

FENESTRA

A WINDOW TO OUR CULTURE OF LEARNING AND SHARING

Yay!

*We achieved another milestone as an
IB World School!*

*We are authorized by the
International Baccalaureate to offer
the Middle Years Programme.*

The Pinecone and Pebble Museum

by Minhaj Arastu, Principal

One day, I saw a pinecone on a side table. A few days later, there was a pebble in the corner of the bedroom. After that, a bunch of crushed leaves came out of pant pockets in the washing machine. Day after day, the children were discovering creatures and objects from outside and bringing them into the house. My first instinct was to ask them to “throw it away”, “clean it up”, and “not bring garbage in the house” (or in the pocket!). My parent-as-housekeeper mindset could not bear the clutter.



After being exiled, feathers, dried out insects and shells started accumulating on a forgotten table in the

storeroom. Whimsically, I started to call the table a ‘museum’— whenever the children found something fascinating, I told them to put it in their ‘museum’. They took it to heart and in a short while, there was a huge collection of cement shards, pebbles, rocks, and granite chips.

At school, the children were learning about the creation of the earth and how rocks are formed. Their classmates brought in gemstones in all colours of the rainbow. Some brought geodes in full bloom. I recalled a 5-kg amethyst that my father had found in the jungles of Narsapur and sent it to school with the children.

Something was snowballing and it looked like something worthwhile. After a field trip to a *real* museum, the children were interested in buying a few polished gems: agate, amazonite, obsidian. They made a distinct effort to pronounce these odd names. They learned how ‘igneous’ and ‘sedimentary’ rocks differ. They paid attention to how much money they needed to buy the gems. They orally presented their rocks to a family gathering. My parent-as-educator eyes started to twinkle.

The makeshift ‘museum’ was becoming a laboratory for the children to study and inquire about their surroundings *on their own initiative*. Maria Montessori’s words ring true time and again: “follow the child”.

Note: for any students or parents who are fascinated by gems or unusual stones, please ask Ms. Zainab to show you the rock collection in the Darushifa Campus Science lab.

A Flight of Faith

Our humble Journey from the MYP Candidacy to the Authorization

by Mustafa Zaidi, Joint Director (Curriculum) & Vice Principal DS

On 23rd November, the International Baccalaureate Organization communicated that the Verification Visit Team found all the Standards and Practices in place, and therefore, the school will be authorized to offer the Middle Years Programme and will be designated as an IB World School. That means Focus High School will now be a part of 1,358 schools in 108 countries that implemented the MYP. This was the result of three years of relentless hard work and dedication despite being hit by the woes of the pandemic. There was jubilation all around and a sense of triumph prevailed in the school. Staff and students congratulated each other for their part in the success.

When calm descended, a few hours later, my mind swelled up with these questions: What are we celebrating? What have we achieved? What did we succeed in doing?

When the school applied for the MYP candidacy in the autumn of 2018, none of the high school staff had any direct IB experience although our Primary Years Programme was already authorized. But we did witness the tremendous amount of hard work and incredible teamwork by the primary school staff in achieving the IB World School status in 2017 - a first in the Old City of Hyderabad.

In the early stages of the MYP implementation, the pedagogical leadership team encountered several daunting challenges:

- What will be the taught curriculum? Largely available curricula are packaged in the monotony of textbooks and workbooks. Our task was to design a curriculum to meet the subject-level expectations of an inquiry-based, concept-driven framework promoting international mindedness. It had to be broad, balanced, and interconnected.
- How much of this organic curriculum must be aligned with that of the state and the national boards?
- What will the study materials be if they are not just textbooks? Can study materials be accessed online by all? How can digital equity be ensured despite the unfortunate digital divide? In practice, we do not burden the parents with the purchase of expensive international textbooks or digital subscriptions.
- What will be a sustainable model of service learning that can engage our students with the local and global community?

- What is the most sustainable way to enable the professional development of teachers, apart from the mandatory IB workshops which are usually expensive? What are the ingredients of a visible culture of learning, sharing, and leading the learning?
- Will holistic education be a barrier or a booster in the context of 21st century careers? How can parents' perspectives be shaped by the outcomes of an IB education? What kind of academic support can lay the foundation to excel in mainstream competition during and beyond the school? A significant population of students will respond to market-driven trends in the choice of courses offered at higher levels of education.

The list will go on and most likely never end due to the emergence of newer & more complex challenges.

Succinctly, we are celebrating the laying of a strong foundation of IB standards and practices that will accelerate our pursuit of excellence. This meticulous professional audit of our practices has launched us in a higher performance orbit. It has permanently alerted both our attitude and altitude. We are humbled by the success of our work and are now better positioned to build solutions for emerging challenges.

The following commendations by the IB in the Authorization Report are a testimonial to our spirit and willingness to create a deeper impact on the landscape of international education.

IB commendations:

- 1) *The school is commended for the development of a culture based on mutual respect, concern for the individual, commitment to open communication, and support for student voice and agency.*
- 2) *The school is commended for making connections with the local community to enhance learning within the programme.*
- 3) *The school has created an environment of shared responsibility for student success through collaborative planning which supports teaching and learning approaches that take account of the needs of the learner.*
- 4) *The school's planning of approaches to learning skills is used by teachers in all subject groups in planning their units.*

- 5) *The school has developed robust systems to ensure that the school community has access to the written curriculum.*
- 6) *Students are actively responsible for their own learning within the context of teachers planning and guidance.*
- 7) *Teachers have developed an engaging range and variety of teaching strategies to support students learning.*
- 8) *The school's expectations for students' participation in service as action encourage authentic links with the curriculum.*
- 9) *The school is supporting the development of a culture of reflective practice by instituting regular structured opportunities for students to participate in, and reflect on, the assessment of their work.*

The scope for further improvement is advised by IB through the following recommendations.

IB recommendations:

- 1) *The school should further develop processes and practices to implement MYP assessment taking into account state requirements.*
- 2) *The school should further develop collaborative planning and reflection to address the IB learner profile attributes across all subjects.*
- 3) *The school should further develop and enhance systems for the regular review of individual unit plans.*
- 4) *The school should further develop the use of global contexts for inquiry-based learning.*
- 5) *The school should further develop procedures to analyze assessment data to inform teaching and learning.*

Adding a feather to our cap, no *matters-to-be-addressed* (MTBA) were raised in the report indicating that the school has thoroughly & extensively met the IB expectations.

We are humbled by the contributions of the students, the parents, the Governing Board, the teachers, and the support staff in reaching this milestone. Our commitment to high quality education and enabling equitable access to it is now more enlivened than ever.

Private and public schools in India need a working model to make high quality education affordable and accessible. We hope to be one.

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Standardised Assessment - a tool for teachers to help children

by Alamdar Ali, Joint Director (Curriculum)

After a struggling phase of 2 years, it is good to see that schools are again lit up with the physical presence of children. Teachers have stepped up with their zestful and exuberant spirit of helping the children to face the challenges that the pandemic has imposed on them.

Focus schools have always aimed to enable children to excel in all aspects and now when we are tasked with the education of 2000 children at a time, we want to explore more strategies and innovative methodologies to understand the needs of children with the changing times and impart more effective learning.

Among them one thing we want to introduce in coming days across all the campuses is a Standardised Assessment. It will do a detail diagnosis of students' learnings through a general assessment. It will be an internal assessment of academic standards and will not impact on the promotion or the detention of students. Assessment results will be fed in the forward planning by the subject specialists to help our children close the identified gaps.

This practice will be implemented in 2-3 cycles in a year. I believe this approach will help us identify the learning gaps in a more comprehensive way and work on them in a more targeted way than ever.

Inquiry Ideas in MYP Science

by Zainab Taiyebi, HS Coordinator & Science TL

The scientific mind does not so much provide the right answers as asks the right questions

- Claude Levi-Strauss

Inquiry in Science guides students to independently and collaboratively investigate issues through research, observation, and experimentation. Students are guided to explore the connections between science and everyday life. As they investigate real-life situations, they will discover the tensions and dependencies

between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters the student to think critically and creatively. Students can construct the meaning of scientific investigation by designing, conducting, and reflecting on scientific investigations. It is the process, that encourages students for hands-on experience, inquiry, and critical thinking.

Students are provided opportunities to work individually and with peers to learn about science within and beyond the classroom.

Features of Science inquiry:

- Learner engages in Scientifically Oriented questions.
- Learner gives priority to evidence in Responding to Questions.
- Learner formulates explanations from evidence.
- Learner connects explanations to scientific knowledge.
- Learner communicates and justifies explanations.

Asking for what, how, and why - is the foundation of learning science.

You as a parent also have an important role to play in fostering the practice of inquiry at home. As inquiry in science is an integral part of the whole learning process, the students must be encouraged to connect everyday phenomena and practices at home with the scientific inquiry. The parents can help students by asking the right questions and guiding them towards the answers. There are lots of opportunities for the students at home to do inquiry about the scientific concepts learnt at school. For example, they could inquire about fermentation (baking and pickling), solutions (fruit concentrates and mixes), acids and bases (citrus fruits, vinegar, soap, and detergents), temperature and pressure (cooking), optics (mirrors and glasses). In short, there are ample opportunities at home for the students to inquire and as a parent, you must encourage this habit even if you don't know the answer. The answers are available from different avenues, but asking the right question is what we want to develop in students.

Depression Through the Eyes of the Students Excerpts from the essays on depression by Class 10-A

by Syed Murthuza Hussaini, HOD SEN & Counselling, MYP Personal Project Coordinator

Depression is more than just sadness; it is the most common mental disorder. (www.apa.org)

Key facts about depression:

- Depression is a common mental disorder. Globally, it is estimated that 5% of adults suffer from depression.
- Depression is a leading cause of disability worldwide and is a major contributor to the overall global burden of disease.
- More women are affected by depression than men.
- Depression can lead to suicide.
- There is effective treatment for mild, moderate, and severe depression.

During our weekly GK class, I asked my students to refer to the topic of depression on page number 408 of the Manorama yearbook 2022 and write their thoughts and experiences, if any, about depression, in essay form. The article below is mostly composed of excerpts from these essays. Names have been changed for privacy.

Writing about her personal experience of going through depression, Deepika had to say this -

"I had depression. And I think it was very unlikely that adults would understand why I had it. I was a teenager, and I was an extrovert, I needed to socialise and because of the lockdown, it was not possible. Let me tell you how it felt. It was basically a loss of purpose in everything. You feel like you lost control of your life and your emotions. Life feels dull, sad, painful and purposeless."

Quoting some of the major reasons for depression in recent times, Sana concluded that -

"The biggest example of depression was observed during the Covid-19 pandemic. The whole world was depressed because of the loss of freedom, finances and the loved ones."

Talking about the symptoms of depression, Hussain and Vikas explained -

"In depression people lose interest in things they used to enjoy before. They feel sad, demotivated, worthless, angry and anxious. Depressed people can be moody. The physical symptoms may include lack of appetite or increase in it, lack of sleep or an increase in it, body pains, cramps, aches and gastric trouble."

Noor added -

"Depressed people will keep crying and may get addicted to substance abuse which will worsen the depression and people will be trapped in this cycle, which in most cases, could end up in a suicide."

Sighting some reasons, Ali said -

"Heartbreaks and relationship issues can cause depression. It can also be caused by the loss of a loved one. Students mostly get depressed because of the educational pressure and expectations."

Finding a silver lining across the dark clouds, Saeed and Zara added -

"Depression can also be good, in the sense, it can change our lives for good and teach us the importance of life."

Few things suggested by the students that could help fight or prevent depression:

- Mindfulness
- Meditation
- Counselling
- Motivational videos
- Self-help books

- Spending quality time with someone you trust and believe can alleviate anxiety and stress which could cause depression.
- You can reboot your life and recover.
- Please don't get depressed, it can harm you, seek help immediately
- If you had depression in the past or are still going through it, remember one thing. You are not alone, and this phase will pass.
- There is no shame involved in seeking medical or psychological help.

Motivation mantras by different students:

- Be happy, don't be depressed. Have fun and stay in a supportive community.

📌 Source: <https://www.who.int/news-room/fact-sheets/detail/depression>

Interdisciplinary learning in the MYP

by Somana Fatima, Service-Learning Coordinator & Social TL

Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Significance of interdisciplinary learning

Younger learners often make connections naturally between different areas of knowledge, in order to understand the world around them. In some cases, this is because they have not yet been socialized into the disciplinary perspectives that organize the academic world.

Even though secondary education usefully organizes learning into disciplinary compartments as a response to increasing specialization, our ever-changing world also demands education that empowers people to integrate disciplines in novel and creative ways.

As knowledge and information multiply, critical thinkers must successfully integrate disciplinary perspectives to understand complex issues and ideas.

Example:

An Individuals and societies with Performing arts interdisciplinary unit is used to illustrate one example

Unit name: And Then They Marched Towards...

Purpose of integration:

To promote deep rooted learning: As the Chinese philosopher Confucius said, "What I hear, I forget. What I see, I remember. What I do, I understand." The idea is to get the students to understand "Revolutions" through dramatization, specifically Street Drama. The main objective of Street Drama is to create awareness on an issue plaguing the society and reach the common man directly. In I&S students will learn about the causes and consequences of the revolutions, factors that triggered them and what was the outcome. So, through this IDU, the students will learn to propagate ideas to bring about a change in the society.

Summative Assessment:

*The students presented Iranian revolution and Indian revolution (Salt satyagraha/Dandi march) through street drama.

*The students wrote a letter to their friend explaining the details of their understanding of the concepts learnt through the IDU and the ATL skills they developed.



MYP does not believe in teaching subjects in isolation; it encourages students to see the connections between subjects and the real world. Learning through concepts and global contexts promotes interdisciplinary and holistic understanding. As students realize that most real-world issues require insights gained from a variety of disciplines, they are encouraged to draw on the many different approaches to acquiring knowledge.

How to become self-regulated learners?

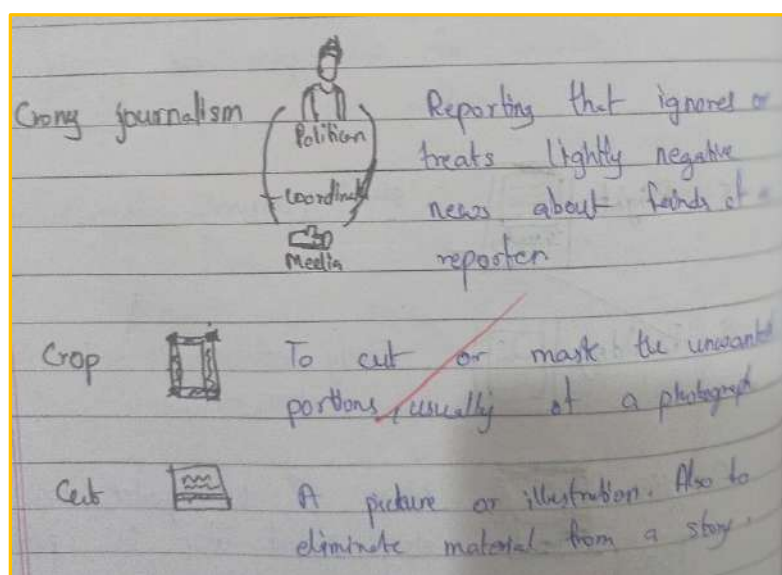
by Syeda Masooma Fatima, Cocurricular Coordinator & English TL

"To make a peaceful society we must effectively function with a range of admirable qualities". Isn't this a thoughtful line? IB emphasises that learning how to learn is an important part of education, where students develop as inquisitive learners with a holistic and transdisciplinary approach to education.

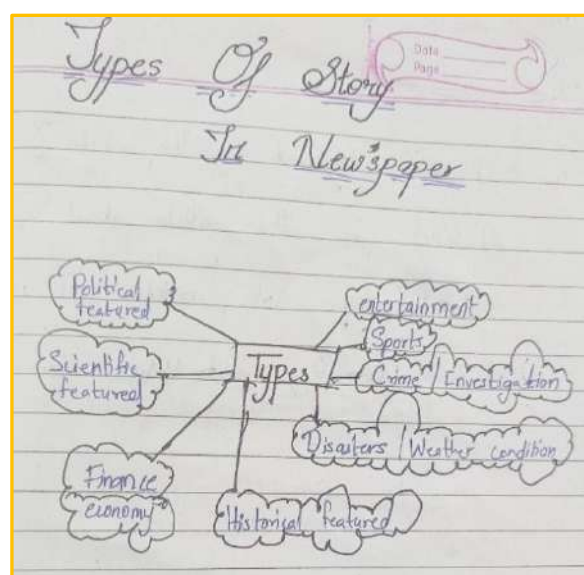
In *Language and Literature* classes, students take control of how they learn and engage with topics as effectively and genuinely as they can. IB MYP supports students in five skill

categories, so I targeted specific skills for my subject to make learning more autonomous. In units "*All the world's a stage*" and "*Journalism*" students developed "Critical thinking skills" by analysing and making ethical decisions for the creator's choice. To understand Shakespearean language students decoded Shakespeare's words. Students analysed complex Shakespearean language into simple language by synthesising information visually to create new understanding. C8 & C9 Students use brainstorming and visual diagrams to generate new ideas.

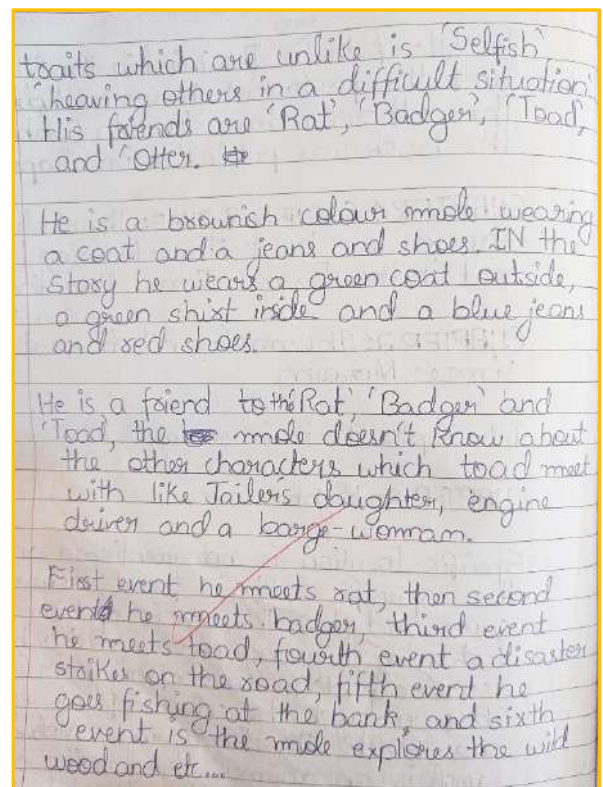
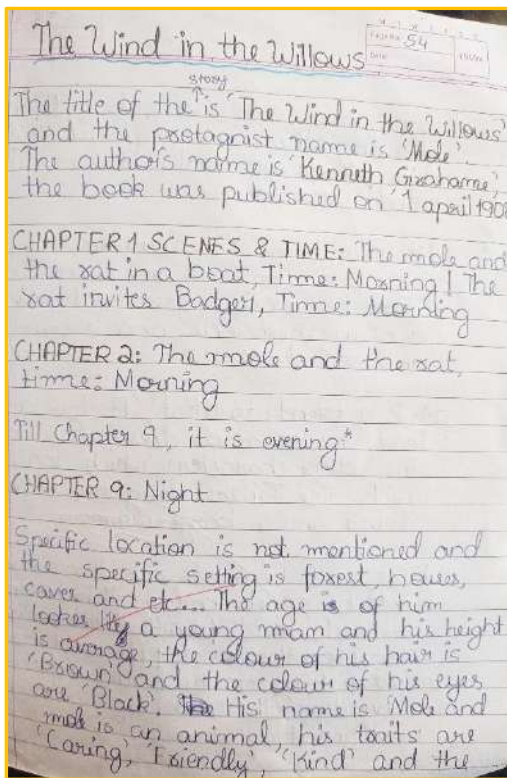
Here are the glimpses of *approach learning in an autonomous way*.



Creating Original works - Students observe and analyse the character from the story and generate original work.



Brainstorming: Students used brainstorming and visual diagrams to write types of stories from newspaper



Visual Thinking- C9 Students turn the JOURNALISM key terms into images. They defined the key term and imagined other possibilities using symbol images.

Teachers in Action

Breaking down the ATLs

by Syeda Shaher Bano, Arts TL

What are they?

ATLs stand for Approaches to Learning skills. In layman's terms, ATLs are the tools a student must have in their armoury in order to learn a topic or a concept. It can be within the purview of a subject such as designing new machines, media and technologies or a more generic skill such as bringing necessary equipment and supplies to class.

How do they work?

ATL's provide a solid foundation for independent learning and, equip and gear up the students with the required tools. For example, if a student is inquiring about a new topic, then the ATL - Creative-thinking skill - Use brainstorming and visual diagrams to generate new ideas and inquiries can be useful to kickstart it.

Where do they fit in the unit?

ATLs are a core part of unit planning. They are sometimes taught explicitly as a standalone topic in the form of an activity. For example, in order to teach the ATL Creative-thinking skill - Consider multiple alternatives, including those that might be unlikely or impossible, we used DeBono's six thinking hats technique. ATLs can also be implicitly taught within topics. So, for example while inquiring on a

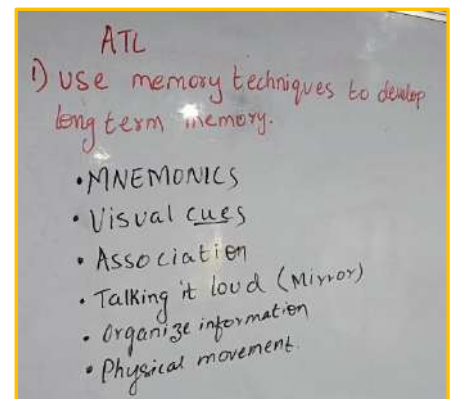
topic, students can be taught Information literacy skills - Identify primary and secondary sources.

Why do we need it?

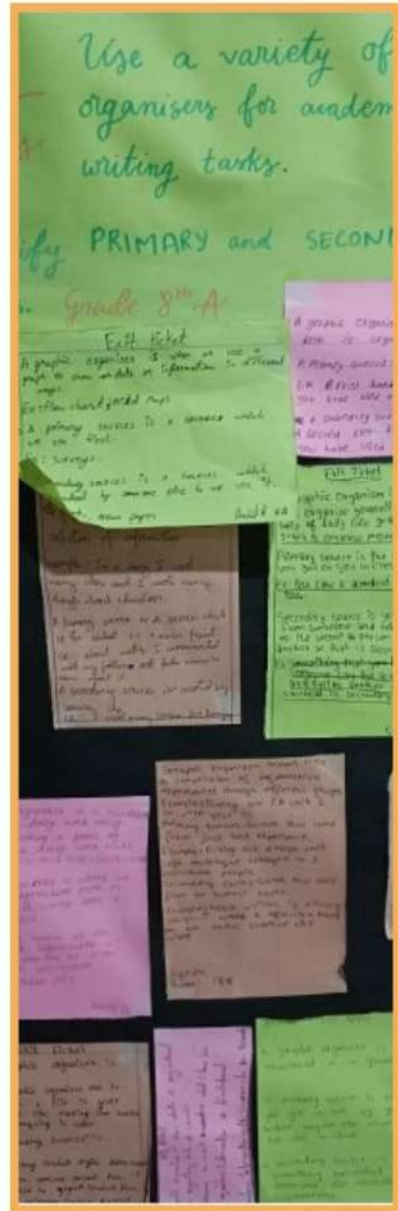
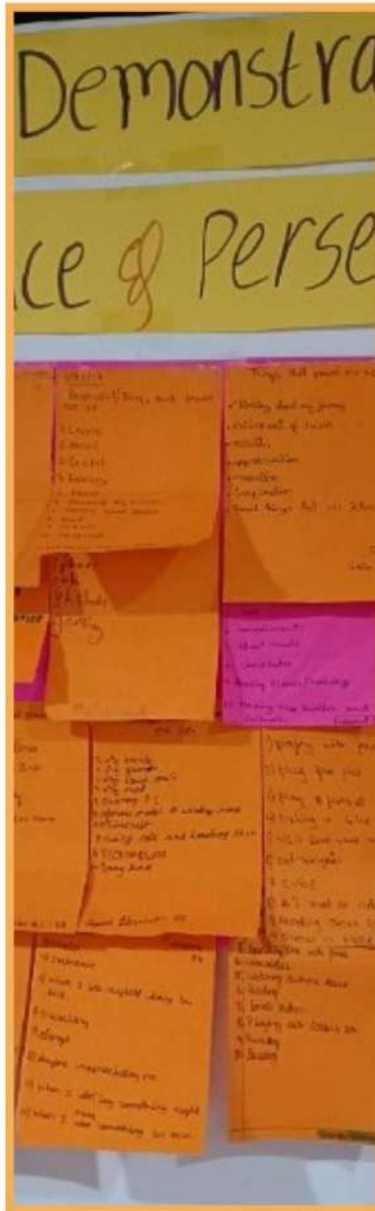
Skills are required in the real world and what better way to teach skills than hands-on activities and explicit teaching. Students are exposed to a wide array of skills, and they are honed over a period. This will help students to become an indispensable member of the community and make them ready for the real-world.

When and where are they used?

ATL's can practically be useful anywhere, anytime in all walks of life. They are power tools which make the students self-regulated, self-motivated learners thereby mobilising them to be ready for the real world!



“ATLs provide a solid foundation for independent learning, and equip and gear up the students with the required tools.”



Reflection on MYP Learning Process

by Syeda Hoor Fatima, Biology Science Teacher

Teaching is a very noble profession that shapes the character, calibre, future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me

-APJ Abdul Kalam



Innovation in the way assessments are conducted in MYP

Teaching the MYP at Focus High school, the only IB school in the Old City, has been an interesting journey. It is one of the most significant life experiences that has happened to me. The first few weeks were not a walk in the park, but the staff members at the school are very supportive. It was here that I was exposed to IB education and started teaching Science.

My teaching philosophy is the notion that I, as a teacher, will need to connect with my students on a personal level before creating rich learning experiences for them to engage in. I believe that every student is unique as they have their own knowledge, skills and interests that they bring into the classroom. Hence, I feel that it is my responsibility to continuously nurture and challenge them. In saying that, it is also important to provide opportunities for them to learn new things and make new discoveries about themselves and the world around them.

Classroom management is another area which I learned about during student teaching. When I started building relationship with my students, there was an obvious correlation to classroom management improvements. Overall, my student teaching experience during my first year of teaching is very positive. The one thing I have experienced is to come up with the updated version of myself everyday.

Significance and Role of Physical & Health Education in School

by Mohammed Abdul Khader, Physical Health and Education TL

The children's interest in hobbies and other extracurricular activities has decreased as a result of the growing demand for kids to demonstrate academic accomplishment and the dominance of technology in leisure time. These activities are important because they provide kids with practical skills and help them develop their personalities. A child's education revolves around goal-oriented learning, which is an essential tool for educating children. Rarely do we witness parents or teachers encouraging kids to follow their interests and goals. Instead, the focus is mostly on getting good marks in order to get accepted into elite universities, which is a sure-fire method to safeguard a child's future, at least professionally.

Physical Education helps students develop confidence and abilities to engage in a range of sports and other activities that they find valuable in their daily lives. Children who participate in an Advanced Physical Education programme have the chance to acquire the knowledge, attitudes, and behaviours necessary to maintain physical fitness throughout their life. Adequate and regular physical exercise not only promotes learning, lowers stress, anxiety, depression, but also aids in the prevention of major diseases. Even if the child excels in every other subject and goes on to become a brilliant doctor, lawyer, engineer, etc., if they have poor health, it makes no difference.

The following reasons show the importance of physical education and how much the kids gain from a quality Physical Education programme offered by focus school:

Ethics are instilled through physical education:

The first benefit of physical education is that it instils in kids the moral values necessary for success in today's competitive world. Additionally, it emphasises in kids the virtues of fortitude and work ethics. Being physically fit is crucial to living a healthy life. Therefore, physical education is a crucial component of the curriculum in most institutions. Students who regularly engage in physical activities stay active and in good health. Daily physical activity improves cardiovascular health and promotes the growth of muscles as well as the assimilation of nutrients into the body.

Enhancing Academic Performance:

One of the advantages of physical education is that it aids pupils in raising their academic performance. Most physical activities that a kid engages in school are linked to improving social conduct. Physical education offers children the chance to connect with the world outside of the classroom, which improves their social interaction. Through a variety of group activities, kids learn to work together while developing their

personal identity. Sports, for instance, is a great way to teach kids about cooperation, leadership, and management.

Enhances Self-Confidence:

Whether the kids like playing cricket or sketching and painting, getting praised for anything other than scholastic achievement can uplift their spirits. A confident youngster is more equipped to take on obstacles in real life with energy.

Increases Focus and Retention:

Students who are fully engaged in their academic work will need longer breaks each day. Physical education has a role in this. Students can break up the monotony and expend extra energy when they engage in physical exercise at school.

Numerous benefits of physical education in schools include increased student intellectual and physical performance. On the other side, a lack of physical activity in young people has been associated with a higher risk of obesity, cardiovascular disease, diabetes, high blood pressure, and other health issues.

Focus High School includes physical activities in the classroom, during breaks, hence giving all students a chance to improve their skills under the supervision of a qualified PE teacher. Also, we encourage collaboration with other organisations to offer after-school physical activity programmes for kids and teenagers. Parents can also play a key role to support a child's academic performance by enhancing active participation in various physical education (P.E.) sports training programmes offered by the school and helping a child in creating healthy lifelong learning habits.

At its core, physical education serves to support a student's needs primarily in today's world. Physical education, however, is much more than that and may benefit a person in practically every area of their life, both physically and psychologically. A kid who continues to struggle with social relations and/or behaviour issues may find it to be a helpful outlet. Through P.E., a student frequently gains skills for collaborating with others to achieve a common objective. Through physical exercise, a student learns new strategies for coping with what they perceive to be challenged. When a kid learns to control their aggressive conduct during physical education, they may frequently learn to curb it in other settings, including the normal classroom and outside of school. The inclusion of extracurricular activities into a student's academic life aids in time management, helps them establish priorities, and broadens their outlook on the world. Numerous pupils who succeed in extracurricular activities are awarded special scholarships and have a higher chance of admission in prestigious colleges & universities.

Reducing Sports Injuries in School while Playing in PHE Class by Boini Sai Kumar, Physical and Health Education teacher

PHE action research on injury prevention in PHE classes is as follows:

The problem

In my first month of joining the school, there were several minor injuries to the students. At first, the reason for these frequent injuries was not clear to me. However, I resolved to analyze the causes of these injuries and prevent them in the future. For this, I spoke with my colleagues and the counsellor and made a list of possible reasons. I found several reasons for the injuries, and I am sharing some of the reasons below:

- The play area was small compared to traditional playgrounds.
- Lack of discipline during the play.
- Students are not involved in warm-up activities before the game.

After analyzing the reasons, I came up with the following plan.

The solution:

- The student should come with the proper gear while coming to PHE class.
- Students will follow the game rules while playing.
- Planning fun warm-up activities before the play.
- While playing the team game, we make minor changes in the rules of the particular game keeping in mind the smaller playground.

After implementing the plan, I got the below results.

The results:

- The students are coming with the proper gear.
- The student play under the rules kept by the umpire (PHE teacher).
- Students are enjoying the fun warm-up activity.
- Students are getting more chances to play with the new changes in the game rules.
- Nowadays students are enjoying injury-free gameplay time at school.

पढ़ने और लिखने के कौशल का महत्व

by Rohini Srivastav, Hindi TL

जिसमें कौशल होगा वही कुशल होगा, जिसमें हौसला होगा वही सफल होगा।

पढ़ना और लिखना दोनों ही महत्वपूर्ण हैं - आपके पास एक के बिना दूसरा नहीं हो सकता। वे ऐसे कौशल हैं जो छोटी-छोटी बातों के कारण लगातार बढ़ते जाते हैं जिन पर अक्सर ध्यान नहीं दिया जाता है। चाहे वह किताब से लेकर कविता तक हो, हमेशा कोई न कोई तरीका होगा जिससे यह आपके स्कूल के प्रदर्शन में मदद करे। सामान्य रूप से पढ़ना और लिखना केवल जानकारी को आत्मसात करने में मदद करता है, और अवकाश या विद्यालय

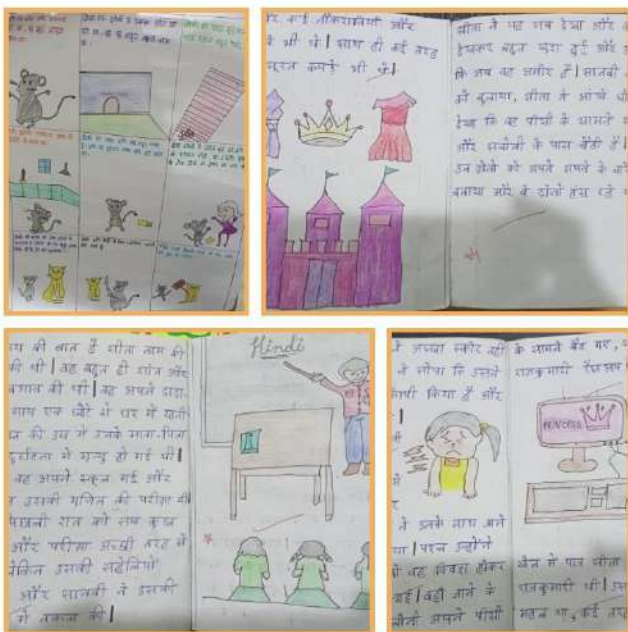
बना दिया है क्योंकि पढ़ना और लिखना स्कूल और जीवन के लिए बहुत फायदेमंद है। आज आप कितना पढ़ते और लिखते हैं, यह किसी न किसी तरह से आपकी भावी नौकरी, परिवार, पद, या यहाँ तक कि आपके वेतन को भी प्रभावित करेगा।

पढ़ना मानसिक विकास में मदद करता है और आंखों की मांसपेशियों को उत्तेजित करने के लिए जाना जाता है और यह एक ऐसी गतिविधि भी है जिसमें एकाग्रता के अधिक स्तर शामिल होते हैं और पाठक के संवादी कौशल में वृद्धि होती है। पढ़ने की आदत पाठकों को रोज़मर्रा की बातचीत में आने वाले नए शब्दों और वाक्यांशों को बदलने में भी मदद करती है।

यह हमें समकालीन लेखकों के साथ-साथ शुरुआती समय से संपर्क में रहने में मदद करता है और हमें वैश्विक मुद्दों के प्रति संवेदनशील बनाता है।

पढ़ने से व्यक्ति की रचनात्मकता का विकास होता है। फिल्मों के विपरीत जहाँ सब कुछ निर्माता, लेखक और निर्देशक द्वारा निर्धारित किया जाता है, किताबें छात्रों को अपने दिमाग में यह बनाने की अनुमति देती हैं कि कोई विशेष चरित्र कैसा दिखता है या कल्पना करें कि कोई दृश्य कैसा दिखता है।

मैंने भी इसी तरह छात्रों के कौशल को आगे बढ़ाने के लिए कहानी लेखन, कविता लेखन, संवाद लेखन स्वरचना से छात्रों को लिखना और पढ़ना सिखाया। छात्र बड़ी ही उत्साह से लिखने और पढ़ने के कौशल को आगे बढ़ाया और कई छात्रों ने कहानी और कविता लिखी। यहाँ छात्रों द्वारा किया गया कार्य।



संबंधी लेखन कार्यो को बढ़ाता है। इसने जीवन को भी इतना आसान

In Language and Literature, C10 students wrote Protest poems as a part of their Summative assessments. The following are few poems written by them. Literary devices used by students in this poem are 'Apostrophe' (a rhetorical figure in which the speaker addresses a dead or an absent person, or an abstraction or an inanimate object) and 'Anaphora' (a word or expression is repeated at the beginning of a number of sentences, clauses, or phrases).

Trees are blessing...
by Muskaan Fatima, C10B

Oh trees, aren't you hurt,
with so many scars on you!
Aren't you scared daily of being cut!
Aren't you afraid of losing your loved ones!
How can you be so strong,
with hope in you?
What have you done that,
comes badly to you?
Even after doing so much,
you face a punch.
What have you done that they treat
you like you are none!

Pollution
by Abid Hadi, C10B

The air that we breathe,
And the one that we created,
Is the reason why people die!
The trees that give the oxygen,
Are now in heaven!
The vehicles that give toxic pollution,
Is the now the reason of less human
population,
Oh, my innocent earth!!!
The persecution that you tolerate all
day
will make the humans regret when
doomsday

Worry Less
by Mariyam Moshini, C10A

Worry can take away your smiles
It can make the steps seem like miles
Worry stops all the grins
It makes life seem so dim.

So, take the worry and throw it away
Find a way to make your smile stay.
Worry is not good for you
It just makes you dull and ill.

Smiling more and worrying less
Is a way of life to address
Focus on the positive things
And you will find the happiness it
brings.

The Lonely Birds
by Kulsoom Fatima, C10B

Oh Society,
How we are? And how do you see?
The difference between you and me.

Why do you compare them with me,
The fact is they are same as me.
I have mouth, but cannot speak,
I have eyes but cannot see.

You are good, I am bad
This is the thinking of every lad.

I am like a bird in a cage,
Who never had its own pace.

How do I achieve my goal?
When you always stop me to enrol.

I want you all to see, what am I?
The truth of me to fly in sky.

Now stop this discrimination and give
me motivation,
To fly in sky, like an Eagle flies for
miles, miles and miles.

Who Are You?
by Masooma Narjis, C10B

Standing in there talking with you!
I see you say you are a girl!

You are born with a heart full of
empathy
but people say you are a girl!

I see your eyes twinkling bright
but people say you are a dark night

I weigh your hands full of strength
but people say you are dead end

I feel your heart full of sorrow
but people say you are a poisonous
arrow

The answer came from a known voice
with which I was talking inside

I know that I am a dirty guy
with full of shame and lie

people give me motivation
I am gender discrimination!

Fake Happiness
by Arjumand Fatima, C10B

Oh Money!
you are between everyone
but not between happy ones

you can buy treasures for wealthy
but can't buy health for unhealthy
you get respect on stage
but the reality is something outrage
you are in everyone's mind
why is money making you blind?
you are mad of materialistic world
but what about the people living in
real world
money is not the solution for
anything
but can be a problem for anything
So, I tell you that
money can't buy happiness
but can lead you towards badness...

**The Pain and Problem
of Reservation**
by Andish Mehdi, C10B

General goes to fight
The adversities of life
Half is kept down
Another half is handicapped
Selected on the basis of bribe

A selection should be given to
Who deserved it not who reserved it
Is it my problem
I was born normal?

I go under an earnest contingency
Rushed to the doctor
I got a wrong treatment
As he was there,
On the basis of Reservation.

Phone
by Alina Rushda, C10B

Why are people so addicted to
phone?
Though it takes people to a danger
zone!
Using it every time is not good
It often changes people's mood
Without using phone people can't
spend a day
Because of it their families are far
away
Playing games, chatting, texting
All of which life is affecting
Whether they are kids, adults or old
Always use phone without a know
Though phone makes our work easy
But makes our life squeezy.

Thorns of Society by Shaik Maqdoom

Hey boy....
I welcome you on the bridge filled of
thorns
to know why you were born

we spend time looking for gain
finding aim but all we get is pain

we handle the heavy burden of
rejection to get the profession

The Thorns of taunts break us from
inside but kept us strong on the
outside.

I ask why every problem will tells we
will be together till the last day of
forever

NO, I ask why the society made us
look like we are clay to them so that
they could play.

People judge us from our grades, but
I pretend like we are a winner race

It made me feel helpless but
eventually thinking like That was
useless.

No matter how much ever we tend to
argue with the people, we will try to
agree...

The problems are like a moon which
Come up and goes down every day

So Simple to prove that deeds
indeed in life succeed, but heads is
heads and tails is tails, where no one
fails...

Negative thoughts by Sarah Ahmed, CIOB

Oh evil! I have again come to meet
you
Again, when someone has broken my
heart into half two.

I believe am a victim of sadness
I swear I cannot handle this entire
madness.

I know am the only one who is
destroying me
And others seeing at me and laughing
Tee-hee.

My internal voices me to stay strong

but still, everything that happens
with me is extremely wrong.

some people are prisoners of their
own mind
for them there is no word like being
kind

I absolutely know am one of them
I absolutely agree staying silent what
is all to be meant

I feel how my souls getting torn
I am lost I cannot take anymore

Why can I only define loneliness?
when there are multiple words like
happiness.

Why can't they just let it be?
What is so wrong about me?

Is it only me who is in trouble?
Is it only me who has to struggle?

Am a flower with broken petals
there is no place for me when I can
settle.

Those words are eating me up
Please wish me better luck.

just before you go answer me
Am I capable of over- coming this evil
inside me?
Sarah Ahmed

Beauty Woes by Navira Fatima, CIOA

Oh beauty! Why are you always
judged
Though you're always beautiful in
your own way

Oh beauty! don't be judged by your
colour
Show the whiteness of your heart

Oh beauty! wrinkles is not a sign of
giving up
But a map of constellation, hopes and
dreams

Oh beauty! don't be judged by your
figure
It does not show the size of your
heart

Oh beauty! a spot on your face
Does not define your personality!
Stop hiding it!

Oh beauty! I feel sorry for the
judgemental people
Because they can't see as you exist

Injustice by Rahil Ali, CIOA

"I can't breathe." The injustice is
clear,
all this anger spilling from a world in
fear.

Once again authority takes another
man out.

Corruption has forced angry voices to
shout

The mistreated are rising to end all
disdain.

Amongst all the outcry, above all the
pain,

Where is the peace to end hatred's
reign?

Without any justice, there will never
be peace.

Now the blindfold is off the sheep
that been fleeced.

The ground here is shaken, and lives
have been shattered.

No matter the skin colour, a life
always matters.

Yet for Jordan's with hoodies, its
hands up, don't shoot.

It's time to give police brutality the
boot.

But hate can't stop hate because the
violence won't end.

And the chaos must stop so the
country can mend.

Racial prejudice is something some
will truly never understand,
but the solution for this comes with
us all hand in hand.

Now is the time to fight them with
knowledge and implement laws.

Let our hope for tomorrow make this
yesterday's cause.

Don't Judge Me by Ameer Raza Kirmani, CIOA

Judging someone is such a simple
task,

it might just be a comment one
would simply pass.

Before we convey why can't we just
confirm,

Cause it destroys my feelings,
Sometimes it just harm.

I don't know why but,
sadly, we are always critiqued,
By the people that we know,
By the title or occupation,
And by the possessions that we show.

We judge by skin colour,
Or by the amount of pay-check we
receive,
By the number of prayers,
Or just by the rumours we believe.

We are judged by our past,
And by our education,
By the way we speak,
Or just by our nation.

We judge tall and short,
We judge both fat and small.
We judge by one's appearance,
The fact is, we judge it all!

Some judge because they are hired
to,
Some judge intentionally.
Some judge to build self-worth,
Some judge unwillingly.

Before you judge me,
Just look above the sky.
Even God doesn't propose to judge a
man till his last days,
why should you and I?

The Voice of Oppressed by Syed Sibta Abbas, C10A

Hello, poverty we are back again,
let me tell you what pain is,
you didn't see when my eyes rain,
we did a protest burned the train,
anger vent into our veins,
out of hunger people faint,
we won't be quiet we are not saints,
to hide the cracks people are using
paint,
we would fight people, spread hate,
approached you lovely, but it's too
late,
government and people didn't
cooperate,
we are struggling to fill our plates,
Oh government! We lost our fate,
I guess it is because of the
employment rate,
they blame our health on
malnutrition,
no, people its inflation,
we didn't develop because of less
literacy.
I guess it is the politician's hypocrisy!

A Disturbed Talk by Fizza Kheredmand

Nature! You are so pretty, you are so
wonderful,
I think you are very beautiful,
Nature! Why are you not treated
right,

Why are your belongings destroyed,
All your trees are cut down,
Why are you hurt, I feel that hurt very
bad,
I know it and I cry,
For, the community has taught me
that the help we receive must not be
returned.

Inequality by Firasath Ahmed, C10A

Oh inequality! when will you end.
sometimes by colours and
sometimes with gender.

Sometimes I think why God made
Gender,
By which we humans made a big
blunder.

The contribution building the nation
is same.
Instead of getting appreciation we
are put on a blame.

Equality is today's demand,
Encourage it with expand.

It would be people's best quality,
If they really do equality.

She's a daughter, she's a mother,
Or he's a father or a brother.

Why do we fight? Treat both as same,
When will this world come out of this
game?

Why to discriminate when they both
have quality,
When will we follow gender equity
and equality.

What a Man Feels... by Ahmed Ali, C10B

They told a man have a good life
Why they don't see feeling behind his
life,
No matter how strong a man alike
But he can also get tired a kind,
They get tired of being looked up and
down
Also, of paying rent of his town,
They told life is a circle of happiness,
He think life is a circle of hard time
and sadness
He needed to be strong and shut his
feelings down,
because he was to be a real man of
his town.

He cannot find words for feeling good
or bad,
As he can't express anything, and
think to be as well as
Every toughest battle he fights,
he tried to learn his quite
He knows the reality comes with
some traffic,
He starts from the unreal, to end up
in the attic
They told turn your life into a
kingdom,
He turns your wounds into wisdom...
That's how a man feels his life goes
up in dust, Fighter

It is Real by Ali lamran, C10A

I feel like a person with a broken
heart
harmd by my own and what I've
seen
I want to do new things, but I get
keen
but I get tired in between and I leave
the steam
At nights I get trapped and I want a
beam
I really can't be in a crowded scene
Not doing anything for fear of ill fail
I feel I can't fly so I don't even try
I make excuses to be alone
I am alone for I don't want anyone to
notice
I just don't tell anyone and keep it
inside like nothing is wrong
But sometimes I can't last long
So, I need someone to understand
and just sit and talk to me here
Sometimes I need you to wipe my
tears
Stay by me and teach me how to glide
Help me one by one so finally I can fly

Expectations by Kumail Hussain, C10A

Expectations is just a word,
but meaning is so broad,
Never expect anything,
for people are disappointing

I've learned that no matter what,
People tend to fail you,
because of the things they do.

Don't expect on what people say
those words don't matter anyway,
cause no matter who they are,
they tend to disappear,
like a night star.

Religious Conflicts by Mirza Asad Ali, C10A

Oh God! You are unique and we believe in your beliefs.

You are the one to create us
Fair, tall, black and just

Then why so many fights between us
when you are the one who made us.

Cultures are different, blood is same
be like brothers, not someone to maim.

Politicians are playing politics don't
fall in their tricks

With a prayer I end, that unity is what
we attend.

Girl Power by Syeda Zehra Fatima, C10B

Hey girl everyone looks at you with a
narrow space,
What do they think you couldn't give
them a good pace?

You are one who hides your tears
In your smile which isn't real.
You are the one who brings
happiness Without you the world is
full & Sadness.

Don't you think you should speak?
that will bring you to a peak

Don't you think you are super strong?
Don't you think these fellows are
proving you wrong?

You are the broken soul,
with heart as pure as gold!

Why everyone points at you?
Why can't people expect success
from you?

Why do you pretend to be shy?
When you have the courage to fly in
the sky.

People never appreciate, they
actually don't dare,
And in return they want you to care.

You also want peace, but people...
take it at ease and just tease.

Wake Up! by Nausheen Fatima, C10A

Wake up it's time to grind

Wake up it's time to work hard

Wake up and fulfil your dreams

Wake up you have real dreams to
catch

Wake up and be awesome today

Wake up and make things happen

Wake up get ready and focus on
what you want to accomplish today

Wake up with confidence and
determination

Never forget! Failure is a wakeup call
for us to realize that we haven't
done our best yet.

Be your own guide and follow your
own movements.

Wake up, you still have time!

Near-Sightedness by Shabbir Hussain, C10B

Look at those wide eyes

Staring blankly at the sky

Waiting for food to come

Sitting beside every slum

How to describe my feelings

When I see people sitting under
celling

We don't have food we are hungry

This is the reason we are angry

Everything is same but the difference
come's here

No one can see our running
tears

Student Leaders Speak

Hyderabad!!!

By Batool Zaidi, School Vice-Captain, C9A

Some people would prefer a change of air. They would like to go to the countryside and breathe fresh air. Sure, that sounds wonderful and all but if I'm away, I would feel homesick. And by homesick, I don't mean my home. I mean my city. Some would say that it's a bit strange to like the polluted air of the city but to me, it feels like magic! Yes, I love the polluted air. Yes, I love the messed-up wires on the road. Yes, I love how muddy the roads get after it rains and how the trees shine in the sunlight. How the breeze makes them dance and how the traffic sounds. I love the tall buildings and the uneven houses found in the deepest of lanes. My city has been a part of history and it is still filled with mysteries! Travelling has been my dream but no matter what, I will come back to where I was born. When I'm on the road and I feel the wind hustling against me, I feel at home. I love my city because Hyderabad is not a place, it's a people.



Art by
Farwa

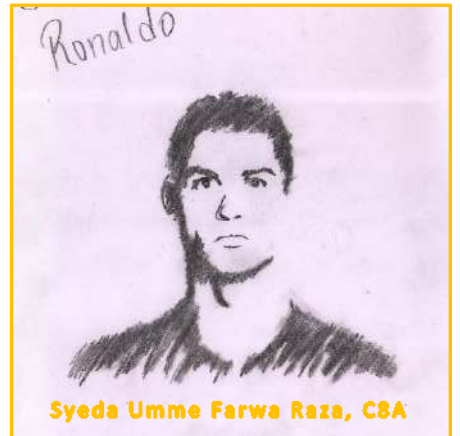
Syeda Umme Farwa Raza, C8A



Kumail Hussain, C10A



Tazmeen Zainabara, C9B



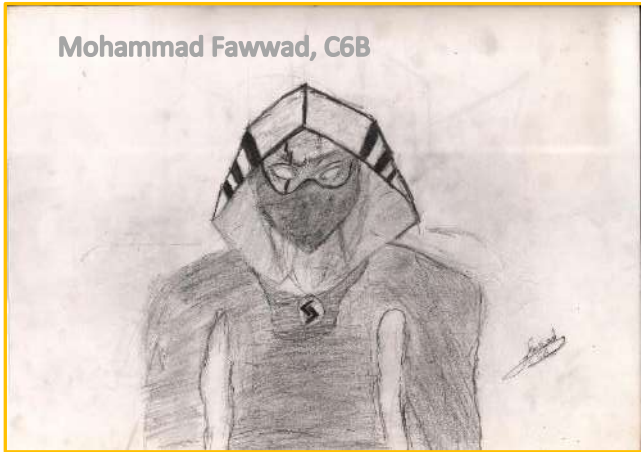
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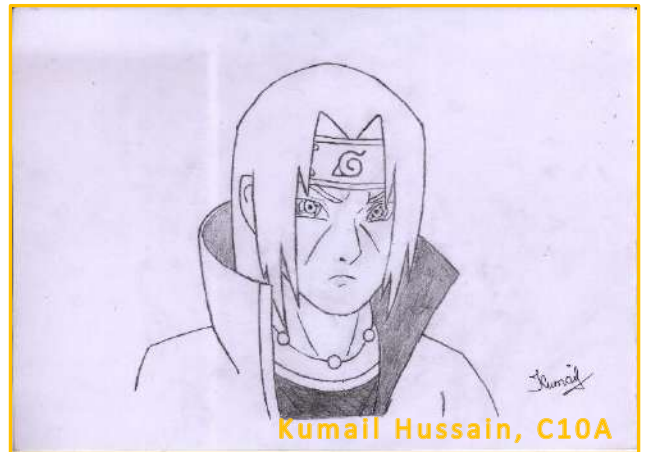
Insiya Syeda Abedi, C8A



Syed Mohammed Hussain Ali, C8B



Mohammad Fawwad, C6B



Kumail Hussain, C10A



22-8-231, Darushifa, Hyderabad,
Telangana – 500024
Ph: 040 24404060, 7207035060
info@focushighschool.org
www.focushighschool.org

Editorial Board

Editor and Designer: Vaseema Sultana

Proof-reader: Shaher Bano

Reviewer: Mustafa Zaidi

Only for Internal Circulation