

Fenestra

A window to our culture of learning and sharing

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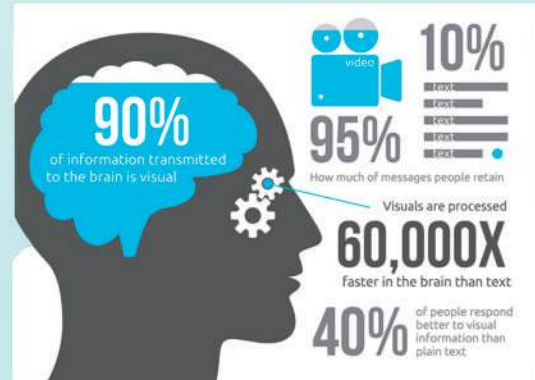
FROM THE LEADERS' DESK

AN EXCEPTIONAL APPROACH TO LEARNING HUMAYUN ABEDI, DIRECTOR CURRICULUM

Did you know which is the strongest sense organ of human beings? It is said that the information perceived by human beings is retained for a long time by its visuals. Humans heavily rely on sight for gathering information about the world. Studies suggest that we receive up to 90% of our sensory input through vision.

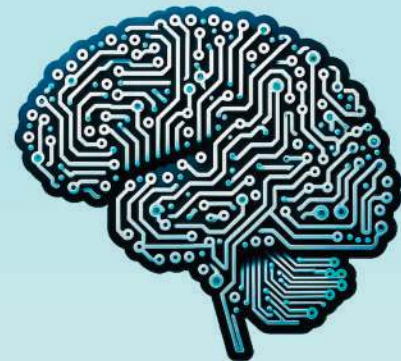
VISUALS IN LEARNING:

With the massive growth in the field of technology, everyone is compelled to use digitalised resources. The question that arises here is how we can make learning appealing, so that learners retain it for a longer time, learners get attracted to learning and enjoy understanding concepts.



A decade ago technology was not updated and there was no visible evidence of Artificial Intelligence (AI). But now we get everything in Maths, Science and Social on a click ranging from reading content to getting 3D shapes, visuals, translations, or solving of Maths problems. This will not only make learning impressive but also be remembered for a long time.

We will always have to rethink about how low-hanging fruits are fruitful, are they enhancing our skills or are they spoiling our abilities to think, design, analyze, and create? Is AI a spooler or a spoiler? The choice is ours - how we would use it rather than it using us. Because it is a database created by humans, the creator cannot depend on the creature.



HOW CAN AI BE FLUNKED?

We conducted the Guided Reading program without any visuals for about 6 months to enhance students' reading skills. We did not get to feel the use of technology; it was a simple reading process with consistency. It was so successful that we observed improvement drastically. It is always clear to understand that a kind of process or machine learning is not always necessary and it can be shelved.

WHAT'S DIFFERENT IN AY 2024-25

We have planned to install a smart classroom to serve the students with a more realistic and visualistic way of learning than depending on the machines. The only aim behind this initiative is to make learning memorable, interesting and impressive for the students, where students will be able to relate concepts, visualise, analyze and perceive quickly, with a holistic approach and to get to their medium of learning.

COGNIA'S ENGAGEMENT OF LEARNING:

STANDARD 23: Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

One of the best characteristics of Teachers' duty is to create an environment of "learning" because creating an impressive, appealing environment itself motivates the students to learn, unlearn, re-learn and grow. This not only develops students' interests but eventually enhances their creativity to ponder over what they have learnt.

COMPASSIONATE LEADERSHIP

ASMA ZAIDI, VICE PRINCIPAL



Every designation or position requires training to keep abreast with the demands of their position and role. Most school leaders also undergo training to define and build their roles and get the desired results for the school. Apart from the shared vision and mission of the institution, there are personal goals that a leader sets out for himself/herself.

At Focus High School, I was fortunate enough to be a part of an institution that puts great emphasis on professional development for all ranks of staff - from the auxiliary team to the top leadership. Over the past six years, I have learnt and grown tremendously, because of the school culture of continuous growth. As I sit to reflect on my journey at FHS, I am humbled, grateful and proud to be a part of its legacy.

School leaders are said to have many leadership styles, namely- transactional, transformational, authoritarian, laissez-faire, servant, democratic etc. and I have always struggled to find my place among these choices. I have finally discovered my style of leadership, which matches none of the above - compassionate leadership.

Compassionate leadership is different from 'servant' or 'emotional' leadership. Compassionate leaders carefully listen, understand, empathise and support other people, enabling those we lead to feel valued, respected and cared for, so they can reach their potential and do their best work. Research suggests that the team of a compassionate leader is more engaged, loyal and motivated, with high levels of well-being, which in turn produces high-quality results.

Compassionate leadership enables leaders to do hard things, the human way! It is important to recognize that empathy alone is not enough, authentic compassion requires intentional action to alleviate problematic situations. The Harvard School of Business says that compassionate leadership is required now more than ever, because of changing times, growing unemployment, and civil and political unrest. A compassionate leader gives space for making mistakes, and time for learning a skill, models behaviours and virtues and enables the accomplishment of goals by providing resources and removing obstacles faced by the staff. I learnt much later that compassionate leadership was also the style of Amir ul Momineen Ali Ibn e Abu Talib. He said that leadership was not a privilege, it is about service to the people.

Leaders are needed for all sorts of teams, from business to construction, managing government institutions to researchers in labs! School Leaders however deal with a very different ecosystem, because the "team" or "staff" that one leads, are not just providing 'services' or producing 'products' of high quality that have to be delivered; the school staff are people (who come with their own emotional baggages and experiences) that are directly connected to little human beings- the future of not just our nation but the world at large.

Needless to say, these tiny tots are impressionable, they imitate and learn, and they 'soak' or 'absorb' from the environment and adults around them, not just the lessons that are directly taught, but also actions and behaviours that are NOT taught by their teachers - the frustration and depression of teachers, their reactions and body language, their stress response, their (lack of) compassion and their

(lack of) warmth, the ability to handle emotions, attitudes and perceptions, open-mindedness, ability to persevere, take risks and much more. It is these behaviours and attitudes of 'human flourishing' that matter more than academics in the long run.

Pause to think for a minute: What lessons on trust (for example) will a teacher deliver, when the teacher is never able to 'trust' anyone in her/his personal/professional life? How will a teacher be able to impart any lesson on virtues and values when they have never had positive experiences in their personal life or their work environment? How can a teacher model forgiveness in front of his/her students when the teacher has not learnt to forgive or is not forgiven for his/her errors?

To complicate the problem of school leaders, teaching has become a dying profession. Numerous studies have been done on graduates to document if teaching would be a career choice for the young and talented and most studies show that it is not. Hence, schools around the world are left with no choice but to hire candidates who select teaching as an alternative career and not as the first choice. Which in turn means that candidates who enter the field are not trained to be teachers. High-quality education requires high-quality teachers. It once again becomes the duty of the school leader, to be compassionate for the circumstances of their joining staff and to motivate and inspire them so much that teaching turns into not just into a preferred career choice but a passion. If the school leader is effective, then s/he can take in the quality of teachers available at face value, apply compassionate leadership and turn them into high-quality educators.

I am indebted to the management of Focus High School for giving me the space and freedom to exercise my style of leadership. Through their support, I was able to empower my staff, strengthen the teacher training program and produce high-quality teachers, initiate the Endeavour Department and set up an exemplary model for Early Years, Special Needs and Teacher Training.

As I leave this institute for a more challenging role, I hope that I will be able to take with me all that I have learnt here and pass on the baton of compassionate leadership to my fellow leaders.

READING, AN ESSENTIAL SKILL

ZAINAB ASGHAR, PRE-PRIMARY SCHOOL COORDINATOR

We use Let's Read material at the PH campus to introduce young learners to reading. The material has a wide range of print-rich and kinesthetic activities that help children gather interest in reading. They learn to read through play.

We start the reading programme with the little ones in the Nursery and help them progress in reading using the Let's Read kit. In Nursery, the focus is on learning phonological sounds and isolating symbols with sounds. As students grow and move to the next level, they learn to blend and form CVC words, phrases and sentences. Level 2 is more advanced with four-letter words, blends, digraphs and magic-e.

Level 3 focuses on phonograms and spelling alternatives. This method helps to build fluency in reading. Teachers have to monitor the barriers to reading that children face and help students to overcome them. Every teacher provides multiple opportunities for students to read a variety of reading materials, and encourage reading by playing literacy games. The students who don't improve despite intervention are taken for screening for learning difficulties.



As children develop their reading skills, educators have to track and monitor reading progress continuously. For this, we use the Let's Read Diagnostic Tool. This tool helps us get the Reading Age, which is an important indicator for age-appropriate reading or early intervention. Through this tool, we have been able to verify the success of the program and the progress of the students. As pre-primary coordinator, I am happy to report that our reading levels have improved manifold since last year. Students are better readers and much more confident. Several students are reading above their reading age!

Below is a table that gives the exact data of the reading level of students.

Classes	Total [Students in grade level]	Improved Reading	Advanced Reading / Above CA	Still Struggling and need screening for LD
PP2	62	58	0	4
C1	74	72	1	1

LET'S READ

SABIKA JAVEED, LANGUAGE COORDINATOR

A PILOT STUDY FOR READING INTERVENTION OF MIDDLE AND HIGH SCHOOL

Let's Read is a program designed to improve the reading of any learner. Even though the program was initially designed for early years, we decided to pilot it for older struggling readers because of its economical viability and simple-to-use approach.

We started the reading intervention with the teacher training session. All subject teachers were trained for intervention. Next, we conducted a diagnostic test of 300 plus students, which was a herculean task. Once the diagnostic test was completed, all the students were divided into small groups.

The entire crux of learning lies in developing a child's ability to read, comprehend, and write thoughtfully. If these aspects are missing then no learning is happening.

Though 21st-century skills demand higher-order thinking skills, it does not give away the thought of basic literacy and numeracy that a child must acquire. Reading is an essential skill that directly translates into academic success in high school.

Troubled by the poor reading skills of our children, the school decided to start intervention through a reading program. We wanted a powerful program, intense enough to impact and improve the current scenario of the entire school. The intervention would require a whole school approach so that all teachers and students were on the same page. This also required detailed planning and implementation.





After a lot of debate and discussions within the leadership team, we decided to start intervention with LET'S READ, which is a valid, well-researched program that is designed to teach English as a second language. It had a proper handbook for teachers, a simple and easy-to-use diagnostic tool to track reading and enjoyable, playway style teaching aids that children enjoy and use in class.



STUDENTS USING CARD GAMES IN THE LET'S READ PROGRAM TO BUILD VOCABULARY

These groups were created keeping in mind the reading level of the students. Students with deeper reading gaps started with Level 1 of the Let's Read program. The mediocre students used Level 2; the better readers got Level 3 to begin intervention.

35 homogeneous ability groups were made of different counts. These groups were managed by different teachers. Each teacher could work with their groups depending upon the gaps that need to be filled. A dedicated ZERO period was allotted early in the morning, which was meant for reading intervention. Allotting space to these groups was another challenge. All the possible spaces from the auditorium to the assembly area on the ground floor were used. The program finally started with a big bang on 22nd Dec 2023.

This decision proved to be a blessing. We observed that subject teachers were able to support reading through the TLMs and all students exhibited continuous progress in reading.

Every month on the same date, we conducted a diagnostic test to record the "Reading Age" of students. The Reading Age served as a reference point to track the progress of children. Moreover, it helped the teachers to easily find the problem area where the student is struggling and plan intervention. The data collected helped us to analyse progress and regroup students. Thus, learning was continuously dynamic.

The constant non-stop effort and hard work of the students as well as teachers paid off when we started seeing the long-awaited progress in reading. There has been tremendous improvement in the reading capability of students. Within the first month, the Reading Age of a group of 35 students jumped from 4.8 years to 12 years!! These examples indicated that many children just needed a systematic and planned method and material for reading. Once the students got what they needed, we could see them fly.

Towards the end of the program, a lot of students graduated from the Let's Read program and moved up to Orient Blackswan Reading Comprehension cards. The enthusiasm with which students understood the LR program and undertook the responsibility of self-learning is applaudable. The marked difference was in the attitude of the learners towards reading in English, their confidence and self-esteem improved. A big thanks to Asma Zaidi for designing such a program. Our teachers left no stone unturned to make the students read and comprehend words. Ms. Hajera, one of NKB's parent volunteered for the reading program. We appreciate her selfless efforts in contributing towards the community.

INNOVATIVE PRACTICES IN ENGLISH LANGUAGE

SABIKA JAVEED, LANGUAGE COORDINATOR

Imagining a classroom without benches or chairs could be a rare occurrence in the school set-up. Imagining a classroom where you are allowed to talk will further be rare. All teachers desire to have a very quiet classroom where students talk to the minimum. True, but not in the case of English Lab classes.

Purani Haveli campus experimented with something innovative in one of its English classes. They removed the benches, stacked up the chairs in one corner of the classroom, kept the mats, and gave freedom to students to practice speaking. Sounds different, well then, yes. This small innovation solved the major challenge of the students, which is speaking in English fluently.

Little did we know that this innovation would be liked by the students so much that they would come running to this classroom. They would love the room as their own little learning space of free expression.

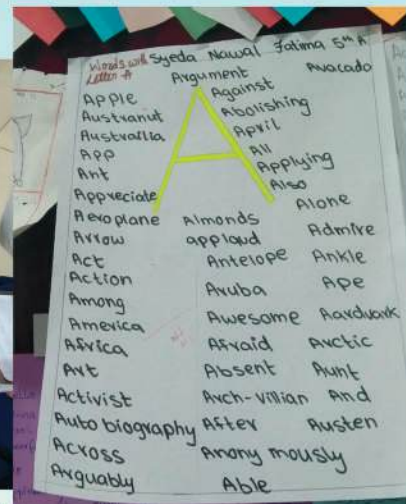
Listening to an audio in a calm and quiet space, then making notes and finally doing presentations, are some of the routines that are part of the English lab classes.



STUDENTS LISTENING TO AUDIO AND MAKING NOTES



STUDENT USING PICTURE CARDS FOR WRITING AND PRESENTING



BUILDING VOCABULARY WITH A WORD AFTER LISTENING TO A POEM

Students keep on listening to numerous audios in the form of stories, poems, conversations, TED talks, and interviews. The major principle that stood behind this lab class was the natural way of learning a language. When a natural environment is provided, students experiment with the language and learn it automatically. The lack of practice and the fear of making mistakes curbs the child's ability to speak. We tried to remove that fear.

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Every student is supposed to make a presentation. It could be either individual or in a group. There is no escape from speaking. The classroom can be noisy sometimes when students become too excited to speak. And that is exactly what we wanted. The excitement to speak.

Asra Bin Sayeed, an English teacher (middle School) reflects that the English Lab classes allowed her students to learn at their own pace, it provided a safe and controlled environment for speaking. The use of English lab has also led to an increase in student engagement. Students participated with greater confidence as they found it interactive and fun.

STUDENT'S FEEDBACK ON ENGLISH LAB

- **Mohd Arselan Ali, C7B**

I believe every school should have one English Lab. The activities done over here are different. They get us involved completely. Some activities that I enjoyed during the English class were reader's theatre, songs, listening to an interview, role play, etc. We also played games of making sentences using visual cards.

I feel that my speaking skills have improved a lot. I feel more confident while speaking. I no longer have the fear of getting confused with words

- **Ali Asghar Agha, C7B**

According to me, English Lab is a very fascinating place to learn. It made speaking English Fun. The activity that I enjoyed the most was the reader's theatre.

- **Munnaza Mehreen, C6A**

Using picture cards and making sentences was my favourite activity in the English Lab. I was surprised that though the card was the same, everyone made different sentences. A wonderful class in my opinion.

- **Mariya Younus, C6A**

Learning English can be boring if not taught in a fun way. The grammar class can make you sleep. I am glad that at least we have Lab classes for English



EVENTS AND STUDENTS

ARSHIA QURAIISHI, MIDDLE SCHOOL COORDINATOR

In the whirlwind of a student's life, academic pursuits often take center stage. However, amidst the rigors of studies, extracurricular activities and personal growth, events play a pivotal role in shaping a student's journey. From academic competitions to cultural festivals, and sports tournaments to volunteer initiatives, events offer invaluable experiences that extend far beyond the confines of the classroom.

- **Holistic Development:** Events provide students with opportunities to engage in diverse activities, fostering holistic development. While academic endeavours are essential, events offer platforms for honing various skills such as leadership, teamwork, communication, and creativity. Participating in events broadens students' horizons, encouraging them to explore their interests beyond the academic curriculum.
- **Social Integration:** Events serve as melting pots where students from different backgrounds come together, fostering social integration and cultural exchange. Whether it's a multicultural fair, a debate competition, or a charity drive, events facilitate interactions among peers, breaking down barriers and promoting inclusivity. These interactions not only enrich students' social lives but also nurture empathy and understanding.
- **Learning Beyond Textbooks:** While textbooks provide theoretical knowledge, events offer practical learning experiences. For instance, science fairs allow students to apply scientific principles to real-world problems, while Model United Nations conferences enhance their understanding of global affairs and diplomacy. By actively participating in events, students develop critical thinking skills and gain practical insights that supplement classroom learning.
- **Building Confidence:** Public speaking engagements, performing arts showcases, and sports competitions are arenas where students can showcase their talents and build confidence. Overcoming stage fright, handling pressure, and receiving constructive feedback are invaluable lessons that students glean from participating in events. These experiences empower students to step out of their comfort zones and embrace new challenges with resilience.



STUDENTS PARTICIPATING IN TELUGU DAY,
HINDI DIWAS AND YAUM-E-URDU

- **Cultural Appreciation:** Cultural events such as festivals, dance performances, and art exhibitions celebrate diversity and foster cultural appreciation among students. By immersing themselves in different cultural traditions and expressions, students develop a deeper understanding and respect for various cultural heritages. These experiences cultivate a global mindset and promote intercultural dialogue, laying the foundation for a more inclusive society.
- **Memorable Experiences:** Beyond the educational benefits, events create lasting memories that students cherish for a lifetime. Whether it's bonding with friends during a school trip, celebrating achievements at an awards ceremony, or experiencing the thrill of victory on the sports field, events contribute to the rich tapestry of student life. These memorable experiences imbue students with a sense of belonging and pride in their school community.

In conclusion, events are indispensable facets of a student's life, offering a myriad of benefits that complement formal education. From fostering holistic development to promoting social integration, events play a vital role in shaping students into well-rounded individuals. By actively participating in events, students not only enrich their academic journey but also cultivate essential life skills and values that pave the way for future success.

CIRCLE TIME IN PRIMARY SCHOOL

KANEEZ E ZEHRA, PRIMARY SCHOOL COORDINATOR

"Circle time is not just a part of the day, it's a mindset. It's about building relationships, fostering empathy, and creating a sense of belonging." - Anonymous

WHY IS IT NECESSARY?

- It helps children develop a deeper understanding of each other by providing opportunities for interaction and sharing.
- Circle time facilitates the development of essential social skills such as confidence, turn-taking, active listening, sharing ideas, and cooperating with peers.
- Various activities during circle time, such as storytelling and group discussions, promote language skills including comprehension, grammar use, and vocabulary development.
- It allows children to express their feelings, share experiences, and learn to empathize with others, contributing to their emotional development.

REASONS FOR INCORPORATING CIRCLE TIME:

- It sets a positive start to the day, promoting a sense of belonging
- Increases student participation
- Incorporating fun activities into the curriculum makes learning enjoyable and memorable for children.
- Promotes higher-order critical thinking skills, problem-solving, and creativity.
- Encourages teamwork and collaboration among peers.
- Allows teachers to have a better understanding of students' strengths, weaknesses and interests.

ENGAGING ACTIVITIES DURING CIRCLE TIME

- **Word games:** A variety of word games were played to engage the students, and enhance their language skills.

- **Group discussions:** students collaborate in small groups, discuss the topic given, and share their insights. This helped improve their communication skills.
- **Storytelling:** it is one of the favorite circle time activities of the students. Sharing stories enhanced their listening skills.
- **Yoga and Meditation:** Introducing yoga during the morning hours infused the students with positive energy, making them ready for the rest of the day.
- **Mental Maths:** Apart from the fact that mental math strengthens mathematical skills, it also promotes problem-solving and collaboration among students.



The introduction of circle time in the primary classes has proven to be highly beneficial. Initially, the students were reluctant to share, and speak up. However, as circle time was a part of every morning, students gradually gained confidence and began actively participating in the discussions. It enabled the teachers to build a positive relationship with the students. Circle Time will continue to be a valuable component of the Primary school curriculum in the coming years too with many more enhancements to enrich students' learning experiences and promote their overall development.

COMPREHENSIVE SSC STRATEGIC PLAN

SYEDA LUBABA FATIMA, HIGH SCHOOL COORDINATOR

- **INCLUSIVE**

Motivational Talk, Career Counselling & Student Leadership

- **DEEPER LEARNING**

STEM education, Service Learning, Culminating Fair & Field Trip

- **ENGAGEMENT**

Alumni Interaction, Parent-Teacher Collaboration, Mentorship programme

- **ACADEMIC ENRICHMENT**

Benchmark Assessments, Pre-Board Assessments, After school Classes, 12-Month Intensive coaching

"Success is the result of foresight and resolution, foresight depends on deep-thinking and planning..."

- Hazrat Imam Ali (a.s)

I D E A is a comprehensive plan which acts as a key for the Class 10 and consecutive class students as well as teachers. The motive of our curriculum planning has always been to provide holistic development of the students, encouraging them to be critical and creative thinkers; guiding them to be principled and compassionate; training them for physical health; and preparing them for higher studies and work.

The ways through which we will achieve this are:

MOTIVATIONAL TALK | MONTHLY

The aim is to instill encouragement and motivation among students, fostering their readiness for both the challenges of life and academic examinations. Through this, students are equipped with valuable tools that empower them to make better and more informed decisions.

CAREER COUNSELLING | YEARLY

Students are allowed to consult and gain guidance in identifying their positive attributes. Students receive personalised career guidance and counselling due to which they can make informed decisions. Career counsellors motivate and guide the students to work hard, and set achievable targets, and the path, of course, can be taken to achieve them.

STUDENT LEADERSHIP | JUNE ONWARDS

Students are given the opportunities to nurture their innate leadership skills by electing their seniors as sports captains, house captains and school leaders. We let them initiate and lead events, assemblies, regular duties (arrival & departure), being mentors so that they become the guiding beacon for all. By assuming leadership roles, students are presented with challenges that foster self-confidence, resilience, and effective communication. These experiences not only shape their character but also enhance their ability to initiate, lead, adapt, collaborate, and be responsible in various settings.



ELITES SPEAKER INVITED FOR C9 & C10



PARENT ORIENTATION FOR C10



CAREER COUNSELLING

STEM EDUCATION | JUNE ONWARDS

Along with the SSC curriculum, STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Through STEM, students develop 21st century 4Cs skills Creativity, Critical thinking, Collaboration and Communication. This helps students to deal with real-world situations and apply their learnings to create, innovate and discover new things.

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SERVICE LEARNING | THROUGHOUT THE YEAR

Service learning is an educational approach that integrates community service with academic learning. In service learning, students engage in meaningful service activities that are directly related to the subject matter they are studying and they reflect on those experiences to gain deeper insights into the real-world applications of their learning.

CULMINATING FAIR | YEARLY

Students are provided with a platform to demonstrate their comprehensive learnings, personal growth, and future aspirations. They will be able to do this by creating a model or presentation on a subject of their choice, inspiring their junior peers for their upcoming studies, expressing gratitude towards the faculty, peers, and the school, and articulating their plans and aspirations.

FIELD TRIP | YEARLY

Field trips allow students to come across environments that they otherwise wouldn't have contact with within the four walls of a regular school. Going on a field trip enhances their critical thinking skills and gives students a chance to think about a topic or theme from a different perspective.

ALUMNI INTERACTIONS | FREQUENTLY

Students get the opportunity to interact with the school's alumni and learn about their experiences. These discussions/sessions encompass diverse topics such as the methods they had used to study, preferred colleges, effective study methods and much more.

PARENT-TEACHER COLLAB | QUARTERLY

Parents and teachers play a pivotal role in providing students with a robust foundation upon which they can build their future endeavours. Every academic year, parents and teachers have the opportunity to meet and discuss the progress of the students frequently to have a deeper understanding of a child's growth and academic performance.

MENTORSHIP PROGRAMME | SEPT - MARCH

Students are allowed to lead, provide guidance, and collaboratively engage in smaller group dynamics, under the guidance of a facilitating teacher who mediates the process, thereby enhancing the comprehension and grasp of concepts in more focused and compact units.

BENCHMARK ASSESSMENTS | WEEKLY THROUGHOUT THE ACADEMIC YEAR

The aim is to recapitulate the concepts simultaneously as a process of forward and backward learning, which instigates the spirit of competitiveness with their colleagues.

PRE - BOARD ASSESSMENTS AS PER SCERT BOARD | NOVEMBER - MARCH

Students get the opportunity to evaluate and reassess their preparedness for the ultimate SCERT board examinations. The underlying objective of these assessments is to instil proficient problem-solving skills and understand the academic standards of board assessment. This is achieved through the meticulous process of attempting and solving previous years' board papers, and materials from standard publications with the support of esteemed faculty.

AFTER - SCHOOL PROGRAMME | JULY ONWARDS

The primary emphasis of the after-school program lies in expeditiously covering the curriculum, intending to facilitate timely revision and foster a comprehensive and well-rounded development for the students.

12-MONTH COMPREHENSIVE COACHING | MARCH TO MARCH

Students have classes during the Dussehra and Sankranti breaks, the purpose behind organising these classes is to maintain a seamless continuum in the educational progression, ensuring that the students can proficiently reach academic milestones as per the SSC board schedules so that a rigorous re-teaching or re-learning happens.

MATHEMATICS LABORATORY

MAHMOOD ALI, HIGH SCHOOL MATH TEACHER



STUDENTS BUSY DOING MATH ACTIVITIES IN MATH LAB

Keeping in view the needs and necessities of students for the current generation, an experienced and dedicated teacher, a Role model for many students, a lifetime achievement award holder, H.O.D Math department Focus High Schools, Mr. Sajid Naqvi successfully designed a maths lab at Purani Haveli campus with all his ideas and manipulatives needed for various teaching strategies, for practical teaching and activity-based learning.

The mathematics laboratory is a place where anybody can experiment and explore patterns and ideas. It is a place where one can find a collection of games, puzzles and other teaching and learning material.

The materials are meant to be used both by the students on their own and with their teacher to explore the world of mathematics, to discover, to learn, and to develop an interest in mathematics. These activities create interest among students or in anybody who wants to explore and test some of their ideas, and beliefs about mathematics. The activities in the maths lab should be appealing to a wide range of people, of different ages and varying mathematical proficiency. While the initial appeal is broad-based, the level of engagement of different individuals may vary. The maths lab activities listed here have been done with students and teachers of different grade levels. The activities are intended to give children an experience of doing mathematics and not merely for the purpose of demonstration.



STUDENTS DOING ACTIVITIES USING MATH LAB MATERIAL

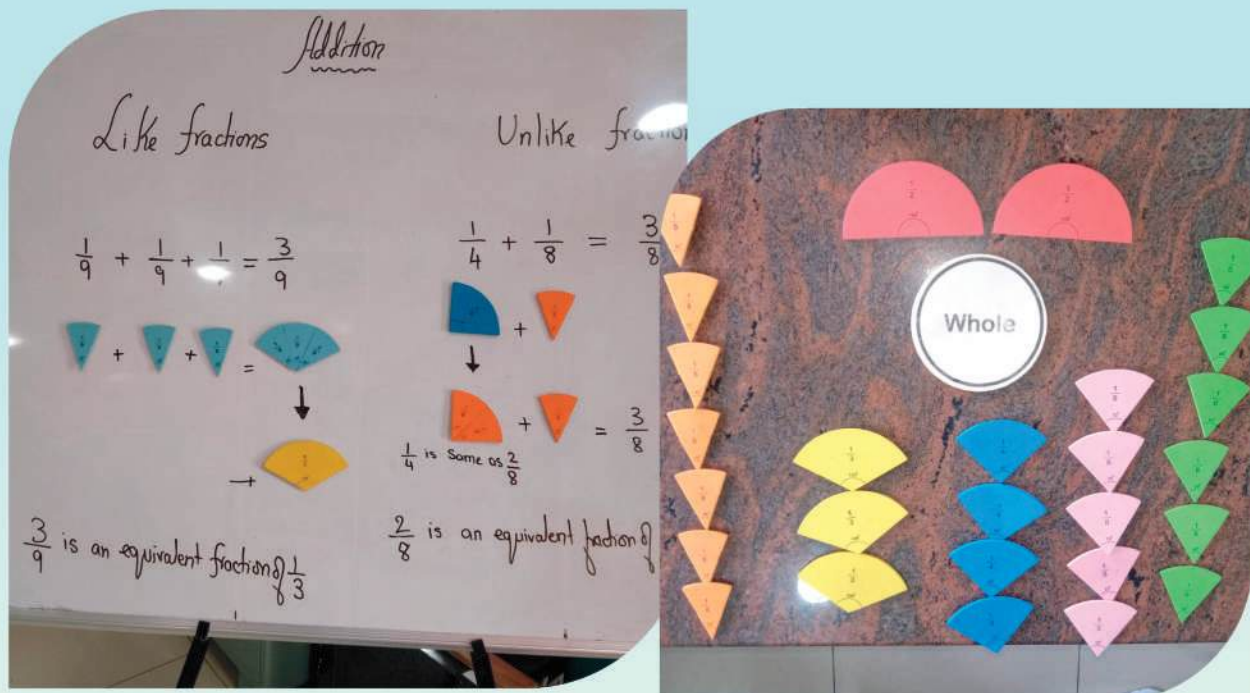
The Math lab allows the students to discover mathematics by doing many activities that present a problem or a challenge, possibly generating further challenges. The activities help students to visualise, manipulate, and reason. They provide opportunities to make conjectures and test them, and to generalise observed patterns. They create a context for students to attempt to prove their conjectures.

It is important to note that while science experiments provide evidence for hypotheses or theories, this is not so in mathematics. Observed patterns can only suggest mathematical hypotheses and conjectures, not provide evidence to support them. (Sometimes, they may help to disprove a conjecture through a counter-example.) Mathematical truths are accepted only based on proofs, and not through experiments.

The Mathematics laboratory is a place to enjoy mathematics through informal exploration. It is a place where anyone can generate problems and struggle to get an answer. It is a space to explore and design new mathematical activities. So, the maths lab should not be used to



MATH LAB CUPBOARD AND VARIOUS MATERIALS



assess students' knowledge of mathematics. Often the mathematics lab takes students' knowledge beyond the curriculum.

The Mathematics laboratory is a self-explanatory place with activities, in which students could come anytime (free to them) and engage in the work, continue working on the problems/tasks, and take teachers' assistance as and when they are stuck. In this way, the role of the teacher is not to teach how to progress in the activity but to facilitate inquiry with the mathematics in it. The facilitation could be done either by probing questions, giving an extra resource or asking to follow or discuss with peers.

CULMINATING EXHIBITION | CUL X

ADA FATIMA, PRIMARY SCHOOL SCIENCE TEACHER

“There is no plan B, as there is no PLANET B” — Ban Ki-moon

One needs to understand the above quote before it's too late and what would be better to introduce and make them understand this from childhood.

Culminating exhibition 2024 was based on SDGs which focus on transforming our world. There were 4 goals (life on land, life below water, climate action and sustainable cities) which were taken up by the students. They were able to define and identify major sustainability challenges.

The preparation for the exhibition started with an orientation session in which students were able to know and understand the SDG (Sustainable Development Goals), its aims and what it wants to achieve. They even realised how we humans are hurting our environment just to meet our needs and satisfy our greed. The students did their research and came up with wonderful ways which when followed can lead to achieving the goals.

The students held a rally through which they were able to spread awareness about the effects of human activities on the environment which is leading to the destruction of our planet. Students conveyed the message even to their fellow schoolmates through presentations. They even took the pledge to work towards the betterment of the world. There was a panel discussion conducted on climate action. Our vice-principal, Mr.Humayun Abedi had an interactive guest lecture on sustainable cities and development.

The mentors also played a crucial role in guiding and assisting students by giving proper shape to their ideas. They were the major support system in giving life to the creativity of the students. On the day of the exhibition, students were able to describe and explain the goals through models, charts and discussion. Students along with mentors decorated and presented their goals in a very innovative way.

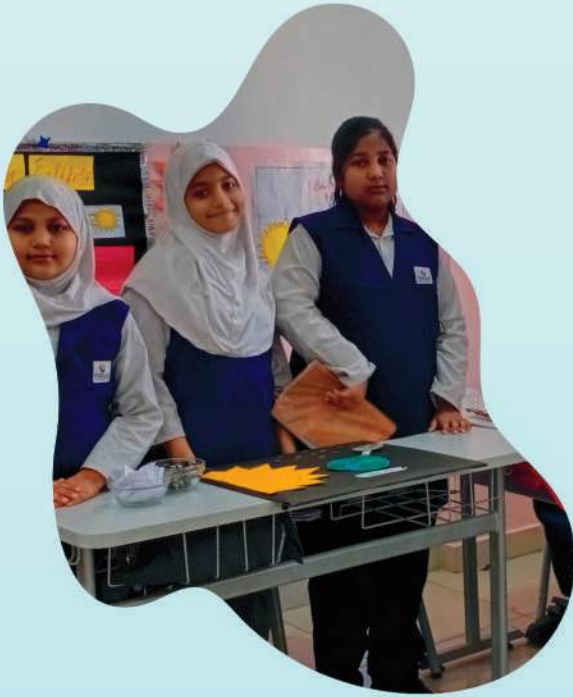
Overall the students were able to even develop their creative skills, teamwork, and critical thinking. The culminating exhibition gave them a platform to take a tiny step towards making the world a better place to live.





GLIMPSES OF SCI-PHILIA





THE IMPACT THAT MATTERS SYEDA SAIRA FATIMA, COUNSELOR

There's a certain satisfaction that comes with a job well done. But for me, the pinnacle of professional pride arrived in an unexpected moment. It wasn't an award, or anything extraordinary. It was a simple phrase, discussed between two teens: "You can trust her, she will help you."

Those words, spoken by a young boy encouraging his friend to open up, solidified the true impact of my work. It wasn't just about completing tasks or achieving goals; it was about creating a safe space, encouraging vulnerability, and empowering individuals to seek help. In that moment, I witnessed the ripple effect of my work, extending beyond the immediate situation to build a foundation of trust and support.

This experience serves as a constant reminder of the profound difference we can make in people's lives. It goes beyond the profession and taps into the human capacity to connect, empower, and inspire positive change.

طالب علم کی زندگی --- (فکر و خیال کے آئینہ میں) SIDDQUA SHAHEEN, HIGH SCHOOL URDU TEACHER

اُڑتے جو فضاؤں میں تھے شاہین نہ رہے
بازوق نہ رہے بادین نہ رہے
وہ لال و گلزار وہ مہ جبیں نہ رہے
مومن کا وہ انداز باکمال کھو گیا
اقبال تیری قوم کا اقبال کھو گیا۔

اقبال تیری قوم کا اقبال کھو گیا
ماضی تو سنہرا ہے مگر حال کھو گیا
وہ رعب و دبدبہ وہ جلال کھو گیا
وہ حسن بے مثال وہ جمال کھو گیا
ڈوبے ہیں جو ابوں میں، پر سوال کھو گیا
اقبال تیری قوم کا اقبال کھو گیا



اتنے اہم عنوان پر کچھ لکھنے کے لئے اپنا قلم اُٹھایا تو الفاظ خود بخود مچلتے ہوئے نوکِ قلم سے ادا ہونے لگے۔ لیکن طلباء کی بھلائی اور اسکولی زندگی کیلئے بہتر معروضات پیش کرنا اپنی سعادت سمجھتی ہوں۔ یہ حقیقت ہے کہ ایک کامیاب ادارے کا حسن افراد کے باہمی تعاون سے ہی ہوتا ہے۔ طلبہ میں غور و فکر پیدا ہونے سے طلبہ کی زندگی کے گلستان میں بہارِ نو کا منظر پیدا ہوتا ہے۔ عصرِ نو میں ہمیں طالب علم کی زندگی کے فکر و خیال کے آئینہ میں جھانک کر حالات کا باغور جائزہ لینے کی خاص ضرورت ہے۔ اس سوشل میڈیا کے دور میں ایک اچھے طالب علم کی زندگی کے مثبت پہلو کہیں دب کر رہے گئے ہیں۔

اس ضمن میں نسلِ نونہال کی رہنمائی کی خاص ضرورت ہے۔ یہ دینی اور دنیاوی تعلیم سے ہی نسلِ نو میں تدبیر کا ادراک پیدا ہوتا ہے۔ عصر حاضر کے اس پُر آشوب دور میں دینی تعلیم کی ضرورت زیادہ ہے۔

یہ ایک مسلمہ بات ہے کہ اچھی خوبیوں کے فروغ کے لیے تعلیم کے ساتھ تربیت کا اہتمام بھی نہایت ضروری ہے۔ یہ حقیقت روزِ روشن کی طرح عیاں ہے کہ ایک اچھا اور قابل طالب علم ہر دور کی ضرورت ہے۔

ہر طالب علم میں یہ خوبیاں نہایت ضروری ہیں۔ عمدہ اخلاق، بلند کردار، بڑوں کی عزت و احترام، ساتھیوں سے محبت، انسانیت سے پیار، محنت و لگن کا جذبہ، مطالعہ کتب، شیریں کلامی، خود اعتمادی، اور اچھے خیالات سے اچھی سونچ پیدا ہوتی ہے۔ جس سے ادارے کا ماحول بہتر ہوتا ہے۔ بقول شاعر کے:

خدا نے آج تک اس قوم کی حالت نہیں بدلی
نہ ہو جس کو خیال آپ اپنی حالت بدلنے کا (علامہ اقبال)

تدریسی حکمت عملی

JUVERIA FATIMA, PRIMARY SCHOOL URDU TEACHER

تدریسی حکمت عملی وہ طریقہ اور تکنیک ہیں جنہیں استاد سیکھنے کے عمل میں اپنے طلباء کی مدد کے لیے استعمال کرتا ہے۔ استاد اس تدریسی حکمت عملی کا انتخاب کرے گا جو زیر مطالعہ موضوع، سیکھنے والے کی مہارت کی سطح اور ان کے سیکھنے کے سفر کے مرحلے کے لیے موزوں ترین ہو گا۔

تدریسی حکمت عملی تدریس میں اہم کردار ادا کرتی ہے۔ وہ اسی لیے اہم ہے کیونکہ وہ ہمیں نئی چیزیں سیکھنے میں مدد کرتی ہے۔ یہ ایک بہترین طریقہ ہے جس کی مدد سے اساتذہ، طلبہ کو اچھی طرح سے مضمون کی وضاحت کر سکتے ہیں۔

تدریسی حکمت عملی اس لیے بھی اہم ہیں کیونکہ جماعت میں بعض ایسے طالبات ہوتے ہیں جو زیادہ بصری طریقے سے سیکھنے والے ہوتے ہیں جو ان چیزوں کو بہتر طور پر سمجھنے کے لیے دیکھنا اور سننا پسند کرتے ہیں۔ اور کچھ طلبہ زیادہ صوتی (سمعی) طریقے سے سیکھتے ہیں اور انہیں نئے مواد کو سمجھنے کے لیے سننا اور اس کے بارے میں بات کرنا زیادہ پسند کرتے ہیں۔ کچھ معلومات میں طلبہ کو تدریسی حکمت عملیوں کی ضرورت پڑ سکتی ہے جو بصری اور صوتی دونوں کو یکجا کرتی ہے تاکہ وہ نئی مواد کو کسی ایسی چیز سے جوڑ سکے جسے وہ پہلے سے جانتے ہیں۔ اہم بات یہ ہے کہ ہر ایک طالب علم کے سیکھنے کا اپنا منفرد انداز ہوتا ہے۔ اساتذہ مختلف تعلیمی سطحوں کے طلبہ کے لیے موزوں اسباق کے منصوبہ بندی تیار کرنے کے لیے متعدد تدریسی حکمت عملیوں کا استعمال کرتے ہیں۔ متعدد تدریسی حکمت عملیوں کا استعمال طلبہ کو موضوع سمجھنے اور اپنی تعلیم کو بہتر بنانے کے قابل بناتا ہے۔ اس سے طلبہ اور اساتذہ کی صلاحیتوں میں اضافہ ہوتا ہے۔



JAM SESSION

STORYTELLING

PEER LEARNING

छात्रों में भाषा के प्रति प्रोत्साहन और प्रेम जागृत करना
KAVITHA THAKUR & DURDANA FATIMA, HINDI DEPARTMENT

नमस्कार,

जिस तरह कुछ जल की बूंदें
मुरझाये पौधे को हरा कर देती
उसी प्रकार भाषा का ज्ञान मिलने पर
इंसान की शक्तियाँ दिखाई देती

ज्ञान न मिलने पर इंसान
जीवन में ऐसे भटका रहता
सुख-दुःख के खेल में वो
जीवन भर फसा रहता

जिस इंसान को भाषा का ज्ञान मिले
वो अपने जीवन को समझता है
लक्ष्य बना अपना एक वो
मार्ग में उसी के चलता है।



बहुत सरल, सहज और सुगम भाषा होने के साथ हिंदी विश्व की संभवतः सबसे सरल भाषा है जिसे दुनिया भर में समझने, बोलने और चाहने वाले लोग बहुत बड़ी संख्या में मौजूद हैं। यह विश्व में तीसरी सबसे ज्यादा बोले जाने वाली भाषा है जो हमारे पारम्परिक ज्ञान, प्राचीन सभ्यता और आधुनिक प्रगति के बीच एक सेतु भी है।

भाषा का विकास उसके साहित्य पर निर्भर करता है। आज के तकनीकी युग में विज्ञान और इंजीनियरिंग के क्षेत्र में भी हिंदी में काम को बढ़ावा देना चाहिए ताकि देश की प्रगति में ग्रामीण वासियों की भी भागीदारी होना है इसके लिए यह अनिवार्य है कि हिन्दी और अन्य भारतीय भाषाओं में तकनीकी ज्ञान से संबंधित साहित्य का सरल अनुवाद किया जाए। इसके लिए राजभाषा विभाग ने सरल हिंदी शब्दावली भी तैयार की है। राजभाषा विभाग द्वारा राष्ट्रीय ज्ञान-विज्ञान मौलिक पुस्तक लेखन

योजना के द्वारा हिंदी में ज्ञान-विज्ञान की पुस्तकों के लेखन को बढ़ावा दिया जा रहा है। इससे हमारे विद्यार्थियों को ज्ञान-विज्ञान संबंधी पुस्तकें हिंदी में उपलब्ध होंगी। हिन्दी भाषा के माध्यम से शिक्षित युवाओं को रोजगार के अधिक अवसर उपलब्ध हो सकें, इस दिशा में निरंतर प्रयास भी जरूरी है।

हिंदी प्रचार सभा प्रथम परीक्षा लिखने का मेरा अनुभव

उच्चा विद्यालय का अनुभव

मैं उमामा नवाज़। ९ वी कक्षा में पढ़ती हूँ। यह निबंध मैं प्रथम परीक्षा का अपना अनुभव बताने लिख रही हूँ। मैंने पहली बार प्रथम परीक्षा का प्रयास किया है। मेरी परीक्षा रविवार १० मार्च २०२४ को थी। मैं यह प्रथम परीक्षा पहली बार लिख रही हूँ। परीक्षा केंद्र मेरे विद्यालय में ही था। यह परीक्षा के द्वारा मेरे भाषा में प्रगति मिली। प्रश्न पत्र समझने में मेरे अध्यापक जी श्रीमती कविता ठाकुर ने मदद की है। परीक्षा के लिए मेरे अध्यापिका जी का प्रोस्ताहन अच्छा था। परीक्षा की उपयोगिता के बारे में अध्यापिका जी ने विश्लेषण से बताया था। वर्तमान काल में इस परीक्षा की उपयोगिता को मैंने बखूबी समझा। आगे भविष्य काल में परीक्षाएँ लिखना चाहूँगी। हिंदी भाषा कि उन्नति और प्रगति को आगे बढ़ाऊँगी।

हिंदी भाषा पर एक छोटी सी कविता

करते हैं तन-मन से वंदन, जन-गण-मन की अभिलाषा का
अभिनंदन अपनी संस्कृति का, आराधन अपनी भाषा का।
जय हिन्द ,जय भारत



प्राथमिक विद्यालय का अनुभव

मैं एक अभिभावक हूँ। मैं परीक्षा का अनुभव बताना चाहूँगी। मेरा अनुभव बहुत संतोषजनक है। नागरिबोध हिंदी परीक्षा छात्रों के लिए एक वरदान है। मेरी बेटी आयेशा जिया (कक्षा: २) ने अभी हिंदी सीखना शुरू किया है और पहली परीक्षा की तैयारी करने में झिझक रही थी। अध्यापिका श्रीमती दुर्दाना फातिमा जी ने बहुत प्रोस्ताहित किया और परीक्षा में प्रश्न पत्र को समझने में मदद की है। मैं विद्यालय के प्रति आभार प्रकट करना चाहती हूँ और आशा करती हूँ की परीक्षाओं का सिलसिला इसी तरह जारी रहेगा। बच्चों का हिंदी भाषा में उन्नति और प्रगति इसी तरह चलते रहेगा तो भाषा को समझने में आसानी रहेगी। मैं अपने बच्ची को भाषा में विकसित होते देख बहुत खुश हूँ। फोकस उच्चा विद्यालय द्वारा आयोजित विभिन्न गतिविधियों ने मेरी बेटी को अभिवृद्धि होने में बहुत सहायता की है।

धन्यवाद |

हिंदी विभाग का अनुभव

हिंदी विभाग उप प्रधानाध्यापक श्रीमान हुमायूँ अबेदी जी को आभार प्रकट करते हैं। जिन्होंने हिंदी विभाग को इतना अच्छा अवसर प्रदान किया है। हर अवसर पर विभाग को प्रोत्साहन दिया है। सभी अभिभावक चाहते हैं की इन परीक्षाओं को आगे भी जारी रखे। धन्यवाद हुमायूँ सर आप ने हिंदी विभाग को हर समय प्रोत्साहित किया है।

धन्यवाद।

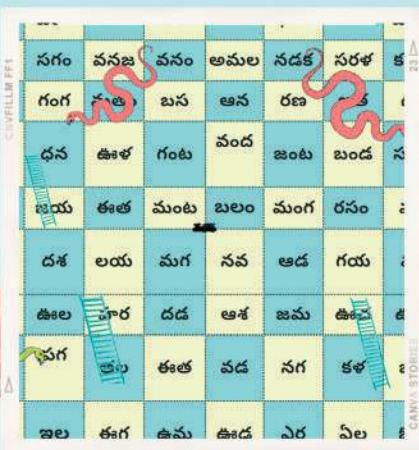


"ఆటల స్వభావంలో తెలుగు పాఠాలు మంచిగా నేర్చుకోవడం."

AYESHA FATIMA, TEAM LEADER, TELUGU DEPARTMENT

"తెలుగు నేర్చుకోవడం కొంతమందికీ కష్టంగా ఉంటుంది. విద్యార్థులకు భాషతో సంబంధం కలిగి ఉండేలాగా చూసుకోవాలి. కాబట్టి, తెలుగు ఉపాధ్యాయులు విద్యార్థులకు ఆకర్షణీయమైన భాషగా అందించటానికి కొన్నికొత్త కొత్త ప్రయోగాలు చేయాలి."

విద్యార్థులు తెలుగు భాషలో ఆసక్తి పెంచుకోవాలంటే తెలుగు భాషలో కొన్ని కొత్త ప్రయత్నాలు చేయాలి. కాలం చాలా మారుతుంది. కాబట్టి విద్యార్థులు చదువుతున్న పద్ధతులు కూడా మారుతున్నాయి. కాబట్టి భాష నేర్పించడంలో కూడా చాలా మార్పులు తేవాలి. తెలుగు భాష కొంచెం సులభమైన పద్ధతిలో అర్థం కావడానికి కొన్ని ఆటలను ప్రవేశ పెట్టాను. విద్యార్థులు చాలా సంతోషంగా పాము-నిచ్చేన (Snake - ladder) ఆట ఆడారు.



RIDA FATIMA, C8A

దానిలో అన్ని సరళ పదాలు ఉండే లాగ తయారు చేసాను.

ఇలాంటి కొత్త కొత్త పద్ధతులు ఉపయోగంలో తెస్తే విద్యార్థులకు తెలుగు నేర్చుకోవడంలో ఆసక్తి పెరుగుతుంది. విద్యార్థులు మొడల్స్ కూడా తయారు చేసి తరగతిలో ప్రదర్శించారు.

విద్యార్థులు పాఠంలో నుంచి ఒక అంశం మీద కార్టూన్ కామిక్స్ కూడా తయారు చేసారు.

విద్యార్థులకు ఇలాంటి కొత్త బోధనా వ్యూహాలు ప్రవేశ పెట్టే తెలుగు సబ్జెక్టులో ఆసక్తి పెరుగుతుంది.

STEM | SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS

MARIA ATIKA, SAMREEN FATIMA, IFRA FATIMA & HINA FATIMA

Is it important to have STEM in the early years?

Teaching STEM (Science, Technology, Engineering, Mathematics) subjects presents unique challenges due to the interdisciplinary nature of the curriculum and the diverse learning styles of students. However, with effective strategies and innovative approaches, educators can create enriched learning experiences for students.



STEM is an integrated subject that uses the in-depth content from various subjects to develop skills like creativity, critical thinking, collaborative learning, and communication. All these elements enhance a child's mental capacity and promote engagement by connecting learning to real-world problems, fostering a sense of ownership, relevance, and a growth mindset.



C8A, CONSTRUCTING A SMART BULB

It includes the following modules:

- IoT (Internet of Things)
- App development
- Robotics and
- Early Engineering



C8B, DESIGNED SMART ROBO CAR



C5B, DESIGNED MESSAGING APPLICATION

1. IOT: *The Internet of Things* refers to a network of devices, vehicles, appliances, and other physical objects that are embedded with sensors, software, and network connectivity.

Examples: Smart cars, smart homes with Alexa and Siri are some examples of IOT. It has become part of our life without even realising it.

2. App development refers to the process of creating software applications to address the physical challenges faced by people who need such apps. For example, students designed user-friendly interfaces and built apps that facilitate easier communication by sending messages to their phone contacts. Additionally, they developed a translator app that converts speech into various foreign languages.



3. Bricks are a fantastic way through which students learn the basics of any construction. It allows children to learn the elements of science and maths like problem-solving, counting, adding and subtracting, and helps them build gross and fine motor skills.

4. Robotics: Robots consist of several units with few degrees of freedom which are usually equipped with connection mechanisms to cooperatively connect to or detach from each other to create complex structures and configurations. Above are the clips where children are showing their reflections on the projects to be done.

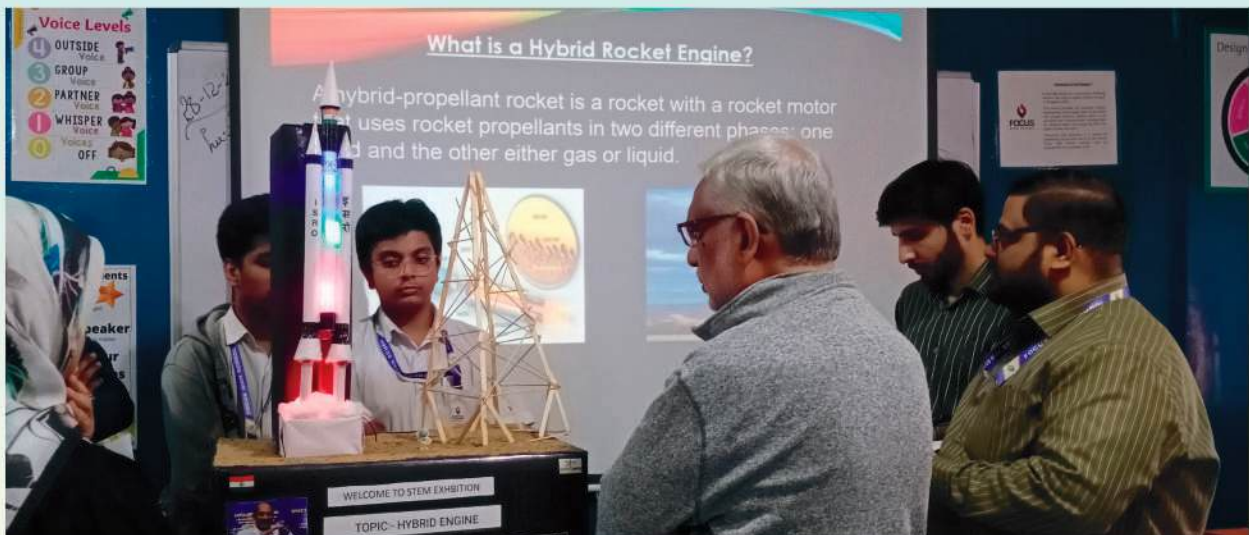


STUDENTS PARTICIPATING IN
STEM EXHIBITION



After teaching, it was time to assess the understanding of the concepts. To achieve this, we organised a STEM exhibition where we allowed the students to work on their projects. The creation of the models and their explanations made us realise the enthusiasm with which our students approached this subject. They were excited and did their best to present the models in front of guests and other judges.

C10, MADE HYBRID ROCKET ENGINE FOR THE STEM EXHIBITION



ICT | INFORMATION AND COMMUNICATION TECHNOLOGY

SAMREEN FATIMA, ICT TEACHER

Information and Communication Technology (ICT) integrates various technologies for managing and processing information. Teaching ICT skills equips students with the tools and competencies necessary to succeed in the digital era, fostering lifelong learning, creativity and adaptability.

CONNECTING TO THE DIGITAL WORLD

In today's digital age, ICT skills are crucial for success, both in personal and professional realms. Technology enables individuals to effectively navigate and utilise digital tools, empowering them to communicate, collaborate, and innovate in various contexts. Students learn these skills to drive efficiency, creativity, and connectivity with the real world

INTEGRATING ICT SKILLS WITH STEM

Integrating ICT skills with STEM Education provided students with real-world practical applications that enhanced their problem-solving abilities.

Data Analysis and Visualization: Students were taught how to collect and analyse data using software tools such as Microsoft Excel or Google Sheets. They can, then use visualisation tools like Tableau or Google Data Studio to create interactive graphs and charts to represent their findings. This can be applied to various STEM subjects, such as analyzing scientific experiments, tracking environmental data, or interpreting mathematical trends.

CODING AND ROBOTICS

Students were introduced to coding languages like APP DEVELOPMENT and SCRATCH Jr. for programming. Students were able to design and build their apps to solve real-world problems, such as creating or developing autonomous vehicles for transportation. Another good example of this is the designing of calculators, bouncing balls, animated movies, and many more.

Students can leverage their access to Microsoft Office to enhance their ICT learning experiences:

DATA ANALYSIS WITH EXCEL

Students were taught how to use Excel for data analysis in ICT. They learned to organise and analyse experimental data, create charts and graphs to visualize results, and perform statistical analysis to conclude. This skill is particularly valuable in fields like organisations, factories, and companies.



STUDENTS USING
POWER POINT TO MAKE
A PRESENTATION

STUDENTS USING
EXCEL FOR DATA
ANALYSIS



PRESENTATIONS USING POWERPOINT

Students developed their presentations using PowerPoint. They created visually appealing presentations to communicate their STEM research findings, engineering designs, or mathematical concepts effectively thus fostering communication and presentation skills which are critical for STEM professionals.

FOCUS HIGH SCHOOL MODEL UNITED NATION 2024 ALIYA KHANAM, MIDDLE SCHOOL, SOCIAL STUDIES TEACHER



Model United Nations (MUN) conference is a powerful platform for young minds to engage in diplomacy, debate & problem solving on global issues. It is a replica of the workings of the United Nations, allowing students to represent different countries & negotiate solutions to real world problems.

"It is the process that is important and not the result." This is very true when it comes to organising conferences such as MUN. The Focus campus at Purani Haveli, organised an MUN

conference this academic year. So let's understand what exactly MUN is and what role it plays in developing students' overall personality.

It also provides invaluable opportunities for our students to develop their crucial skills such as speaking, negotiation, research & critical thinking. They assume the role of diplomats and delegates to address global challenges. Through respectful dialogue & general agreement, delegates learn to navigate cultural differences & work towards common goals.

Beyond academic benefits, MUN cultivates leadership qualities and instills a sense of responsibility towards creating positive change in the world. Participants emerge from this conference with a deeper understanding of international affairs and a heightened motivation to contribute to a more peaceful & sustainable future.

In an increasingly interconnected world, Model United Nations serves as a training ground for the next generation of leaders, equipping them with the skills and mindset necessary to tackle the complex challenges of the 21st century.

We were amazed at the research done by our students and overwhelmed by their presentation skills. In spite of it being the first time, they exhibited excellent in-depth knowledge of the matter. Getting inspired from the first experience, we wish to have many more MUNs in the future.



AICU (ACADEMIC INTENSIVE CARE UNIT)

NOORAIN FATIMA NAQVI, AICU TEACHER

Supporting education among all children is the key to establishing justice within a school community. Many schools just want to keep those students who excel academically or at least perform mediocre. Working with children facing behavioural or learning difficulties is no child's play.

The Academic Intensive Care Unit was started with this purpose. It dealt with children who faced many challenges at various levels. Some had behavioural problems, while others had serious learning gaps. So when the students were made to sit in smaller groups, teachers were able to identify their individual needs. They also looked into the learning styles of these students. This was crucial. Non-segregation could have led to unaddressed problems. Basics of all the subjects were taught here like English, Hindi, Telugu, Urdu, and Math. As one of the teachers recalls, building rapport was the most difficult thing initially. They gave a hard time to teachers by not cooperating. They felt low as they were pulled out of the mainstream classroom.

The AICU teachers overcame every difficulty with love and empathy. This helped them establish the students successfully. Slowly the journey began. Initially, it was an uphill battle to explain the AICU concept to the parents. Rigorous counselling was required for the parents but later the same parents became supportive. In AICU, apart from core subjects, a lot of importance is given to moral values. Parents who once had many concerns about their children, experienced the change. They were happy and satisfied. In the end, I would like to say it's not what you teach, it's always how you teach that lasts a lifetime on a child's memory.

BOOSTING MATH SKILLS THROUGH HANDS-ON LEARNING AT AICU

SARA FATIMA & BUTOOL FATIMA, AICU MATH FACULTY

In the realm of education, it is crucial to address the academic gaps that students may have and provide them with the necessary tools to strengthen their foundational skills. At the Academic Intensive Care Unit (AICU), Focus is placed on helping students bridge these gaps, particularly in the subject of Mathematics.

Through the use of manipulative and hands-on activities, AICU aims to ignite students' interest in math and facilitate a deeper understanding of concepts. By incorporating manipulative such as blocks, counters, or TLMs, AICU creates a dynamic learning environment where students actively participate in their learning process.

Mr. Sajid Naqvi, our Math HOD, incorporates the use of the magnetic board to teach fractions. It provides a visual representation and helps students understand fractions more easily. On the magnetic board, he divides fractions into pieces to show students how fractions take place practically. This helps them grasp the concept.

Mr. Humayun, who organized AICU, deserves recognition for his contributions towards creating such a special classroom for children. In addition to manipulatives, hands-on activities play a vital role in enhancing math skills at AICU. These activities provide students with opportunities to apply their knowledge in real-world contexts, fostering a deeper connection between math and everyday life.

STUDENTS' WORK



MY EXPERIENCE AS AN ENGLISH TEACHER

ASRA BIN SAYEED, MIDDLE SCHOOL ENGLISH TEACHER

The job of a teacher is indeed rewarding as it provides the opportunity to become a part of someone's life. The image of the teacher gets imprinted on the minds of her students. The knowledge that she imparts during her teaching allows them to achieve greater goals. I will call it a two-way process in which both, teachers and students, learn from each other. My experience has been very similar in Focus High School. I consider myself lucky to get an opportunity to work here.

When it comes to dealing with students, I believe in creating a positive and inclusive learning environment where every student feels valued and supported. I make an effort to get to know my students individually and understand their unique needs and challenges. I also strive to make my lessons engaging and interactive, catering to different learning styles and keeping students actively involved in their learning.

The best thing about Focus High School is the positive and healthy organisational culture. A positive culture in a school is characterised by collaboration, mutual respect, a shared commitment toward educational goals, and a focus on the well-being of both students and staff. They always recognize and appreciate the efforts of teachers, support and offer professional development opportunities, emphasise the importance of work-life balance, encourage teachers to work together, share resources, and support each other in the pursuit of common goals.

STUDENTS' ARTICLES

A KNOWLEDGEABLE EXPERIENCE | RABABAIN FATIMA, C7A

One of the co-curricular subjects in my school is STEM. It is a very interesting subject. The full form of this subject is S: Science, T: Technology E: Engineering, M: Mathematics. I have learned unique skills in this subject like critical thinking skills, problem-solving skills, and collaboration.

On 21 Jan we had a STEM exhibition in our school. Syeda Saba Fatima Razvi and I participated in it. We made our model of Laser Security Alarm. The materials required for it were 1) Breadboard 2) wires, 3) a Battery 4) Laser Light 5) LDR 6) a Buzzer 7) a Bulb.

It is theoretical as well as practical. We assembled the material and made it work. It was very informative as it was about real-life application prototypes. These kinds of applications are used in Malls, ATMs, Banks, and Public Places for safety from thefts. That is why taking part in the STEM exhibition was the most knowledgeable experience for me.

MY FAVORITE SUBJECT | ABEERA FATIMA, C7A

I like all the subjects but the subject that I like the most is English. The reason for liking English is that learning English is the easiest of all. I always manage to get good marks in it. I like the stories present in it. I can read it any time.

THE FAT KING AND THE THIN DOG

C8A & C8B STORY IMPROVISATION DONE BY THE ENTIRE CLASS

Once upon a time, there was a fat king and a thin dog. One day the fat king took the thin dog for a walk. The thin dog saw a bird and ran after it. The fat king, not finding his dog, ran after the dog. After running for a long time, he caught the dog. Due to so much running the fat king became thin. So now the King was also thin and the dog was also thin.

They became best friends and decided to go on adventures together. In one of the adventurous journeys, they met a magician. The magician asked them to make a wish. He said, "Each of you can make only one wish"

The King was a food lover. He asked the magician for a never-ending food service. The dog wished for extra energy to do his work efficiently. Both were very happy when their wishes were granted. BUT....the king once again gained a lot of weight due to eating too much and the dog became more energetic. Their friendship broke and they could no longer go on any adventures together.

After a few days, they decided to return their wishes to the magician. They became normal again and lived their life full of adventures.

MY TEACHERS | SYEDA AYESHA FATIMA, C7A

My teachers are the best	You are special,
They hardly take any rest	I want you to know
They work hard day and night	Your classes are fun,
To make our future bright.	To everyone, I must show.

Thank you, teachers,	I don't know how to thank you,
You are so kind	You are our guiding spirit.
You give us joy,	
Peace of mind	

A LEADERSHIP CONCLAVE WAS HELD AT SALARJUNG MUSEUM



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