ వర్గాల నుండి లభిస్తుంది. అది వివిధ రకాల వ్యక్తులతో సంభాషించడం వలన కూడ లభించవచ్చు, లేదా ఆన్ లైన్ లో వెతకడం వలన, లేదా పుస్తకాల నుండి తెలుసుకోవచ్చు. ఒకరు చెప్పింది మాత్రమే కాకుండా పిల్లవాడు ఏమి అనుకుంటున్నాడో వ్యక్తిగతంగా తన మెదడులో ఏ ఆలోచన నడుస్తుందో ఆ ఆలోచన పరిమాణమును అభివృద్ధి పరచడమే ఈ మాధ్యమిక సంవత్సర కార్యక్రమం [MYP] ఉద్దేశ్యం.

MYP అనేది ఏదైన విషయాన్ని ఈ విధంగా చెప్పాలి, ఈ మెటిరియల్ని మాత్రమే వాడుకోలేక తీసుకురావాలి, అని చెప్పలేదు. మీరు ఏ విషయాన్ని అయితే చెప్పడంలకు కున్నారో ఆ విషయాన్ని లోతుగా పరిశీలన [INQUIRER] జరిపి దాన్ని అన్ని కోణాల నుండి వర్గీకరించేలా ఉండాలి. అయితే అందులో నిజం [FACT] ఉండాలి, అది నీ వరకు నీ దృష్టిలో ఏ విధంగా ఉందో నీ ఆలోచన రూపంలో దాన్ని బయట పెట్టాలి. విద్యార్థిని ఏదైన విషయాన్ని స్థానికంగా మాత్రమే కాకుండా ప్రపంచ స్థాయిలో ప్రాముఖ్యత కలిగిన సమస్యలతో, ఆలోచనలతో, విద్యార్థి తన పరిజ్ఞానాన్ని వెలికితీస్తాడు.

ఒక విషయాన్ని శోధన చేసేప్పుడు సంక్లిష్ట సమస్యల పై విశ్లేషణ జరిపేటప్పుడు, భాద్యతాయుతంగా, సృజనాత్మకతంగా ఆలోచన నైపుణ్యాలను ఉపయోగిస్తారు. మా పాఠశాలలో ఒక విషయాన్ని, ఒక భాషలో కాకుండా ఎక్కువ భాషలలో మరియు అనేక విధాలుగా వివరిస్తాము.

ఉదాహరణ: విషయాన్ని గురించి వివరణ ఇచ్చే ముందే విద్యార్థుల నుండి వారి ఆలోచనలను బయటకి వెలికితీస్తాము. ఒక్కొక్కరుగ వారి ఆలోచనలను చెబుతారు, ఆ తరువాత మేము వారికి ఇచ్చే సందేశానికి సంబంధించి ముందుగా కొన్ని కీలక పదాలు ఇచ్చి వాటికి ఆంగ్లంలో పదాలను కనుకొమ్మని చెబుతాము. ఆ తరువాత ఆ పదాలను బేస్ గా చేసుకోని వాటి మీద సాధన జరుపుతాము. ఈ సాధన జరిపే విధానంలో విద్యార్థులను గ్రూపుల వారిగా విభజించి ఒక్కొక్క గ్రూపులో ఒక మెరుగైన విద్యార్థిని మరియు ఒక మాధ్యమిక విద్యార్థిని మరియు కలిపి ఉంచుతాము ఇలా ఉంచిన తరువాత ఒక్కొక్క గ్రూపుకి పనిని అందిస్తాము. ఈ విధంగా మేము మా పాఠశాలలో విద్యను అంధిస్తున్నాము, ఈ ప్రయాణంలో మేము కొంత వరకు విజయాన్ని సాధించగలిగాము.

అంతర్జాతీయ స్థాయిలో తెలుగు భాష

Md. Saber, Telugu Teacher

విద్యార్థులకు తెలుగు భాషను నేర్పించడానికి ప్రభుత్వం ప్రథమ భాష లేదా ద్వితీయ భాషగా పాఠశాలలో ప్రవేశపెట్టాలని తీర్మానించింది. ఈ సంవత్సరం మా పాఠశాలలో MYP ని ప్రారంభించారు. కనుక మేము 6 వ తరగతి నుండి 8వ తరగతి వరకు విద్యార్థులకు MYP ప్రకారంగా తెలుగు నేర్పిస్తున్నాము. MYP (Middle year program) అనగా ఇది ప్రపంచ వ్యాప్తంగా విస్తరించిన International Baccalaureate లోని భాగం. IB లో మొత్తం 3 భాగాలు ఉన్నాయి 1) PYP 2) MYP 3) DP

మన తెలంగాణ రాష్ట్రంలో ప్రభుత్వం అన్ని పాఠశాలలో 6 వ తరగతి నుండి 10వ తరగతి వరకు తెలుగు భాషను నేర్పించడానికి కొన్ని ప్రత్యేక పాఠ్యశాలను నిర్ణయించింది. కాని మేము మా పాఠశాలలో ప్రభుత్వం ప్రచురించిన పాఠ్య పుస్తకాలను ఉపయోగించడం లేదు. మేము తెలుగు భాషను అంతర్జాతీయ భాషలతో సమానంగా గుర్తింపు కోసం పాఠ్య ప్రణాళికలను తయారు చేస్తున్నాము. ఇందులో ముఖ్యంగా మేము కొన్ని పాఠ్యశాలను ఎంపిక చేసుకుంటున్నాం, ఎంపిక చేసుకున్న పాఠ్యశాలని రాష్ట్ర, జాతీయ మరియు అంతర్జాతీయంగా ఉన్న సంబంధాలతో వివరిస్తున్నాము. మేము ఎంపిక చేసుకున్న పాఠ్యశాలలో తెలుగు భాషను విద్యార్థులు స్వతహాగా మరియు స్వతంత్రంగా నేర్చుకుంటున్నారు. ఎలాగంటే మేము ఇచ్చిన పాఠ్యశాలను విద్యార్థి తనకు తెలిసిన విషయాన్ని సేకరించడం సేకరించిన విషయం మీద చర్చించడం.

ఉదాహరణగా కుటుంబం పాఠ్యభాగంను ఎంపిక చేశాం దీని యందు విద్యార్థులు తమ తమ కుటుంబ సభ్యుల గురించి తెలుసుకున్నారు. అలాగే విద్యార్థులు అమ్మ గారి బంధువులు, నాన్న గారి బంధువుల గురించి సమాచారం సేకరించారు. రెండు వైపుల గల బంధుత్వాన్ని గుర్తించారు. తమ తల్లిదండ్రుల, తాతల చరిత్ర మరియు సాధించిన విషయాల గురించి తెలుసుకున్నారు.

మరియు తరగతి గదిలో విద్యార్థులు ఒకరితో ఒకరు చర్చించుకున్నారు. ఒక్కొక్కరుగా వచ్చి తమ కుటుంబ సంఘటనలను, అభిప్రాయాల గురించి తెల్పారు. ఇక్కడ తెలుగు భాషను నేర్చుకోవడంతోపాటు విద్యార్థులలో కుటుంబం ప్రాధాన్యతను మరియు విలువలను నేర్చుకున్నారు. వీటన్నింటిని విద్యార్థులు సాధించడానికి మేము వారికి ఇంటర్ నెట్, నిఘంటువు మరియు కీలకపదాల ద్వారా సహకరిస్తున్నాము. ఈ విధంగా మా పాఠశాలలో తెలుగు భాష అవగాహనను సాధిస్తున్నాము.



Academic Honesty

by **Shaher Bano**, English Teacher

Academic Honesty and Academic Integrity are the elementary ideas that form the core of what it means to 'be academic'. The word "Academic" means relating to education that places emphasis on studying and reasoning. "Academic Honesty" refers to students doing their own work and not indulging in cheating or malpractices. "Academic Integrity" implies refraining from plagiarism. Giving credit wherever it is due. Academic honesty and academic integrity are the fundamental values which every learner must aspire to possess.

Why is it important for students?

Academic honesty and integrity are essential as it indicates that a person is honest and trustworthy. It becomes all the more imperative for students to have academic honesty and integrity as it reflects their character and credibility.

Furthermore, they are the quintessential characteristics of a successful leader. These individuals climb the ladder of success by being honest, fair, and trustworthy.

How do I maintain Academic Honesty and Academic Integrity?

Here are a few pointers:

- Be honest, fair, truthful and responsible.
- Learn to refer and cite resources that you have used.
- Paraphrase as much as possible.

How I implemented Academic Honesty and Academic Integrity in the classroom

While checking FA project and reflection, I found that many students copied directly from the internet and newspaper articles. I marked their work for plagiarism and asked them to re-do it. I made the students understand that while writing reflection, they need to paraphrase and write the article in their own words and put their own thoughts on paper rather than systematically lifting sentences directly from the article.



Finally, having academic honesty and integrity gives you immense satisfaction in knowing that you have been true to your own self. In the long run, integrity can reduce a lot of unnecessary stress in your life, making you happier, healthier, and more productive.

Classroom Management

by **Zubaida Begum**, English Intern

Classroom management is very challenging for teachers, especially for someone who is new. When I was new to this profession, it was difficult for me to manage discipline. But fortunately, I got a chance to attend the IB Inquiry workshop. This helped me to grow as a teacher.



Some of the classroom management techniques that I learned and implemented in my class are:

- Welcome every student warmly before they enter the classroom. This sets a positive tone, to begin with.
- Always speak politely with students.
- Motivate students by praising them.
- Move around in the classroom.
- Keep eye contact with the students.

Use essential agreements during the class activity like *raise your hands, care about your friends, etc.*

Now I'm able to manage my class better with the help of these techniques.

Problems Faced by Students during Math Exam

by Sajid Naqvi, Math Teacher and HOD

Math is a subject which requires regular practice. It is needed because the subject deals with procedures. These procedures are fixed and a little deviation from the same results in a wrong answer.

For example $(-2) + (-3) = (-5)$ and any other answer other than the given one is considered to be wrong, even the sign cannot be otherwise. During examinations due to anxiety and lack of practice, the students end up making a mistake either in the procedure or calculations.

The common causes for errors during exams are:

1. Forgetting a formula.
2. Forgetting how to perform steps in an order.
3. Calculation errors.
4. Spending too much time on one problem.
5. Trying to do all the problems in the same order as that of question paper.
6. Copying a question wrong.
7. Not reading the question properly or completely.
8. In multiple choice questions – guessing the answer without solving it.

Due to all or some of these reasons the students are not performing satisfactorily in the examination.

Suggestions to overcome these difficulties:

1. Practice, practice and more practice.
2. Learn the formulae by writing it down repeatedly in order to avoid mistakes in it.
3. Read the question paper thoroughly.
4. Avoid making simple calculation errors.
5. Recheck the paper again at the end.
6. Solve MCQs.

Here is a sample of reflection written by a student of HS after a test was conducted. It clearly shows that students avoid 'practice' and expect miracles to happen in the examinations. We all know 'MIRACLES' won't happen unless it is a divine necessity.

Class 9. I have done mistakes in my slip test. I got 12 1/2 marks from 20. I was over confident and not doing practice at home. I was not preparing at home. now I feel extremely sorry. now I will prepare my best at ever slip test. I have done my worksheet but I resolve the wrong one not in the worksheet. I have understood all the chap for but I was not preparing for the test. I was just playing. I have done error in my slip test before. reading question I was writing my answer. In sec factors I have not 40 only and for median I have done wrong formula. I also did mistakes in addition and done mistakes in missing frequency and wrote wrong names for the graph. I have done CIP to make which comes in median. I will prepare well in my next test and never do over confident. I will over come by doing preparation of all chapters learned and do practice every ~~week~~ day two-three hours. Inshallah or one hour.

Common Mistakes in Math Exam

by Syed Murtuza Hussain, Math Teacher

Mistakes due to Carelessness:

Careless mistakes occur simply because they are not paying attention, or are working too fast. Some examples might be:

- Copying the problem wrong
- Writing a wrong number
- Dropping a negative sign
- Sloppy handwriting
- Not following the directions
- Typing it wrong into their calculator
- Lack of practice/preparation
- Unable to manage time
- Unwillingness and others.

Mistakes due to Computational Errors:

In this type of mistake, students incorrectly add, subtract, multiply or divide. Making one computational mistake in a multi-step problem means the rest of their work will be wrong and therefore the final solution will also be wrong.

As a teacher, I always emphasize that students write all the procedural steps, because if they use the correct procedure, it shows that they understood the concept, then computational errors hardly matter. Yes, that

means the "whole problem" is wrong, but the final solution is not as important as understanding the concept and the process.

Mistakes due to Conceptual Errors:

In this type of mistake, students have misunderstood the underlying concepts or used incorrect logic. This is the most difficult type of error to identify. It is also the most difficult type of mistake for students to recognize, but it is most important to catch and correct.

When students make mistakes in concepts, there is a high possibility that all the Math computations are correct. If they've misunderstood a concept and thus used an incorrect method to solve, they can work out each step meticulously and correctly but still get the wrong answer.

For example: Sakina and her friends have a bag of candy with 32 pieces of candies. They decide to share the bag equally. If they each get 8 pieces, how many friends are there altogether?

If a student solves this by multiplying 8×32 , it shows that they did not actually understand the problem or the concept of division, even if they work out 8×32 correctly.

Why students commit mistakes in class/exam?

The reasons for committing mistakes are as follows:

- Lack of Procedural knowledge
- Lack of Understanding
- Carelessness
- Computational errors
- Conceptual Misunderstanding
- Forgetfulness,

Type of Problems & Common Errors:

Problem Number & Process	Problems	Common Errors Made
1. Addition & Subtraction (1 st no. from 2 nd no.)	a. 0.00321, 9.32, 7.6001 and 139.010109 b. $13\frac{2}{5}$, $9\frac{1}{9}$ and $7/30$ c. 5 yards, 2 feet and 7 inches d. 3.52 kilometers, 123.4 meter, 33.5 centimeter (express result in meters)	1. Wrong position of decimal point 2. Changing numbers to fractions 3. Adding and subtracting fractions 4. Changing from one unit to another to add/subtract 5. Subtracting a larger number from a smaller number
2. Multiplication & Division	a. 7.777×90.999 b. $13/12 \times 9/5 \times 11$ c. $0.610244 \div 0.015$ d. $13\frac{2}{5} \div 9\frac{1}{9}$ e. $0.345 \div 0.12345$	1. Multiplying and placing zeros in order 2. Dividing and not placing decimal in order 3. Changing numbers to mixed fraction 4. Placing decimal in the wrong place
3. Linear Equations & Factoring	a. $2c + 7c + 12c = 120$ b. $(g-3) + 2(g-5) - 2(g-1) = g - 11$ c. $3s/2 - 7/3 = 4s/5 - 7/5$ d. $9x^2 - 16y^2$	1. Simplifying the linear equation 2. Removing denominator 3. Factoring 4. Solving for unknown
4. Word Problems	a. The sugar contained in the sugar beet is 6.4% of the beet. How many kilograms of beet will be required to produce 175 kilograms of sugar?	1. Setting up word problems correctly 2. Changing percent to decimal

Simple ways to help students prevent making careless mistakes:

Slow down: This seems obvious, but students are often in a rush to finish their work, so that they can move on to something else. Rushing is the easiest way to make careless mistakes. Encourage students to take it slow and pay attention to what they're doing.

Circle important information: Whether it's a worksheet or word problems, circling important information will help students know what to do. Circling something in the instructions given, will help them follow them correctly. Circling key information in a word problem will help them think through their strategy and make sure they don't forget anything

Use graph paper: Using a sheet of graph paper to work out problems can be a really simple fix for students who struggle with neatness. Graph paper allows kids to line up the numbers correctly and prevent sloppy mix ups.

Some ways to help students prevent computational mistakes:

Slow down: Again, simply slowing down and working more carefully on a problem will cut down on the computational mistakes.

Check the answer after solving: After working hard to complete tedious computations or multiple steps, students are reluctant to go back and check their work. If the final solution is wrong, students should go back through their work and check for mistakes.



Some ways to prevent and correct conceptual mistakes:

Obviously preventing conceptual errors is not as easy or straightforward as careless or computational errors. And of course, all students will have varying degrees of understanding, and will struggle with different concepts.

But here are a few things you can do to try and **encourage conceptual understanding** and **prevent future conceptual mistakes**.

Introduce concepts in hands-on, conceptual ways: Give your kids lots of time to explore and discover new Math concepts in a way that helps them to see and understand the why of it. This is not always easy, but showing the why behind Math properties or formulas will help students understand, form connections and retain information.

For example, My Hands On Skittles, Math Bundle provides lots of hands-on visual practice for early Math skills, and Algebra Essentials includes lessons to help kids make sense of challenging concepts.

Teach a concept more than one way: There is always more than one way to solve a math problem. By teaching or exploring a concept in multiple ways and from multiple angles, you provide students a richer math environment and allow for deeper understanding. Plus, some students may find one method easier, while other students prefer a different method.

For example, My Introduction to Multiplication bundle includes a variety of ways to see and understand multiplication (as well as hands on practice)

Have Math talks: Provide kids **open-ended questions** to allow discussion. This will reveal students' understandings as well as misconceptions. These talks can also allow students to explain concepts in their own words which may provide a light bulb moment for another student.

Mathematics is not like other subjects and accordingly you must study Math differently. This is an unfortunate reality and many students try to study Math in the same way that they would study other subjects. This will inevitably lead to problems. In other subjects you can, in many cases, simply attend class, memorize a few names and/or dates or related facts. In Math, things are different. Simply memorizing will not always get you through the class, you also need to understand HOW to use the formula that you've memorized. These are very important concerns and there is so much to be said. "How To Study Mathematics" will help you to understand and overcome the difficulties faced in learning Mathematics.

Strategies of Time Management in Exams

by Adeeba Anjum, Math Teacher

Exams are stressful times for students, in spite of the fact that they had worked hard all year long. Mistakes are bound to happen if the time is not managed properly. This results in their losing marks during examination. To ensure proper time management, follow the steps given below.

- The first fifteen minutes are meant to read the question paper. Utilise this time to thoroughly read the paper. This helps you to understand your questions better.
- Keep track of time. If 50% of the time is over, then ensure that you have completed 50% of your paper.
- Try to attempt the questions serially. If in case you come across any difficult question, leave it for the time being. Answer the question at the end.
- Be material ready. Carry extra pens and pencils.

Ensure that you have all the stationery that you require for a particular exam. For example, colour pencils, geometry boxes, etc.

- The moment you answer the question, tick it on your question paper.
- Ignore disturbances around you.
- Don't leave the examination hall early. Take time to check what you have written.

Make sure you follow these steps to manage your time better during exams and score good marks.

Importance of Being Regular to School

by **Somana Fatima**, Social Teacher and HOD

Being irregular to school affects a student badly. The student feels lost because he/she has missed the previous classes and has no idea of what is happening in the class. The worst-case scenario is when a quiz or test is scheduled for the next day and the student is not informed until that very day because of regular absenteeism. Borrowing notes is not a solution because your classmates need to study too. If a student is consistently irregular, his friends will stop cooperating. No one will allow them to copy from their notes because it is considered as plagiarism.

The student struggles a lot to cope up with the missed work. Irregular students often encounter many problems in academics. These students are misunderstood. They start losing confidence and due to

this stress increases. They are considered as those who do not have a high regard for education. To resolve this problem, our school's policy mandates that the students who are irregular or with low attendance will have to come during summer vacation for remedial classes. I speak to the parents in order to make them understand the problems faced by their children and request and counsel them to send their kids to school regularly. I also counsel the students regarding this.

Finally, I would like to drive home the point that it is not a problem if a student is absent for a day or two when he is sick. Classmates readily help and the teacher can easily guide the students with related concepts taught and the tasks done in class. But being absent on a regular basis hinders the academic growth of a child.

Relationship between History and other Subjects

By **Seema Sultana**, Social Teacher

"A generation which ignores history has no past and no future."

- Robert Heinlein

The word 'History' usually evokes a negative response from many students. To quote a few: "History is just memorizing unwanted dates", "Why do we need to study about some emperors who didn't even live in our country" etc. For most of us, history is boring. History is usually looked down upon as a subject to study, but studying history helps us to know about our origin, culture and traditions. We often don't realise that History is very closely connected with other subjects like Math, Science, and Geography. For example, while studying Mathematics, it is important for students to know about mathematicians, which again connects them back to history.

It is important that we make connections between disciplines clear for the students since it helps create interest and also helps them understand why they are learning it. In MYP, it is significant to make these connections between various disciplines. So, in my class, I made connections between History and Geography.

Whenever I teach a unit, I introduce them to the historical events related to it. I always emphasize that everything in our life has a past. While studying the topic 'Earth', my students were able to learn a lot through the

connections they made between history and geography. They inquired about the historical events that happened since the formation of the Earth to date. They got to know about 'Big Bang Theory', 'Ice Age', 'Stone Age' till 'The Modern Period'. They even got to know about the changes in landforms. This was very effective as they learned many historical events without getting bored.

I would like to suggest, it's important that we make an effort to talk about the tradition and culture of our ancestors with our kids. Tell it to them, in the form of a story or through a description of some family heirlooms, which will ensure that our kids will connect with their traditions and culture. This, in turn, helps in preserving it.



Tips to Create Meaningful Projects

by Seema Fathima, Social Teacher

Projects are useful tools that support the learning experience. A project is a piece of research work undertaken by a school or college student. For this, the student gathers information through various resources and delivers it in a creative way. This is usually not achieved by the students. They usually collect all the information and deliver it without any changes. A project should communicate ideas and thoughts clearly. If it's a team project, ideas should be discussed along with the team and communicated well. Here are a few tips that will help students create a meaningful project.

- Plan your research work.
- Organise your ideas.

- Use suitable organisers for organising data. (chart, a booklet, a PPT, etc.)
- Get creative with your project.
- Choose good images.
- Check details.
- Proofread it. Don't be afraid to ask anyone to look through your document or edit it.



A project is a learning experience that provides the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real-life situations.

Supporting C9 & C10 Students' Conceptual Development using PhET Simulations

- Mohammad Abdul Mumeed, Science Teacher and HOD

Research Focus/Abstract:

Although light is an everyday phenomenon that we observe, it is evident that many students have difficulty learning the concepts of light.

To address this situation, I have been encouraging all learners to take time and gain mastery using PhET simulations, hoping that this strategy will enhance C9 students' conceptual understanding in 'Refraction of Light'.

Time scale of the project: Four weeks.

Introduction:

In general, the concept of refraction of light is a basic and yet important topic in Physics. Without a basic understanding of these concepts, students may not be able to progress in the subject further. They find 'Optics' to be a difficult topic. However, embedding simulations and classroom explanations can minimize these learning difficulties.

These simulations aim to clear any cognitive conflicts and misunderstandings that they have preconceived through classroom explanation session or self-study exercise. It allows them to actively participate and visualize a particular phenomenon related to the concept. Also, PhET simulations enable learners to conduct multiple experiments in a short time and see the results of lengthy investigations instantaneously.

Action/Strategies used:

Pre-test was conducted to determine students' knowledge level.

Relevant helpful simulations were shared via students official school ID and Google classroom.

Learning process was accelerated with class interactions and practical demonstrations in the classroom.

Lab practice: Students were given the task of observing these simulations in order to understand various phenomena of refraction of light in the ICT room.

Data collection and result analysis: This activity was purposely designed to help groups of students construct their critical thinking collaboratively and make conclusions about their findings.

Conclusion: A minimum of five observations were recorded during the activity and collected through experimental data. 'End of unit' test was administered.

Resources used:

PhET simulations – useful links were shared with students and ICT Lab was used to help students record the required data by observing simulations. Also, hands on activities were done in the classroom.

Evidence of learning processes adopted:



An illustrative sample of ICT room learning activity using PhET simulations.



An illustrative sample of Science- room learning activity using hands on activities.



Changes noticed:

Students enjoyed learning from visual simulations and were able to get a clear idea of refraction, critical angle, and total internal reflection.

Conclusion and plans for future:

Students collaboratively understood concepts of refraction of light thoroughly. This was determined through the 'End of unit test' scores that were comparatively better than earlier. Therefore, I find such simulations to be a cognitive visual tool that better the learning process.

I am planning to use similar simulations in other units. Especially for C10 Electricity I will make use of Multisim software – simulations with interactive schematic environment to visualize and analyze electronic circuit behavior.

Being Resourceful!

By **Rumana Aleem**, Science Teacher

As we all know, the MYP framework has been introduced this year. Though the framework uses an awesome pedagogy for teaching, it does bring along its own challenges. For me, the most challenging part was that we have to gather resources for the content that we will be teaching the students. Problems faced were:

- It affected the students as they were not able to complete their research work because of the lack of any material.
- Initially, a lot of time was utilized in just dictating content-based notes.

To solve this problem, I started using powerpoint presentations, videos, and simulations. To overcome the problem of time-consumption while dictating notes, I started capturing the pictures of MYP related material and converted them into a PDF file using CamScanner. Later on, I shared this material with the students using Google classroom and students' school emails. Purposely, I gave them tasks to complete using the material created. Students started exhibiting clear conceptual understanding and their grades elevated. Students' active participation in class activities increased. This also helped the absentees as they can use material while at home and complete their work on time.

The MYP Design Cycle

by **Zeeshan Fatima Armeen**, Design Teacher

Designers approach a problem in a different way based on their area of expertise. They usually have their own approach, but some general activities are common to all designers. All the designers follow a set design cycle to develop their digital and product design. The MYP design cycle model supports this process.

The MYP design cycle model represents the methodology of how designers develop products. The process is categorized into four stages: inquiring and analyzing, developing ideas, creating a solution and evaluating. It is an incremental process that allows the designer to go from identifying a design opportunity to the testing and evaluation of a solution. It leads to the creation of solutions that solve a problem.

Inquiring and Analyzing

During inquiring and analyzing, designers explain and justify the need for their project. Generally, this is also

when designers research, explore existing products, produce an initial sketch and create a design brief, which identifies what materials are required and what will actually be designed.

Developing Ideas

While developing ideas, concepts become more refined. In this stage, students make design specifications, determine how many materials are needed, estimate the time required and decide details like color and scale.

Creating the solution

In the process of creating the solution, technical skills are utilized to physically follow the plan to make the solution. At this point, designers are prepared to take their ideas off paper and create them with physical materials.

However, during this stage, designers shouldn't feel handcuffed by their design and should be open to any

changes, if required. Initial testing occurs during this stage and if obstacles are encountered, changes can be made to optimize and improve the original plan.

Evaluating

In the evaluating stage, different testing methods are developed. The success of the solution is judged. Any improvements to make the solution are identified. Different stages can be repeated to further develop the solution.

The design cycle is an iterative process. When using the design cycle, students will often need to revisit a previous stage before they can complete the stage they are currently working on.

MYP design empowers students to improve not only practical skills but also tactics for creative and critical thinking.

Why Performing Arts?

by **Sabika Javeed**, Performing Arts Teacher

This world is a big place. It is filled with all the amazing as well as dangerous things. Even for adults, it is a complex place. We struggle day in and day out to make things work for us. We know the hardships of daily life. We yearn to understand this world through our little experiences that we have gained in all these years. In this struggle of the fittest, we raise our children. We protect them from all the harm and try to give them the best.

The child in his protected and vulnerable environment slowly grows up to be an adult of societal acceptance. In his small yet vast world, he constantly tries to understand all the difficult concepts of a textbook as well as practical life. According to a child, he is the centre of the world around him. He/she is not only a mind and body but also a bundle of emotions or feelings, that constantly associate itself with the part of a larger universe, coexisting in his surroundings. The basic question that each one of us has struggled with, is whether we truly know ourselves? Have we pushed our limits and explored all our talents or is there something still missing in us? What if there would have been a subject to hone our hidden skills? May be we would have been a different person.

'Performing arts' just does that. It pushes all the children to develop skills and talents that are unique to them. It bends them to think how they can improve themselves? They don't struggle with others but with themselves. It is cherishing to see how various strands of Performing Arts, enhances their leadership qualities. They develop far more advanced abilities of communication, self expression, confidence and collaboration.

In addition to all this, they also develop a comprehensive thinking of individuals, societies, cultures and their interactions with each other. They understand how important it is to recognise their emotions and that of others. They raise questions and try to seek answers. They enjoy preserving their art and culture, an essential thing for the very existence of human race on this earth.

Art is happiness. It has existed over centuries for the mere fact that humans cannot survive without it. Poetry recitation, drama, storytelling, role plays, dastangoi, puppetry, declamation, oration and many more facets of 'Performing Arts' help children to develop a complete personality. The right amount of freedom of choice, freedom of speech, independence in staging a performance, combined with discussions on the current issues, will surely equip them enough for the challenging world that is ever changing. The beauty of performing arts is that every child 'EVOLVES'.



Importance of Visual Arts Education

By **Asrhia Hussain**, Visual Arts Teacher

Visual arts education is named so because its art that one can see. This includes drawing, painting, printmaking, designing jewelry, weaving, pottery, crafts and sculpture. Arts is under-rated when it comes to education. Many don't realise its significance in the development of a child. It helps bring out the creativity in a child and also develop his cognitive skills. The best part about visual arts is that it is fun and engaging. This is what you see in my class: children having fun while they explore and enhance their creative thinking. Not only that, I teach them how to recycle. I teach students how to create art out of waste material like **newspapers, plastic bottles, tin cans, broom, cloth, jute and cloth bag**. I also teach them about colours - How to mix colours to form tints, tones, pastels, shades and warm and cool colours.

As you can see, children are learning important skills of reusing material. This is a must considering the issues

arising due to global warming. Teaching colors is important because we all know that colours affect our thinking. The best example I can give is the emoji's that we use. They are mostly colored yellow since yellow symbolises happy. Except for an angry emoji which is coloured red, since red, in a way, represents anger. This is how art develops students' thinking. At Focus, Arts is a compulsory subject and the same is communicated to the students. This helps in ensuring that students pursue art seriously.



Easy Reference

By **Sadia Hussain**, Librarian

A library needs to be organised in a way that it is easily accessible for everyone. When I joined Focus High School as a librarian, I had a lot of teachers and students needing my help to find a book. Later, I thought, "Why do they need my help to find a book?"

So, I made a few changes in the library. I arranged books subject-wise and designated a shelf to each subject. I named the racks with labels that are vibrant in colour and have letters of big font. This enables easy visibility of the label. Now the library looks attractive and it has become convenient for everyone to find a book.

School Office Administration

by **Syed Jafer Asif**, Communication Manager

School office administration is an applied field of management. School office administration refers to the application of theory and practice of management to the field of education in general and school in particular. School office administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals.

The process of school administration consists of five basic functions. The school office administrator uses these functions to achieve the organization's goals and objectives.

The following are the functions of school office administration. They are:

- 1) Planning
- 2) Organization
- 3) Directing
- 4) Coordination
- 5) Quality Control and assessment

School office administration has three major areas of work. They are as follows:

1. Human Resources Management - coordinates with students, educational personnel and the community.
2. Leadership Resource - looks through the planning which will be used as a media or curriculum.
3. Financial Resources management - optimizes its financial resources.

Scope of School office administration includes:

- 1) Planning and implementation of curricular, co-curricular and extra-curricular activities.
- 2) Administration and optimized utilization of organizational resources.
- 3) Solving day to day problems through informed decision making.
- 4) Professional development and skills enhancement.
- 5) Providing the necessary leadership and effective management.

Educational administrators are the link between teachers and management. They have an important role to play in achieving organizational goals.

Admin in
ACTION

The Secret of an Expensive Noisy Bed

By Mir Shabbir Ali Razvi, X-A

(This story won third prize in Kid Engage Competition 2019)

The rate of the bed is reaching \$ 1 billion. Soon in a few seconds it will reach for sure. Now it is \$ 990,500,000. The idea of a poor but an intelligent man made the old, noisy and broken bed so expensive and a way to get more money. The bed became so expensive only in about two months or less. The idea was small but a very greedy one.

About two months ago, Santhdawn is a small town with ignorant people but there are many monkeys than people in it. The naughty monkeys play on my rooftop. The monkeys do naughty things but not naughtier than my kid who is just six. Once a monkey was sitting in front of my house, he went and held his tail from back, and then he bit it. After that incident, no monkey came near our house until now. My name is Sam and I live in an old big house in Santhdawn town. I have everything old, noisy, and broken. I have small and a beautiful family that is my wife and son. I live happily with them. I am a woodcutter. I have a great hand power that is why I shifted to a place near woods to carry on with my livelihood. The most noisy and broken thing in my house was a bed and once I had a thought to sell it in the market but none was ready to purchase it. After a few weeks, a man named Michelle decided to purchase it. He was going to come after about an hour to buy it. I quickly cleaned it up and called a few workers from outside to help me out in getting the screws off the bed in order to separate all the parts of the bed to take it outside. Soon everything was done and I had a call from Michelle that he is going to reach in 10 minutes.

He came in a tempo and collected all the parts of the bed and kept in the tempo. Then he asked me for the screw and I went inside my home and brought it into a cover. He checked inside and said that there were only 10 screws inside it out of 16. Six screws were missing. I went inside and searched for it a lot and even my wife did but we did not get the screws. They were actually placed in front of the open window on a table. I searched over there but I didn't get it. Then I saw through the window that the monkeys were playing with the screws and then the naughty monkeys took it and ran away very fast. I thought to follow them but in a few seconds, they were gone. With my eyes lowered to the ground, I said to Michelle that I don't have the screws now. "What" he screamed in anger. Then he said that he would give me only \$ 500 and not \$ 900 for that.

Suddenly an idea clicked in my mind and then I said, "No, I think you should give \$ 3000 to me". "Why" he asked me. I said if you give me 3000 dollars and purchase the bed from me without screws so you go and sell this bed to someone else and get your 3000 dollars back but more 3000 dollars. "Do you think I'm a fool or you've gone mad, what are you saying ha" he said.

"Basically I want to say that if I sell you the bed and get

3000 dollars so you go and sell it for more 3000 dollars to somebody else and ask him to sell it to somebody else for more money." I suggested "But who will purchase it". He retorted. "Anybody can purchase it you try your best to sell it. People are getting greedier generation by generation." I said. He said ok and gave me 3000 dollars and left. After about a week I had a call from Michelle he said that he had sold the bed for 7000 dollars and the man I sold, he had sold it to the other man for 14000 dollars. My idea had worked and the process had started. The price of bed reached 59,000 dollars. I was very happy to hear that. Then, I got another idea. Therefore, I wanted to purchase the bed too. After a week I found the man selling it for 135,000 dollars.

The price was too high for me so I went and took a loan of 160,000 dollars. Then I went and saw that there was another man selling it for 150,000 dollars. Before somebody else would purchase it, I went and purchased it immediately. Then, I purchased a computer and opened a website to sell the bed. I made a banner too and I wrote the website's name to sell the bed.

The first page of the website was like - As you open the page, first you have to pay 5000 dollars. The money will be transferred to my bank account. Next, you will find the instruction, "by giving only 5000 dollars you will be able to purchase the bed and sell it and you will be blessed with more money." If you pay 5000 dollars, you have to write your name, address, phone number and all. Finally, you would be able to purchase the bed and then can sell it for a limited price given by me.

Like this, the bed will be with me only, at one place but you would sell it and purchase it. At first, I kept the price 190,000 dollars, a person named Jonas purchased it. I did let him sell at a price of 210,000 dollars that means he is getting 15,000 dollars more. As soon as I got the money, I paid the loan to the bank and started making more banners and posters for the bed. Moreover, Michelle became my business partner and he became my friend too. We divided the money equally - 50-50.

Soon the entrance fee was changed from \$ 5000 to \$ 10,000 and the one who purchases the bed gets 50,000 dollars more.

Very soon, it reached a price of 10 million dollars. We decided to make an app for selling it and change the entrance fee to 50,000 dollars and the selling price had increased. We were called for interviews and the bed's story became the breaking news. In magazines, news papers, T.V and everywhere the bed was there. Within two days from 990.5 million, it reached to 2.95 billion. The greediness and the addiction of the money and the price of the bed increased.

The poor guys were now billionaires because of the great idea but a greedy one. This is how a noisy old bed became so expensive.



Family

by Fizza Fatima, VI A

My Father is my superman,
He always fulfills my plan.

My Mother is my Snow white,
She will make my future bright.

My Sisters are like Supergirl,
Who makes me feel like a pearl.

My Brothers are like Bheem,
Who will be with me in every theme.

I feel like Cinderella,
As I feel comfortable under my family's umbrella.

My Journey in Focus High School

By Burhanuddin, VI B

I am studying in Focus since my 3rd grade. Ms. Ruhena and Ms. Ramya were my homeroom teachers. They both were very kind to everyone. Not only did they make us study but also let us play. In grade 4, my teacher was Ms. Shaherbanoo. She made us study all the time. In my 3rd year of schooling, I was in grade 5. My teachers were Ms. Arshia and Ms. Asfiya. They both were very polite to everyone. They taught us the difference between good and bad manners. Our class has changed a lot because of this. We started following all the rules and listened to our teacher. Now, it's my fourth year and I am in grade 6. My teacher is Ms. Shaher Bano. She is very polite to us. She allows us to have lunch with her. In these 3 years, I have changed a lot because I have learned a lot. I have improved my reading, writing, and spelling. The school has bought a big change in me!

Peace and Harmony

by Nausheen Fatima, VII A

The word "peace"
Is full of happiness
Where the life is with love and care.

Whatever the tough time comes
Share and bare.

The word "Harmony"
Is full of rhythm

Where the life is full of tone and song.

Whatever the tough time comes
It is not so long.

My Mother

by Syeda Zehra Fatima, VII B

My mom is a special gift
But beware of her when she is miffed.

She is precious in my life
and everything that I've.

The food of her hands
is from the fairy lands.

Thank you mom,
for showering your love
like a sweet mommy dove

You are the best mom in the world
with a head full of hair curled.

I am your only one
without you my life is none!!!



The Pretty Moon

by Masooma Narjis, VII B

One day Rinu was looking at the moon. Rinu thought how wonderful the moon looked up in the sky. The shiny moon brightened the sky. On Rinu's birthday, his uncle gave him a telescope. Rinu was excited to see the moon through the telescope. But when he saw the moon, he was disappointed. The moon was very ugly because it had huge, ugly craters.

Rinu felt very angry. He said, "You cheated me! You are so ugly!" His uncle, upon hearing this said, "Rinu, Do you know why the moon has craters?" Rinu shook his head. His uncle continued, "The moon has craters because it pulls the asteroids, coming towards the Earth, to itself. Thus protecting the Earth. The impact of these asteroids creates craters on the surface of the moon." Rinu understood his mistake and he smiled at the moon and shouted, "THANK YOU, MOON!"

Thank God for what he has given

by Tania Mohammed Al Amoudi, IX B

I thank you for thinking so much,
I thank you for the blessings, of the smooth touch

For you know the eterns of my soul,
And then I pray on my whole.

Every time when I was in a drought,
You were the onlyone who thought.
When the world was pulling me down,

You were the only one who didn't let me frown.

You were the only one who didn't let me shed my tear,
You were the only one who brought out my fear.

From the root of the enjoyment,
To the boot of the excitement.

You are the reason why I smile,
In the stars of my file.

God is the one who fulfilled our needs,

Forgiving the bad and good deeds.

Thank you oh! Almighty lord,
Because you have been there for me my beloved God.

Last year of School Life

by Rida Fatima, X A

Came the last year of my school life,

Where are the ten years gone,
I'm thinking every time,

Soon will come the day,
The last day of my school life,

The day when friends will cry,
Promises will be Made,

To meet day after day,

These friends will last only till school life,

But never ahead,

A smile will come on our face saying,

Don't want the school life to end,

Don't want the last day of school,
Most important,

Don't want my friends to go,

We will surely miss our schooldays

One day arrives when we say,

They were the best days of our lives...



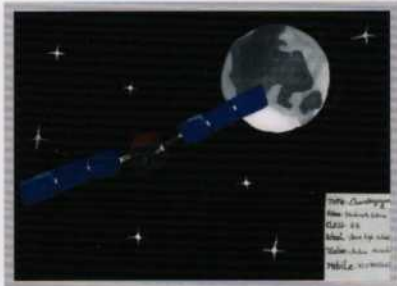
Landscape by C7B Sarah



Object drawing with background by C8A Soha



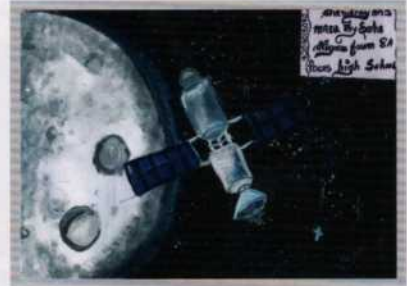
Landscape by C7A Poongothai



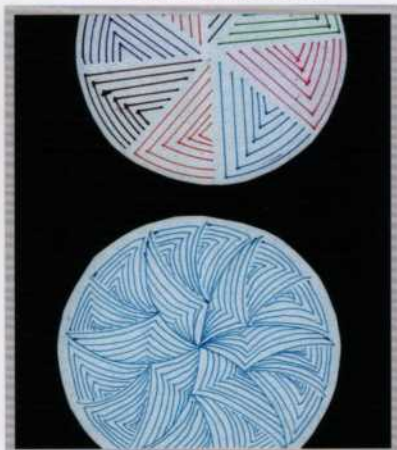
Chandrayaan II Mission to Moon by 8B Hashmath Fatima



Lippan Art Work by C7 Students



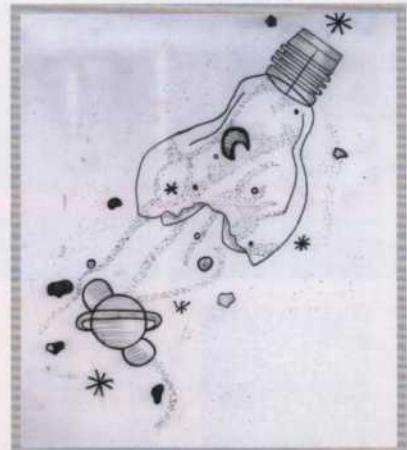
Chandrayaan II Mission to Moon by 8A Soha Nayaz



Illusions with lines by C6A Ayaan Hussain



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