



Fenestra

A window to our culture of learning and sharing
volume 8

April 2025, Purani Haveli Edition



In the 21st century, with Artificial Intelligence (AI), we presume that the rapidly changing world will replace most jobs with its competencies—ability to work, resourcefulness, and “quick solutions.”

However, we often forget that this is created by humans themselves. A human being has infinite potential to create or develop endless possibilities, while machines, i.e., AI, do not. We also have to believe that machines cannot replace their creator. Retrospectively, while AI can work for an individual or work as an individual, it has no ability to understand human social factors and to lead a group of members or a team; rather, it follows instructions and procedures according to the algorithms scripted to achieve the assigned tasks without the precision of knowledge.

Now, can you guess the skill that will be irreplaceable by any machine in this era or in the future? Guessing? There is one critical 21st-century skill that is the need of the hour: “Leadership.”

Leadership can be defined as the ability to manage people, teams, and groups of employees to fulfil their tasks as per the requirements of an organization to drive any business. However, the point to understand and ponder is that leadership is not just about managing people and getting things done. In fact, leadership is an ideology of an organisation and the leader who guides a team or a group of people. If leadership is merely about chasing people and ensuring tasks are completed on time, then it can be replaced by many machines as needed.

Whereas if a **leader is ideological**, they motivate people to work, become ethical team leaders, and create a culture of self-driven employees. It should be enticing for employees to come to the office every morning with the level of energy and enthusiasm to work daily from login to logout. Finally, the attitude should be to “let us explore infinite possibilities and learn” rather than performing the same tasks repeatedly.

In the horizons of schools, leadership should be developed in teachers, parents, and students. A school leader must help these stakeholders realise that we all have to lead in our roles, together or individually, to work with/for the child according to his/her learning needs.

For **teachers**, leadership should involve coaching, supporting, and providing guidance. It is also the responsibility of teachers to create a safe environment, set an ethical culture, and foster a culture of competence, commitment, respect, and value for each other in the workplace.

Parents should partner with the school as leaders for their children at home by motivating them, creating a learning environment, providing caring supervision, being open-minded, and serving as a bridge between the school and their child(ren)'s learning. This AY 2024-25, we had the opportunity twice to schedule **parent committee meetings**. Parents' involvement, enthusiasm, and overwhelming feedback shone through, and they were very concerned about the learning process of their child(ren).

Student Agency was initiated at FHS-PH to allow students to take ownership, come forward, and design their learning atmosphere according to their interests and needs, making learning more impressive and engaging. Students' participation was phenomenal, and we received positive feedback about every department. The ideas and requests have been appreciated, considered and implemented immediately.



These kinds of initiatives/platforms instill or stimulate leadership skills by encouraging students to come forward, discuss in groups, reach agreements, and feel a sense of ownership of “our school.”

At FHS, we create leaders with an ideal ideology of leading teams through our unmatched culture of lifelong learners, creative thinkers, and self-motivated staff members. Because we train staff to lead, not to follow, we teach them how to train others, not to be trained by others. We inspire them to be ahead of others rather than devaluing them; we encourage them to compete with themselves rather than pulling others down. We trust them to explore their ideas and share with others, but not to be stagnant with what they know. It is said that if we want to kill any employee's spirit, they should be kept aloof from learning new strategies and not be involved in engagements and leave it to themselves.

We focus on developing competent 21st century leaders who will not only lead schools within the community but also be prepared to lead schools around the world.

NEED OF MONTESSORI EDUCATION TODAY

ZAINAB ASGHAR, PRE-PRIMARY COORDINATOR

For survival, growth, progress and to become valuable members of society, our children should have strong communication, powerful critical thinking, remarkable collaboration and a high level of creativity. These skills will equip our children to become successful in personal as well as professional life.

The main purpose of Montessori education is to help each child develop, achieve and master essential life skills. Dr. Maria Montessori believed that the ability to master educational skills exists in all children, and once attained it enables them to succeed not only in school but also in life. The principal purpose of this education is to develop the child's natural thirst for knowledge, to develop a sense of order, nurture functional creativity, boost self confidence and importantly assist in developing structure, independence and confidence in learning. Care, love and attention along with a proper learning environment are crucial to help the child in learning.

Current research confirms the importance and benefits of Montessori education for the children of this generation. As educators and parents, we wish and desire the best for our children in life. This pedagogy will boost the children to become independent in developing social connections and in making children understand the importance of interconnection and correlation with all living organisms in the world.

Dr. Maria Montessori's life work and philosophy encourages us to understand that children are the key to a more peaceful world and how Montessori education is more vital and important than it was ever before. The trained Montessori guides have an understanding of children and how they engage with the world around them.

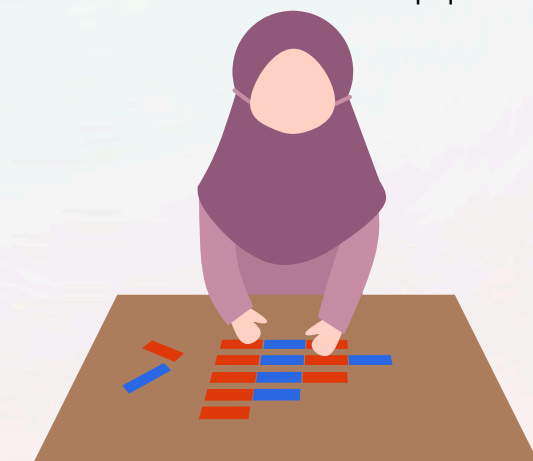
Dr. Maria Montessori designed specialized material to help children learn core concepts of science, mathematics and language. By exploring these concrete materials, in the prepared environment, children learn abstract concepts and are able to solve problems that prompt self corrections. This enables the child reach a deeper level of understanding and approach the world with more curiosity. Children get inspired to explore the world and know more about all the people and their culture, which in turn inculcates in them the ability to build gratitude and a sense of wonder for what humankind has discovered and created.



Unlike traditional classrooms, where the teacher teaches the same lesson to all the children in the class, in the Montessori set up the teacher bases the lessons on the needs of the individual student. This allows for the children to develop further in their areas of interest and work on their weak points through targeted lessons. The adult or the teacher in the classroom will ensure that the students are having a choice to work on their project of interest and also see learning outcomes are met.

Another integral component of the Montessori classroom is collaboration and social learning. Children are encouraged to negotiate, share, mediate and compromise, which results in self regulating the natural social tensions resolved primarily by the children. The mixed age group ranging 3 years allows for mentorship and leadership development. The younger children will look up to older peers for assistance and inspiration. Helping develop habits of persistence and initiative are essential for leadership qualities which is the core principle of Montessori education.

Dr. Montessori recognized the potential within every child. Montessori pedagogy stimulates and makes the child ready for all future learning processes. Her work for children will continue to flourish and encourage children to reach their highest potential and find their own place in the world.



READING - A CHALLENGE OF 21ST CENTURY

SABIKA JAVEED, LANGUAGE COORDINATOR

Too many distractions in the early years have become a bane for the children of this decade. They are struggling with serious literacy and numeracy skills. High exposure to screen time and lack of proper play space have all added to the challenges of children. In such a time educators find teaching a tough job.

Reading is a skill that needs time, energy, and effort to acquire it. Many schools consider that reading will come naturally to students as they progress from one class to the next. Though many children do learn to read but still their fluency and comprehension remain a challenge.

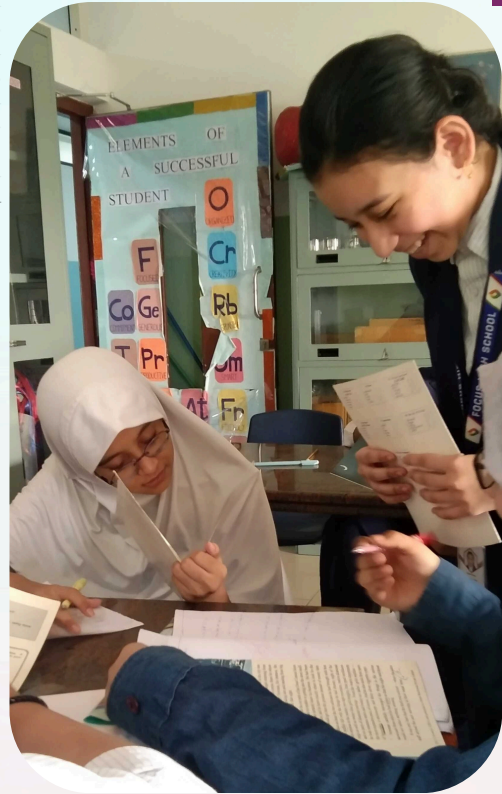
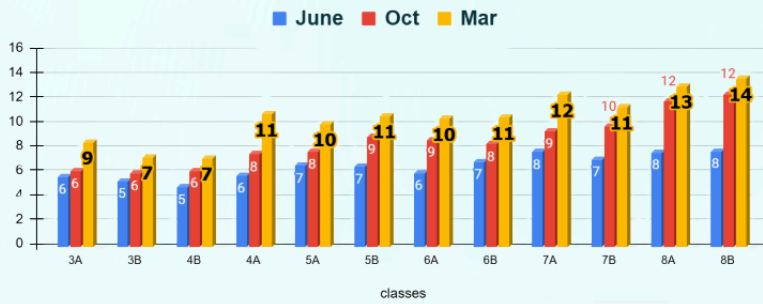
For students who are already struggling with retaining heavy concepts of sciences and social studies, the lack of reading skills can make their studies even tougher. Many high potential students who like to write in his/her own words, seem helpless when they struggle to read fast and fluently.

At Focus High School, we realized this problem. We started an intervention programme to equip our students with this skill of reading. A reading period was added to the timetable. This special period was dedicated only for developing reading capability in children. Now one can imagine what happens to a child who gets a total of 45 mins of pleasure reading daily. Continuous reading with a teacher in a small group can do wonders. This encourages a child to challenge himself and make progress slowly and steadily.

The program started in June and ended in February. It ran throughout the year without a break. Since any skill takes time to develop, so does reading. The progress was designed meticulously by diagnosing the reading levels of each child.

Below is the graph attached which indicates the reading levels of students from C3-C8. All children were tested for reading in the months of June, Oct and March. The data shows the change in the averages of the class.

Average Reading Age



CLUBS - A PATH TO SKILL DEVELOPMENT

ARSHIA QURAISHI, MS & EVENTS COORDINATOR

School clubs are valuable opportunities for students to pursue interests beyond the school curriculum. They also encourage creativity, critical thinking, and useful skills that cannot be taught while simply engaging in the traditional classroom learning environment. School clubs can help in personal development, collaborative and leadership opportunities that help build students' confidence, encouraging them to find hidden talents. Overall, School Clubs provide a more enriched educational opportunity, that students can use in relevant and real ways as they move forward into post secondary education or the workforce.

As the Events Coordinator, I get great satisfaction watching the growth of a variety of clubs at our school. The clubs include programming, electrical work, arts, origami, sports, cooking, sewing, performing arts, DIY, and many others. All of these clubs give students a real opportunity to grow important skills and talents that would likely not be developed if these clubs and opportunities did not exist.



The **Programming Club** has introduced students to the world of coding, where they developed problem-solving skills while learning programming languages.

The **Electricals Club** gave students a deeper understanding of circuits and electrical systems.

The **Arts Club** provided opportunities for students to experience creativity in visual arts, helping them practice fine motor skills, attention to detail, and artistic expression.

In the **Origami Club**, students practiced the art of folding paper, which builds reasoning, patience, and precision. These skills can be employed in art, but are also transferable to other academic disciplines and problem-solving.



The **Sports Club** promoted physical fitness and teamwork, teaching students discipline, collaboration, and leadership. Participation in sports also helped develop time management and communication skills.



Through the **Cooking Club**, students acquired practical culinary skills. This club also fosters creativity in the kitchen while teaching organization and time management.

The **Stitching Club** introduced students to the basics of sewing. It also encourages sustainability by teaching how to repair and repurpose clothing.

The **Performing Arts Club** helped students build confidence and improve their communication skills through drama. It encouraged self-expression and emotional intelligence while fostering teamwork and collaboration.

Finally, the **DIY Club** challenged students to innovate and create with everyday materials. It encouraged resourcefulness and perseverance as students work on hands-on projects.

These clubs provided a great environment for students to explore interests, learn new skills, and interact meaningfully with fellow students. As an Events Coordinator, it is gratifying to see the contribution these clubs made towards student growth and education overall.





STUDENT LED ASSEMBLIES

KANEEZ E ZEHRA, PRIMARY SCHOOL COORDINATOR

"When students take ownership of their learning, they become the architects of their success."

WHY ARE ASSEMBLIES IMPORTANT?

Assemblies play a vital role in school life. They provide students with opportunities to learn from one another, explore new ideas, and develop their public speaking and presentation skills. All these years, assemblies have been planned by teachers and executed by students on various themes or subject-related concepts. However, this year, the primary segment made a big step toward promoting 'student agency' by introducing Student-led Assemblies.

THE GOAL OF STUDENT-LED ASSEMBLIES

The main objectives of student-led assemblies are to:

- Help students become more independent and develop leadership skills from an early age.
- Encourage them to make important decisions and take responsibility for planning, organizing, and leading the assemblies.
- Give students the flexibility to choose the theme and design the event's flow.
- Provide opportunities for them to assign roles and manage the entire process.
- Build their sense of ownership and boost their confidence.

STUDENTS RISING TO THE CHALLENGE

When students were given the opportunity to plan the assembly, their excitement was evident. They took on the responsibility with enthusiasm and exceeded all our expectations. From picking the theme to brainstorming ideas, hosting, practicing, and executing the event, they handled everything with dedication and creativity. Their energy and efforts were clear in every part of the assembly, showing how capable they are of leading and working together as a team.

A PLATFORM FOR EXPRESSION AND OWNERSHIP

What makes these student-led assemblies so special is the opportunity they give students to express themselves. They get to share ideas that matter to them, making the experience more meaningful and personal. Whether they're raising awareness about important issues like environmental protection with



themes like "Our Earth Our Responsibility" or focusing on values like kindness, or even exploring themes like "learning from our mistakes", "Healthy Lifestyle," students have the power to choose topics that resonate with them.

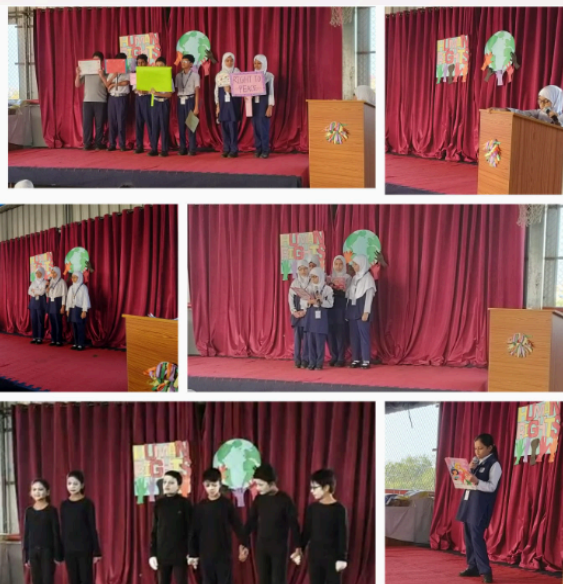
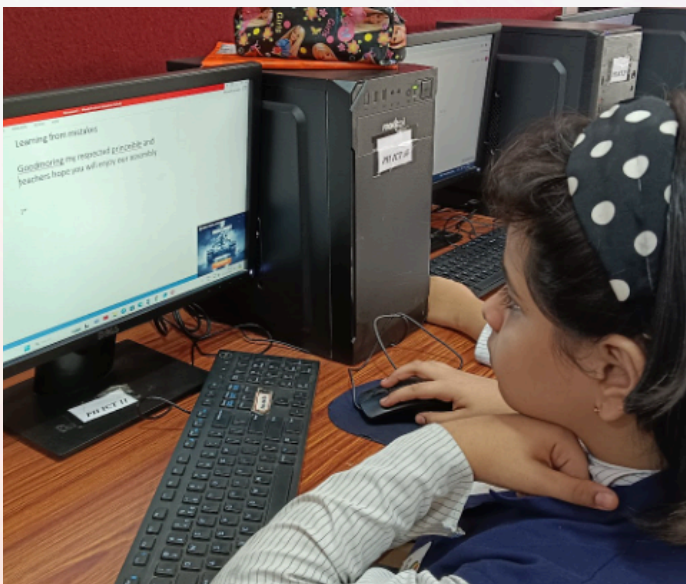
By giving them this freedom, we're helping them take responsibility and develop self-discipline. These assemblies allow students to see how important their voice is in shaping their education. They realize their ideas can make a real impact, and they become active contributors to the school community.

BUILDING THE LEADERS OF TOMORROW

Introducing student-led assemblies in the primary years has completely transformed how we view student participation. Instead of just sitting and listening, students are now stepping into roles as leaders, planners, and decision-makers. As teachers, our role is to guide and support them by providing the tools they need to succeed while empowering them to become independent, make decisions and learn from their experiences.

IN CONCLUSION

The success of student-led assemblies has proven that when we trust students and give them the choice to lead, they step up and excel. These assemblies have provided a platform for students to showcase their talents and, at the same time, helped them develop essential skills for the future. We are excited to see even more creativity and leadership from our students in the years to come.



LEARN ENGLISH GRAMMAR

LUBABA FATIMA, HIGH SCHOOL COORDINATOR

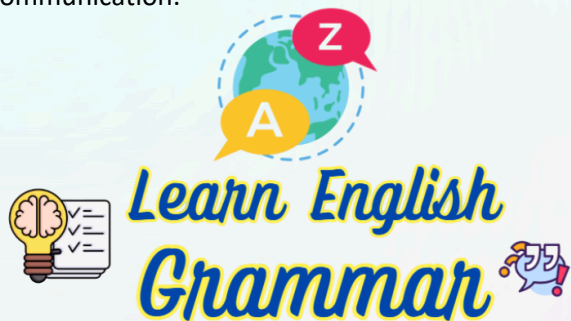
"Grammar is the analysis of language." - Edgar Allan Poe

Grammar of any language lays the foundation for communicating clearly. It is essential for students to be able to express their comprehension or understanding. It is pivotal for students to grasp the basics of grammar in any language, but English specifically. Learning grammar enables students to develop the ability needed to express themselves.

Although English grammar holds a lot of importance, many students find it arduous due to its tediousness, extensive rules, exceptions, and complexities. Students are found to struggle with concepts like homophones, usage of apostrophes, tenses, and much more. The book I have compiled, Learn English Grammar, is designed to simplify these challenges by breaking down all parts of speech into easy-to-understand concepts, complete with examples, exercises, and hands-on conceptual activities.

We believe that the significant benefits of learning grammar will be visible when students will be able to articulate the concept, express their understanding and thoughts through refined written and oral communication skills. As per research conducted across the world, the common problem that has been found amongst students is the lack of patience and ability to translate their thoughts into structured sentences using proper punctuations. Learn English Grammar was designed to empower students, with precise tools, and to overcome any hurdles in effective communication.

Grammar is a skill which is vital not only in a classroom but beyond its walls as well. In the real world, good communication skills are not only highly valued but they become a mode through which students can climb the social ladder. Improving English grammar will help students to understand and write, without any errors, in subjects like Maths, Science and Social. This directly leads to better academic performance.



Learning grammar is not just about its rules—it's about unlocking the power to communicate effectively and confidently. For students, it is a step towards academic success, professional preparedness, and personal growth. With resources provided by the Telangana State Board Curriculum and Learn English Grammar, the endeavor to become fluent in the language becomes achievable and more enjoyable.

So, let's embrace the importance of grammar and open the doors to a world of opportunities!

MATH DEPARTMENT

MATHEMATICS - CULTIVATION PROGRAMS

MAHMOOD ALI, MATH TEAM LEAD TEACHER

As per the necessity and student's requirement, Mathematics department under the supervision of Mr. Sajid Asghar Naqvi, H.O.D Math Dept of FHS tried new challenges to provide an opportunity for students to learn Mathematics in connection with the real life situations.

The programs that were planned and implemented this Academic Year were:

INTERVENTION PROGRAM

This Program was designed to fill the learning gaps among the students from the past years due to irregularities, health issues, etc. This program provided opportunities for students to fill their learning gaps and enhance cognitive abilities.

KHAJA NASIR AL DIN TUSI MATH EXPO 2024

The Math exhibition serves as a platform to showcase their talents, skills and learnings through innovative ideas integrated with modern technologies.

WEEKLY CLUBS

Clubs are the opportunity for the students to practice their learnings through hands on activities which gave clear picture of the mathematical concepts.

OLYMPIADS FOR STUDENTS

Weekly / Monthly math Olympiads provided an opportunity for the students to learn concepts in a playful method, while integrating with modern technology.

ORIENTATION PROGRAMS FOR TEACHERS

Orientation program provides an opportunity for teachers to learn various strategies and teaching tools which can help them delivering the concept effectively.

TEACHERS COLLABORATIONS

Teachers collaboration was done once in two weeks. It was a platform for our math teachers where they were able to share their innovative ideas, strategies, difficulties and created solutions for each other to overcome various situations.

PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS

Professional Development program is a platform for the teachers to improve themselves, since it worked under the supervision of our H.O.D. It provided a chance to learn and share best teaching ideas using manipulatives and T.L.Ms.

WEEKLY ASSESSMENT PROGRAM FOR STUDENTS

Weekly assessment programs developed and enhanced the capabilities among students to overcome exam phobia [if any]. It mainly developed the confidence among the students to face exams perfectly with confidence.

REGULAR ASSESSMENT PROGRAM FOR C9-C10 STUDENTS

Continuous Assessment program develops the spirit to do practice and revise all the concepts on a regular basis which enhances the confidence level among the students and they tend to do better during assessments.

GLIMPSES FROM KHAJA NASIR AL DIN MATH EXPO 2024





It is a continuous learning process and there is still a lot to learn and still a lot to show. In the meantime, we are hoping for a bright future and a pathway to success through innovative ideas and practical implementations and creating the ability to solve real life problems using skills and talent.

Last but not the least, I am filled with deep gratitude towards the entire team of Math Dept who works restlessly and comes up with innovative ideas regularly to enhance the interest towards math among the students. I would also like to appreciate the entire team for accepting various challenges and coming up with professionalized planning innovative ideas.

AN EXPERIENCE WORTH IT!
ZAHRA MUSTAFA, MATH TEACHER

Professional development sessions are a great learning experience, and the recent job-alike session at Noida was no different. Not having an IB background was not a hindrance at all, and each moment spent during the session was well worth it.

A heartfelt thank you to Ms. Kaneez E Zehra Ma'am and Mr. Humayun Sir for these great opportunities. I will never forget the learning and realization from these professional development opportunities, which makes me think about how we should always appreciate opportunities for development.

One major insight from this session—as well as others that were attended this academic year—is that the root of our educational system is unchanged. All boards like IB, IGCSE, ICSE, CBSE, and SSC have their own unique ways of implementing teaching as a methodology, but they all stem from the same core fundamentals the same way branches emerge from a tree.

Another deep learning from the session was about how the brain works. The brain is the most baffled organ in our body—



it doesn't distinguish between work and rest. If we do our work playfully and willingly, the brain treats it as rest. On the other hand, if we do work with resentment or do it in stress, the brain treats it as hard labor.

This attitude has special relevance within the teaching profession. Considering teaching as a stressful profession can result in continued strain, whereas accepting it with happiness and passion creates a more pleasant and fulfilling experience. It is how we see our work that decides our well-being and efficiency in the end.

The Noida session was a reflection of the strength of ongoing learning and a reminder that our work approach defines our work life. Let us keep enjoying learning opportunities and developing a positive attitude towards our work.

MAKING MATHS FUN THROUGH PLAY

SHAMSIYA FATIMA, MATH TEACHER

I have always loved teaching Math and I believe that we can make it fun with games and activities. Children enjoy learning and understand better when they can learn them naturally through play instead of memorizing formulas.

Solving a problem step by step brings them closer to the answer. Due to this there is no need for rote learning, just understanding and practice. In our primary classes, we use rhymes to teach months and shapes, games to make learning tables easier and hands-on activities to help with carrying and borrowing. When children are actively involved they pick up concepts quickly and feel more confident. A strong foundation in math is like a strong pillar of a building without it, everything collapses. If a child struggles with the basics, they will find it harder to progress later.

That is why in our math intervention sessions, we focus on each child's level to make sure no one is left behind.

With these small steps, I hope our children develop a strong understanding of Math and feel ready to take on more advanced learning in the future.



SCIENCE DEPARTMENT

SCIVERSE - WHERE CURIOSITY IGNITES!

SCIENCE DEPARTMENT

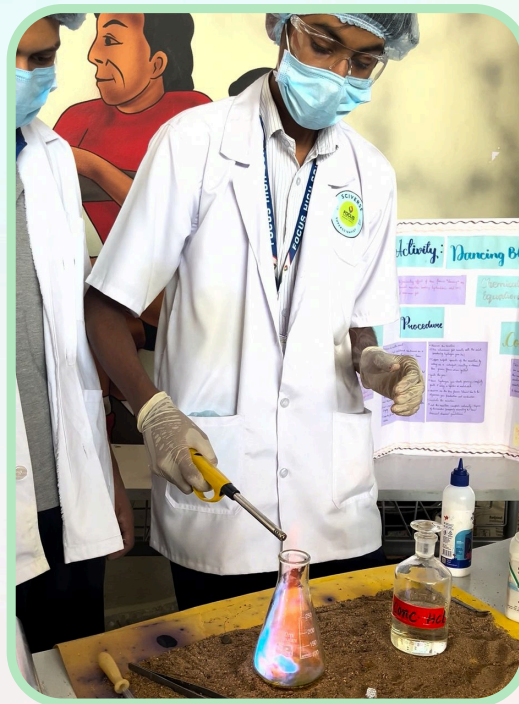
The air crackled with excitement, a symphony of bubbling liquids, whirring motors, and the hushed whispers of discovery. Focus High School's annual science exhibition, "Sci-Verse", was in full swing, transforming our classrooms into vibrant laboratories of innovation and exploration.

From the youngest budding scientists in primary classes to the seasoned researchers in higher grades, Sci-Verse was a testament to the boundless curiosity that fuels scientific progress. This year's exhibition was a dazzling display of hands-on learning, showcasing the incredible talent and dedication of our students.

CHEMISTRY IN ACTION:

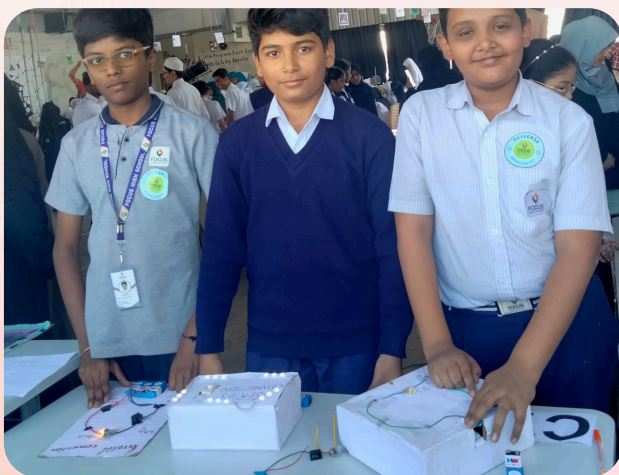
The chemistry lab was a kaleidoscope of colour and reaction. Primary students, eyes wide with wonder, explored the magic of pH indicators, creating vibrant rainbow solutions. Higher grade students delved

into more complex experiments, demonstrating the principles of titration, exploring the properties of polymers, and even synthesizing simple compounds. The aroma of vinegar and baking soda mingled with the more complex scents of chemical reactions, creating an atmosphere of intense scientific engagement.



PHYSICS- UNRAVELLING THE UNIVERSE:

From Newton's laws to the mysteries of electromagnetism, the physics exhibits were a captivating journey through the fundamental principles of the universe. Primary students built simple circuits and explored the properties of magnets, while higher grade students showcased their understanding of mechanics with intricate pulley systems, demonstrated the principles of optics with laser experiments, and even built miniature electromagnetic generators. The whirring of gears and the flicker of LED lights highlighted the tangible applications of physics in our daily lives.



BIOLOGY- THE LIVING WORLD REVEALED:

The biology exhibits brought the wonders of the natural world to life. Microscopic slides revealed the intricate structures of plant and animal cells, while students demonstrated the process of photosynthesis with live plants. Detailed models of the human body and ecosystems showcased the complexity and interconnectedness of life. Primary students explored the process of photosynthesis while higher grade students presented research projects on topics ranging from animal behaviour to agricultural science. The vibrant displays of plant specimens and the detailed anatomical models sparked a deeper appreciation for the living world.



BEYOND THE EXPERIMENTS:

Sci-Verse wasn't just about showcasing experiments; it was about fostering a spirit of inquiry and collaboration. Students presented their projects with confidence, explaining their methodologies and findings to judges and fellow students. The interactive displays encouraged audience participation, turning spectators into active learners.

A CELEBRATION OF LEARNING:

"Sci-Verse is a platform for our students to showcase their passion for science and develop critical thinking skills", said Mr. Humayun Abedi, Vice Principal of Focus High School. "We are incredibly proud of the hard work and dedication they have demonstrated in preparing for this exhibition."

The success of Sci-Verse was a testament to the collaborative efforts of students, teachers, and parents. It was a day filled with discovery, innovation, and the sheer joy of learning. As the day drew to a close, the buzz of excitement lingered, a reminder of the power of science to ignite curiosity and inspire the next generation of innovators.

Focus High School's Sci-Verse has once again proven to be a resounding success, leaving a lasting impression on everyone who attended. We look forward to seeing what wonders our students will uncover in the years to come!

Science is the study of nature and the way we interact with the world.

Learning about science isn't just enough in the majority of educational approaches. Students must have the room to do their own experiments, learn how to conduct research, and practice scientific learning via trial and error in order to completely comprehend the experiential aspect of science.

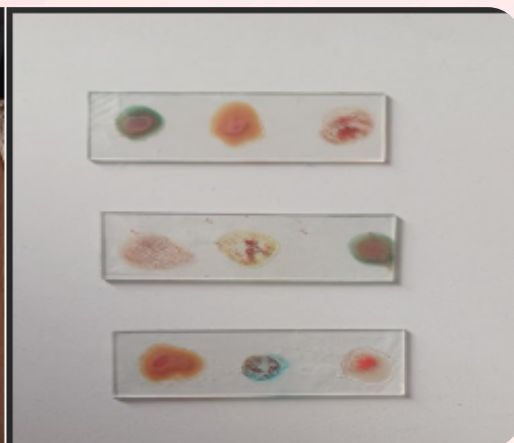
At Focus High School, students conduct exciting science practicals that brought textbook theories to life.

Students in our science lab are not merely passive consumers of knowledge, they are engaged learners. From elementary school through high school, our lab provides pupils a variety of learning and experimentation possibilities, which is essential to their continuous intellectual growth. Students have the time, space, and resources to experiment and explore in our labs.

Some of the most exciting experiments were:

DISSECTION OF HEART AND KIDNEY (HIGH SCHOOL – BIOLOGICAL SCIENCE)

A heart dissection provides students with a hands-on, eye-opening experience that truly brings biology to life! As kids study the chambers, valves, and arteries, they get a better knowledge of how this critical organ works to pump blood throughout the body. The dissection turns textbook illustrations into real-world anatomy and generating interest.



BLOOD GROUPING (HIGH SCHOOL – BIOLOGICAL SCIENCE)

A blood grouping experiment gives students an exciting, hands-on insight into the worlds of genetics. As they mix blood samples with reagents and observe responses, they learn about the fascinating science of blood kinds and compatibility. It also emphasizes the practical relevance of blood transfusions and medical tests. It's a moment of discovery that sparks kids' interest and broadens their understanding,

BURNING OF MAGNESIUM RIBBON (HIGH SCHOOL – PHYSICAL SCIENCE)

The burning of magnesium ribbon is a classic and engaging chemistry experiment that students often find enjoyable for several reasons: visual spectacle, hands-on learning, understanding of basic Chemistry by connecting to real-world applications. The bright, intense white light produced by the burning magnesium is captivating and often elicits gasps and “wows” from students.



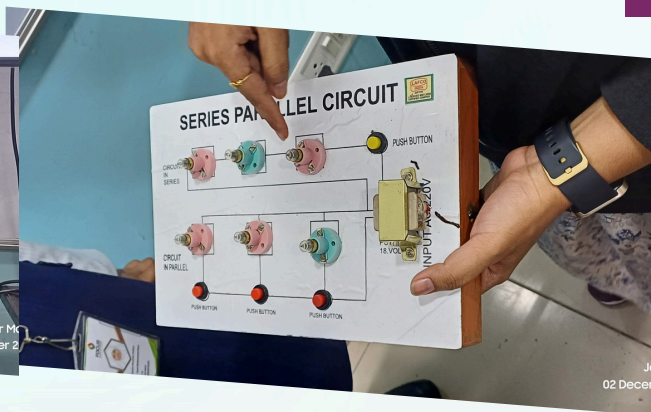
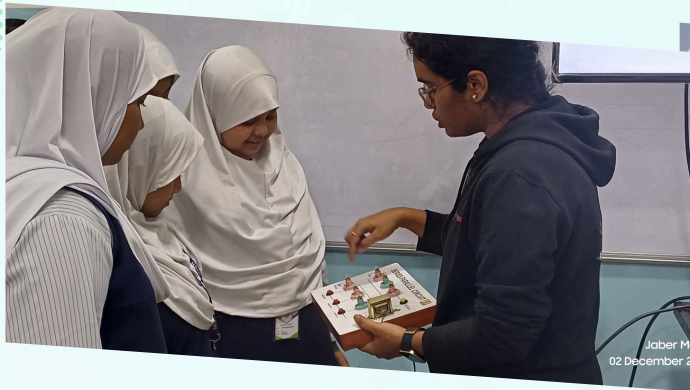
OERSTED EXPERIMENT (HIGH SCHOOL – PHYSICAL SCIENCE)

The Oersted experiment has a certain “magic” to it that naturally draws in students for several reasons like visual and tangible demonstration, hands-on learning, connection to real-world applications. Many students may not realize that electricity and magnetism are interconnected. The sudden and visible deflection of a compass needle by an electric current is a surprising and captivating event. This unexpected result sparks curiosity.



SERIES AND PARALLEL CIRCUITS (MIDDLE SCHOOL - SCIENCE)

As students connect components and witness how current flows across many routes, they learn firsthand why parallel circuits are so important in everyday life, from domestic wiring to technological devices. Each illuminating bulb provides kids with problem-solving skills, hands-on experience, and a renewed understanding for the power of electricity in action.



OBSERVING SENSE ORGANS (PRIMARY SCHOOL - SCIENCE)

Observing a sense organ's model brings biology to life, allowing students to get a closer look at the intricate mechanisms that power sight, hearing, touch, taste, and smell! As students investigate realistic models of the eye, ear, skin, tongue, and nose, they get a better understanding of how these organs function together to help us see the environment. Hands-on observation reinforces important scientific concepts, making learning more vivid and engaging.



These experiments not only reinforced theoretical knowledge but also sparked curiosity among students. Many expressed excitement about conducting more experiments in the future. Through such engaging activities Focus high school continues to inspire young minds towards scientific exploration.

DEMYSTIFYING THE DREAD OF PHYSICS

MOHAMMED JABER, PHYSICS TEACHER

For five years, I've had the privilege of witnessing the spark of curiosity in students' eyes. I've also, unfortunately, seen that spark dim when the topic of physical science comes up. "Physics? Chemistry? That's hard!" I hear it whispered in the hallways, echoing in the classroom. But why does physical science, a subject that explains the very fabric of our universe, inspire such trepidation?

Let's break down some common fears and how we can tackle them together:

THE MATH MONSTER:

Mathematics is the language of physics. A good grip in math can imply a corresponding grip in physics. It is evident from the experience of Sir Isaac Newton where the tool he started to analyze the motion of objects turned out to be one of the biggest branches of mathematics - calculus. Hence, we need to encourage our students to master the concepts of math too.

THE ABSTRACT ABYSS:

Ideas like forces, energy, and atoms can seem abstract and unrelated to real-world situations. Pupils find it difficult to picture these concepts. We must give these ideas a physical form. Experiments are a very powerful tool for simplifying difficult concepts. Students will undoubtedly grasp each topic more clearly if they observe the experiments being carried out and the outcomes firsthand rather than relying solely on theory.

THE FEAR OF FAILURE:

Getting low grades in physics can knock a student's confidence. When this happens repeatedly, students start to believe they're just not "good at physics". This type of mindset only increases their fear and makes them reluctant to try.

THE LACK OF RELEVANCE:

Teaching by association, in simple terms, is using real-life situations and instances students might have personally experienced to make concepts clear to them. Teaching by associating complex concepts with everyday phenomena, they can experience and make students feel more comfortable with the subject. For example, let us consider that the chapter to be taught deals with the dispersion of light. Right off the bat, it may not sound that exciting for the students. However, the whole concept can be made much clearer by making the students aware that this is what happens when they are seeing a rainbow. This method will naturally instill in them the curiosity to know more about the concept.

HOW TO MAKE PHYSICS EASIER & LESS SCARY?

Here are some ways to make things easier while learning physics —

- **Look for real-world connections** – Remember that physics is in everything around us. Try linking concepts to things you see daily.
- **Strengthen your math skills** – You must make efforts to improve your math skills. A solid foundation in math makes physics much easier.
- **Focus on understanding, not just memorization** – Prioritise on the "why". If a formula confuses you, break it down to see why it works.
- **Use visual aids and experiments** – When you see things in front of you, it gets easier to understand. It is why we recommend using simulations, videos, and hands-on learning to make complex ideas clearer.
- **Don't be afraid to ask for help** – Whether it's from a teacher, a tutor, or a friend, getting support can make a huge difference.

Physics can be a little more complex to study especially if the students are advancing to higher classes. This jump can be a little difficult to cope with at first because there is a greater cognitive load that is imposed on the students. However, with the help of these five tips, they will find it easier to study the discipline.

Being an MBA graduate and working as an HR Consultant, I initially thought I would not be suitable for the field of teaching. However, when I had my demonstration lesson, I successfully cleared the first round. In the second round of interview, I was given a school tour, and that experience completely changed my perspective. I was fascinated by the engaging and interactive learning environment—each classroom was filled with mesmerizing teaching-learning materials such as community helpers, a puppet theatre, vegetable and fruit stalls, puzzles, language development activities, a science explorer kit, sandpits, blocks, a splash pool, ball pools, tent pitching, pottery, gymnastics, and more.

Starting my career at a play school, I quickly realized that teaching becomes much simpler when implemented through playful methods. It was surprising to see how these techniques could transform learning, and this experience moulded me into an expert in this area.

In my first experience with pre-primary students, I noticed that many children cried when coming to school. However, once they were engaged with colorful toys, they returned the next day happily. The classroom materials sparked their curiosity, making learning an enjoyable experience.

When faced with the challenge of students struggling to write numbers in sequence, I came up with an idea—I created a cardboard box train with numbered compartments. To my delight, the students enthusiastically engaged with it and quickly learned to write numbers in order.

One of the toughest challenges I encountered in primary school was teaching students to write capital and small letters within the same line. After thorough research, I discovered a simple yet effective technique: drawing dots in circular patterns, gradually increasing in size, and having students repeat the process. Over time, this helped them analyze letter placement and write neatly within the lines.

As I progressed to teaching high school, I applied playful learning techniques to create a sense of academic freedom. This approach significantly increased students' curiosity and enthusiasm for learning.



"I have learned that to grow a strong tree, we must first ensure its roots are strong."

Through my journey from early childhood education to high school, I have witnessed firsthand how playful pedagogy transforms learning. It is not just an approach; it is a necessity. Other teaching practices may deliver results, but playful, hands-on experiences cultivate curiosity, creativity, and a lifelong love for learning. When students are actively engaged, they absorb concepts effortlessly and retain them longer.

Education should not be about mere instructions—it should be about exploration, discovery, and joy. Playful pedagogy is not just for young learners; it has the power to reshape the entire educational experience. If we truly want to nurture critical thinkers and problem-solvers, we must embrace teaching methods that make learning interactive, engaging, and meaningful. After all, a student who enjoys learning today becomes a thinker who innovates tomorrow.

ENGLISH LAB: A HUB OF LEARNING

AZRA FATIMA, ASST. ENGLISH TEACHER

English Lab is a unique approach of Focus High School, PH branch. It aims at setting up an environment that fosters creativity and confidence while developing speaking skills among students. During the classes, students engage in fun and interactive activities to enhance their language skills.

While many tech-oriented programs only encourage passive listening and speaking, the lab gives meaningful language exposure to students. So the lab is just not about speaking English, it's about expressing creatively and sensibly, at the same time experiencing the joy of learning. Some of the key activities conducted in the lab are as follows:

LIMERICKS

When students are given exposure to poetry, they play with words. The joy of discovering poetry writing can take children's confidence to the next level.

IMPROVISATION

As a child our imagination is very high. We always wonder if there could be another ending to the same story or this could have been written differently. Improvisation, a technique that allows children to turn and twist the same story and write differently. The results are amazing as every child's unique imagination gives us the pleasure of reading the same characters with different endings.



GROUP DISCUSSIONS & DEBATES:

In English Lab, you are supposed to speak. There could be no place better in the school where children are given an opportunity to speak, discuss and present.

ROLE-PLAYING & DRAMATIZATION:

Acting out scenarios helps with fluency and expression.

PRONUNCIATION PRACTICE:

Focused exercises to improve clarity while speaking confidently.

Songs:

A language is beautiful when songs are added to it. The songs were the most enjoyable part of the lab as children tuned and tapped to the lovely English songs.

CONCLUSION:

The English Lab is the perfect place to build language skills, boost confidence, and have fun. Communication skills are important for students and essential for success in the 21st century. As children say, "Every School must have an English Lab"

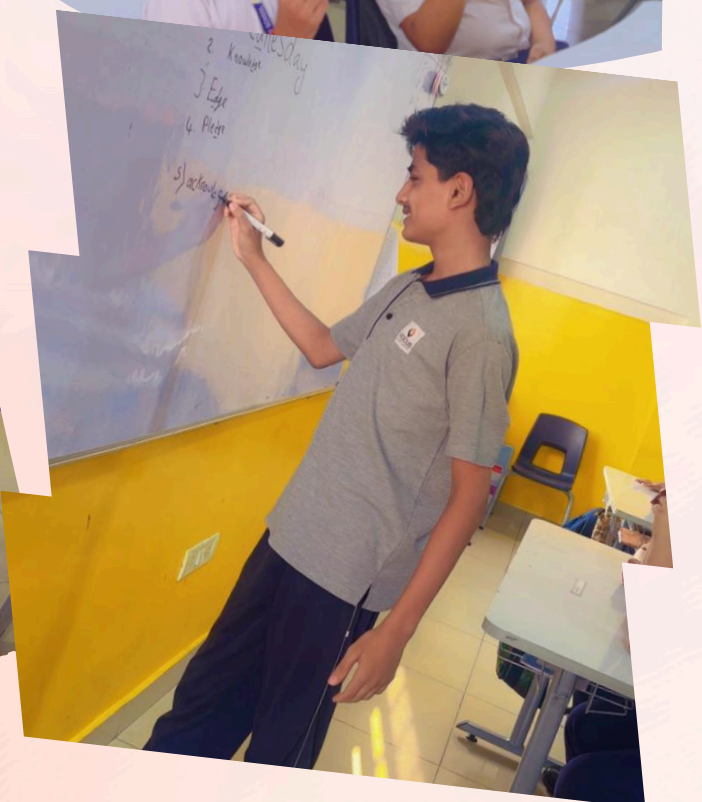
**"Speak with confidence, write with grace,
In the English Lab, you'll find your place."**

BEING A CLASS TEACHER

ASIYA BEGUM, ENGLISH LEAD TEACHER

It has been a wonderful journey being a class teacher. Being a class teacher comes up with many responsibilities and challenges to overcome. Sometimes, it feels like a rollercoaster ride, navigating through the emotions of the students. As a class teacher, I need to be patient, listen to my students and show empathy and understanding towards their issues and concerns.

Being a class teacher, I need to monitor the behavior of my students, instilling good habits and teaching them moral values. Being a class teacher, I always encourage my students to respect each other and everyone, stay united and work collaboratively.



اپنے کردار پر ڈال کر پردہ اقبال ہر شخص کہہ رہا ہے زمانہ خراب ہے

- شخصیت سازی ایک مسلسل جاری رہنے والا عمل ہے جو طلبہ کی تعلیمی، پیشہ ورانہ اور ذاتی زندگی میں بہت اہم اہم کردار ادا کرتا ہے۔ اگر آپ ایک پُرکشش اور کامیاب شخصیت چاہتے ہیں تو ان باتوں پر عمل کریں۔
- کامیاب شخصیت بنانے کے آسان اصول۔
- **خود اعتمادی:** خود پر یقین رکھیں اور اپنی صلاحیتوں کو پہچانیں۔
 - **ثبت سوچ:** ہمیشہ اچھا سوچیں، اس سے مسائل حل کرنا آسان ہو جاتا ہے۔
 - **اچھے اخلاق:** مہذب رویہ اور دوسروں کی عزت کرنا آپ کی شخصیت کو نکھارتا ہے۔
 - **اچھی گفتگو:** دوسروں سے اچھے انداز میں بات کرنا اور ان کی بات سننا سیکھیں۔



- **وقت کی پابندی:** وقت کی قدر کریں، یہ کامیابی کی کنجی ہے۔
- **تنقید برداشت کرنا:** اپنی غلطیوں سے سیکھیں اور بہتری کی کوشش کریں۔
- **خود کو جانچنا:** اپنی خامیوں و غلطیوں کو پہچانیں اور انہیں دور کریں۔
- **مطالعہ:** زیادہ سے زیادہ علم حاصل کریں تاکہ آپ کی سوچ وسیع ہو۔
- **اچھے دوست:** اچھے اور مخلص دوست بنائیں، جو آپ کو مثبت سوچنے میں مدد دیں۔
- **صحت مند زندگی:** اچھی خوراک، ورزش اور ذہنی سکون کا خیال رکھیں۔

اگر طلبہ ان اصولوں پر عمل کریں گے تو تعلیمی میدان کے ساتھ ساتھ عملی زندگی میں بھی کامیاب اور باوقار بن سکیں گے۔

"ایک اچھے طالب علم کی پہچان، اس کا اچھا کردار ہے"

طلبہ کو کلاس روم میں صرف سننے تک محدود نہیں رکھا گیا بلکہ سیکھنے کے سفر میں بھرپور شرکت کو یقینی بنایا گیا۔ اس وجہ سے ان کی زبان دانی، تخلیقی سوچ، اور خود اعتمادی میں نمایاں اضافہ ہوا۔ یوم اردو کے دوران، بچوں نے مختلف سرگرمیوں میں حصہ لیا، جس سے نہ صرف ان کی لسانی مہارتیں بہتر ہوئیں بلکہ ان میں اپنی ثقافت اور زبان سے محبت کا جذبہ بھی پیدا ہوا۔

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اسی طرح، کلیننگ ڈے پر طلبہ نے ماڈلز اور نکلز ٹائک کے ذریعے اپنی تخلیقی صلاحیتوں کا شاندار مظاہرہ کیا۔ ان کی سوچنے اور مسائل حل کرنے کی مہارتیں واضح طور پر نمایاں ہوئیں، اور ان کا اعتماد دیکھ کر دل خوشی سے بھر گیا۔

بچوں کی مطالعے کی عادت کو پروان چڑھانے کے لیے دلچسپ سرگرمیاں متعارف کروائی گئیں۔ میں نے لوڈو ڈائس کے ذریعے الفاظ سیکھانے کا کھیل منعقد کیا، جس میں ہر بچہ جوش و خروش سے شریک ہوا۔ کہانی کی کتابیں بچوں کی سالگرہ کے مہینوں کے مطابق پڑھائیں، جس نے مطالعے کے شوق کو جنم دیا۔

اس کے علاوہ طلبہ کی پڑھنے کی مہارتوں کو جانچنے کے لیے ایک ریڈنگ ٹیسٹ لیا گیا اور انفرادی ٹریکنگ شیٹ بھی بنائی گئی تاکہ ہر بچے کی کمزوریاں اور قوی پہلو واضح ہو سکیں۔ اس بنیاد پر بچوں پر انفرادی توجہ دی گئی، جس کے باعث ان کی پڑھنے کی صلاحیت میں نمایاں بہتری آئی۔

فوکس ہائی اسکول کا منظم شیڈول اور صبح کے اوقات نے طلبہ کی توجہ اور توانائی کو بڑھایا۔ وہ زیادہ مستعد اور علم حاصل کرنے کے لیے تیار نظر آئے، جس سے ان کی مجموعی کارکردگی میں واضح نکھار آیا۔

یہ دیکھ کر بے حد خوشی ہوئی کہ فوکس ہائی اسکول میں بچوں نے نہ صرف تعلیمی میدان میں ترقی کی بلکہ ان کی خود اعتمادی، تخلیقی صلاحیتیں اور سیکھنے کا شوق بھی پروان چڑھا۔ مجھے امید ہے کہ یہ سفریوں ہی جاری رہے گا اور طلبہ اپنی کامیابیوں کی منزلیں طے کرتے رہیں گے۔

एक भाषा के रूप में हिंदी न केवल भारत की पहचान है बल्कि यह हमारे जीवन मूल्यों, संस्कृति एवं संस्कारों की सच्ची पहचान है। बहुत सरल, सहज और सुगम भाषा होने के साथ हिंदी विश्व की संभवतः सबसे वैज्ञानिक भाषा है जिसे दुनिया भर में समझने, बोलने और चाहने वाले लोग बहुत बड़ी संख्या में उपस्थित हैं।

हिंदी की सही उच्चारण के लिए निम्नलिखित बातों का ध्यान रखें:

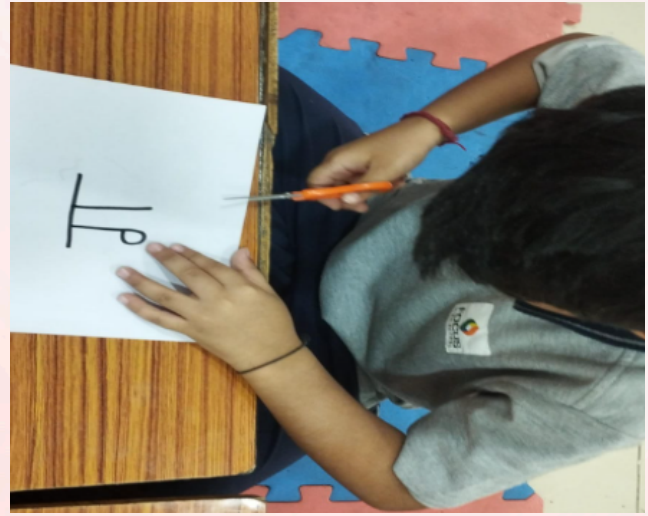
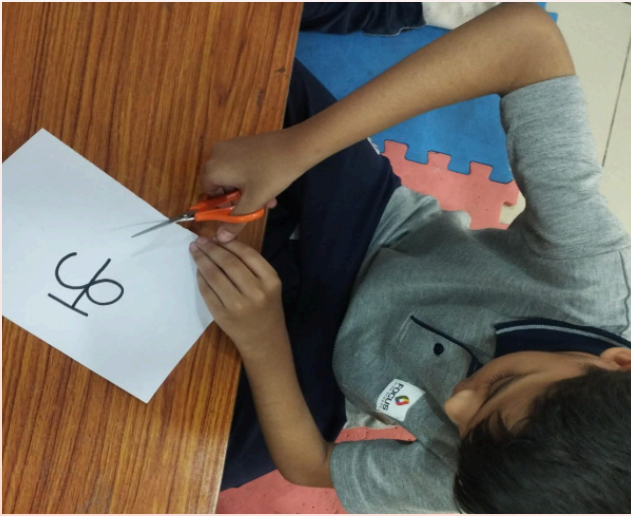
1. हिंदी में सभी वर्णों को स्पष्टतः और सही ढंग से उच्चारित करें।
2. स्वरों की लंबाई और मात्राओं का ध्यान रखें। यह व्याकरण के नियमों का पालन करने में मदद करेगा।
3. व्यंजनों की सही उच्चारण के लिए जीभ, ओठ, और मुँह के स्थानों को सही ढंग से उपयोग करें।
4. ध्यान देने योग्य मात्राओं का पालन करें और वर्णों की संख्या के साथ खेलने की कोशिश न करें।
5. हिंदी को बोलने के लिए अभ्यास करना और अधिक प्रयास करना महत्वपूर्ण है। आप वैकल्पिक रूप से हिंदी कक्षाएं, ऑनलाइन संसाधनों, और हिंदी बोलने वाले दोस्तों के साथ बातचीत करके अपनी कौशल को सुधार सकते हैं।

खेलों के माध्यम से सिखाएँ

छोटे बच्चों को हिंदी की (अक्षरमाला) पढ़ाने के लिए आपको इसे रोचक और आकर्षक बनाना होगा। यहाँ कुछ आसान और मजेदार तरीके दिए गए हैं:

चित्रों और फ्लैशकार्ड्स का उपयोग करें

अक्षरों के बड़े-बड़े रंगीन चार्ट बनाएं। हर अक्षर के साथ संबंधित चित्र (जैसे 'अ' से 'अनार', 'ब' से 'बच्चा') दिखाएं। बच्चों को चित्र दिखाकर अक्षर पहचानने के लिए कहें।



गाने और कविताओं से सिखाएँ

अक्षरों को सिखाने के लिए मजेदार कविताएँ और गाने गाएँ। जैसे "अ से अनार, बड़ा मजेदार, ब से बकरी, देती है दुधारी।" बच्चे लय में जल्दी सीखते हैं।

हिंदी हमारी प्यारी भाषा

हिंदी भाषा मीठी कितनी,
इसमें बसती खुशबू अपनी।
अ से अनार, आम भी आता,
ब से बकरी, घर में भाता।

क से कबूतर उड़ता जाता,
ग से गाड़ी दौड़ लगाता।
च से चंदा, चमके रात्रि,
ज से जग, है सबको भाती॥

बोलो हिंदी, लिखो हिंदी,
हिंदी से हम सब हैं जुड़े।
देश की शान बढ़ाएं मिलकर,
हिंदी में हम बात करें हँसकर।



खेलों के माध्यम से सिखाएँ

पहचानो तो जानें: किसी अक्षर का नाम लें और बच्चे से संबंधित चित्र खोजने को कहें।

मैचिंग गेम: अक्षर और उनसे शुरू होने वाले चित्रों को मिलाने का खेल कराएं।

रेत/आटे में लिखना: बच्चे को आटे, रेत, या रंगीन बोर्ड पर उँगली से अक्षर लिखने दें।

इन तरीकों से बच्चे जल्दी और मज़े से हिंदी की (अक्षरमाला) सीख सकते हैं।

TELUGU DEPARTMENT

నేటి తెలుగు

AYESHA FATIMA, J. ANJALI, K. VARALAXMI

నేడు, తెలుగు భాష సాంకేతికత, విద్య, వ్యాపారం వంటి అనేక రంగాలలో ఉపయోగించబడుతోంది. తెలుగు భాషను నేర్చుకోవడం, మాట్లాడటం, రాయడం ద్వారా మన సంస్కృతిని, వారసత్వాన్ని కాపాడుకోవచ్చు. తెలుగు నేర్చుకోవడానికి అనేక మార్గాలు ఉన్నాయి. కొన్ని సులభమైన పద్ధతుల ద్వారా ఉపయోగిస్తాము. అక్షరమాల: తెలుగు అక్షరాలను (అచ్చులు, హల్లులు) నేర్చుకోవడం మొదటి అడుగు. సరైన ఉచ్చారణతో వాటిని గుర్తించడం చాలా ముఖ్యం. పదాలు మరియు వాక్యాలు: సరళపదాలు, వ్యాకరణం ద్వారా నేర్చుకోవడం. సంభాషణలు: రోజువారీ సంభాషణలను వినడం, అనుకరించడం ద్వారా భాషను సులభంగా నేర్పించడం.



వీడియోలు మరియు యూట్యూబ్ లో నీతి కథల వీడియోలు చూడటం ద్వారా భాషను వినడం, అర్థం చేసుకోవడం అలవాటు చేసుకుంటారు. మాట్లాడటం మరియు వినడం: మాట్లాడే ప్రయత్నం: తెలిసిన వారితో తెలుగులో మాట్లాడే ప్రయత్నం చేయడం. తప్పులు జరిగినా భయపడకుండా నేర్చుకోవడం. చదవడం మరియు రాయడం: సరళమైన పదాలతో రోజువారీగా నేర్చుకోవడం ద్వారా విద్యార్థులు తెలుగునీ అనర్గలంగా చదవగలుగుతారు. విద్యార్థులలో ఆత్మవిశ్వాసం పెంపొందుతుంది. విద్యార్థులు పాఠశాలలోని గ్రంథాలయం ద్వారా పుస్తకాలను సందర్శించి పుస్తకాలు చదవడం ద్వారా తెలుగుని నేర్చుకోగలుగుతారు కథలు మరియు వార్తాపత్రికలు చదవడం ద్వారా .



రాయడం: నేర్చుకున్న పదాలు, వాక్యాలతో రాయడం సాధన చేయడం. తెలుగులో ఆలోచించడం, మాట్లాడటం ద్వారా భాషపై పట్టు సాధించవచ్చు. నిఘంటువు నీ కూడ ఉపయోగించవచ్చు. నిరంతరం సాధన చేయడం: రోజువారీ సాధన: ప్రతిరోజూ కొంత సమయం తెలుగు నేర్చుకోవడానికి కేటాయించడం. ప్లాష్ కార్డ్లు: పదాలు, వాక్యాలు గుర్తుంచుకోవడానికి ప్లాష్ కార్డ్లు ఉపయోగించడం. తెలుగులో మాట్లాడే స్నేహితులతో కలిసి భాషను సాధన చేయడం. ఆసక్తి: తెలుగు భాషపై ఆసక్తికరంగా నేర్చుకోవడం సులభమవుతుంది.

తెలుగు భాష మీద ఇష్టాన్ని అభిరుచిని విద్యార్థులలో కలిగించడం ద్వారా విద్యార్థులు ఇష్టం తో ఎక్కువగా నేర్చుకోవడాని ఇష్టపడుతారు. మా పాఠశాలలో ఆగస్టు 29 గిడుగు వెంకట రామమూర్తి పుట్టిన రోజు సందర్భంగా తెలుగు భాష దినోత్సవాని నిర్వహించాము . విద్యార్థులు ప్రాథమిక పాఠశాల నుండి ఉన్నత పాఠశాల వరకు విద్యార్థులు చక్కగా ఉపన్యాసాలు పద్యాలు ,నాటకాల ద్వారా చక్కగా ప్రదర్శించారు.



SOCIAL DEPARTMENT

LEARNING BY DOING ALIYA KHANAM & FAREESA NAAZ

Social studies is an interdisciplinary field that draws upon various social sciences and humanities to help students understand the world around them. Social studies helps students develop critical thinking, problem-solving, and analytical skills, which are essential for navigating a complex and interconnected world. Engaging students in Social studies through activities can make learning more interactive & memorable. Activities like simulations, role playing, project- based learning & incorporating technology can help students connect with the material & develop a deeper understanding of Social studies concepts.



ENDEAVOUR DEPARTMENT

PERSISTENCE AND RESILIENCE

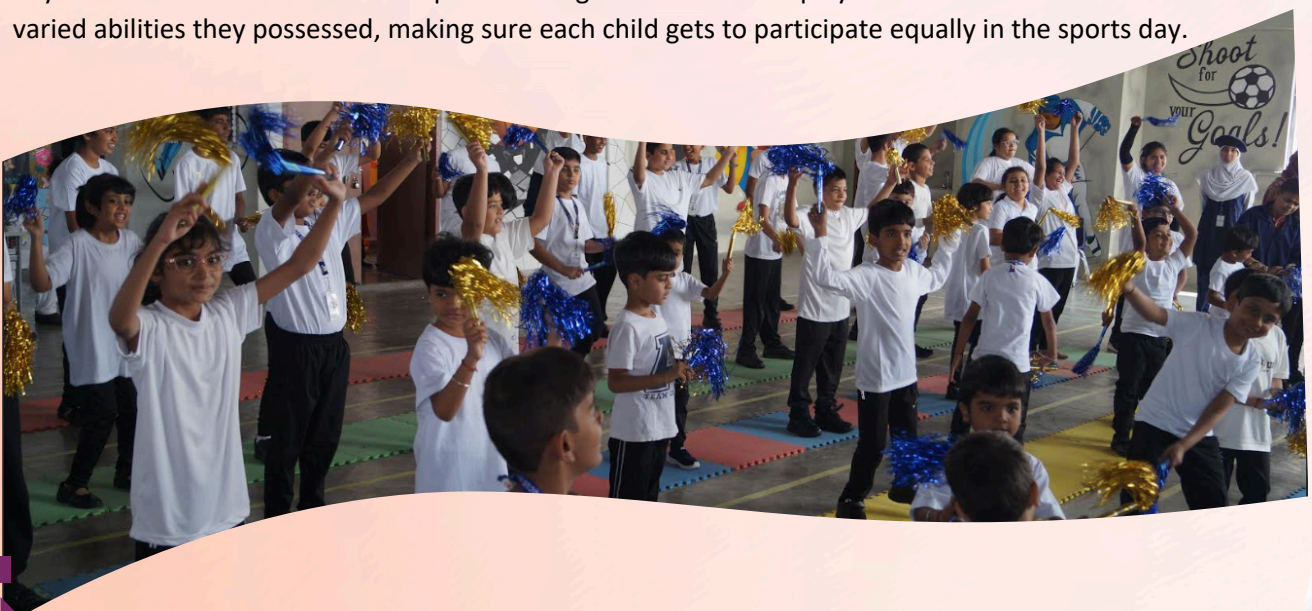
SYEDA SAIRA FATIMA, COUNSELOR

Have you seen or observed a plant grow from an unexpected, unfathomable dark and hard ground. A place where hope isn't prevalent and expectations need to be lowered. We made our little plantlings grow out of the mental and societal cages throughout the year and one significant example would be of the very special Sports day. A sports day for Special needs students varying from developmental delays, physical deformities, Intellectual disabilities, Autism to Learning disabilities, conducted on 10th January 2025.

We wouldn't learn the meaning of the words- resilience and persistence in a better way than we did during this term. Let us look at the road we took, milestones we touched and the hurdles we crossed to make children become competent and confident in the sports day.

PLANNING OF SPORTS:

We know as trainers of Special needs children that our children are capable of being and having a sports day which contained mainstream Sports. Each game and each display were inclusive of children with the varied abilities they possessed, making sure each child gets to participate equally in the sports day.



INITIAL PREPARATION:

We started preparing the children from November, each child was tested for his individual ability to participate in the mainstream sport. Identifying the two extremes of the scale was still easy, the uphill battle was estimating if the child can learn the sport within the span of 2 months and perform with the same confidence as others.



PRACTICE:

Initial practice required students to understand the 'how' of the sports, looking at the process, understanding how they need to stay in the lane, put the steps forward, play and learn the positioning of each move that would get them closer to perform the task alone.

PLAY:

Day by day, as familiarity grew, children were enjoying the sports and engaging with curiosity to better themselves and help others get in the zone of competition. From practicing in rooms to performing on the field, pride in persistence was the smallest significant unit that was most radiantly apparent.

PERFECTION:

With immense practice, control, differentiation and determination children were performing with joy and independence. By the end of the 2 month practice trial, the pride was clearly seen on the faces as smiles extended from ear to ear.



PERFORMANCE:

We had an interplay of displays and competitions in our Sports day, ranging from our curricular topics- wild animals and vehicles, where the students displayed the hand-made concepts, to co-curricular topics- Sports display which had 10 Nationwide sports.



Mainstream games like Tug of war, lemon race, shot put throw were the horsemen of the show. Displays like Getting ready for school and Walking on a path with hurdles were differentiated based on the levels of children, these games improved occupational domain and ADL (activities of daily living) skills.

We met the end of the day, with peace and pride knowing we did our best, may we try again better tomorrow.

ICT & STEM DEPARTMENT

INTEGRATION OF ICT-STEM LEARNING

SAMREEN FATIMA & MARIA ATIKA

The integration of ICT (Information and Communication Technology) skills into STEM (Science, Technology, Engineering, and Mathematics) education has evolved the way students engage with these subjects.

The school has assimilated technology as a crucial part of the learning experience to empower students and to enable them to explore traditional STEM concepts and simultaneously enhance their creativity, problem-solving abilities, and critical thinking through the use of digital tools.

Moreover, this incorporation encourages collaboration and communication among students. Working on digital platforms allows students to share their work with peers, receive feedback, and refine their ideas, all while building essential skills for the future workforce. We are preparing students for a rapidly changing world where technology is a driving force in every industry.



The school's emphasis on these subjects nurtures young innovators who are not only proficient in traditional STEM areas but also well-versed in the digital tools that will help them lead and succeed in the future. STEM, enhanced by ICT skills, has truly become a central part of the learning journey at Focus High School, inspiring students to think creatively, work collaboratively, and embrace the possibilities of the digital age.

FOCUS EDUCATION SERVICES

COMMUNITY INTERNSHIP PROGRAM

LULU FATIMA, TTC COORDINATOR

The Community Internship Program, launched by Focus Education Services in November 2025, is designed to train and support parents in becoming educators for the upcoming academic years. This flexible program allows parents to choose from three 3-hour time windows: 8 AM to 11 AM, 11 AM to 2 PM, and Monday to Thursday for internship and observation, with a theory session on Fridays. This structure ensures that the theory learned can be effectively applied in the classroom.

The one-year internship program is currently running successfully across three campuses, covering all grade levels. Trainees are paired with experienced teachers based on their subject area and grade level, ensuring effective learning and understanding of teaching concepts. Exposure to the classroom environment provides a deeper understanding of lesson delivery. There is a strong possibility of being appointed as a teacher after completing the course or even earlier for the next academic year, if the trainee demonstrates the necessary skills required for the role.



We have already appointed several candidates from this program as teachers for the next academic year. If you are interested in joining our next training window, we will begin in June.



DURATION: 1 YEAR

CERTIFICATION: 1-Year Experience Certificate from Focus High School upon successful completion of the course

TESTIMONIALS OF THE TRAINEES

SALEHA BEGUM

The Community Internship Program has helped me transform into a completely different person. It has enabled me to understand teaching methods in an effective way, manage the classroom, create lesson plans, connect with students, and much more. Thanks to this program, I now have a clear understanding of teaching methods. As we all know, teaching is a divine vocation; it is an act of God.



RABAB FATIMA

An excellent initiative taken by Focus Education Services for educated housewives, offering free teacher training programs that not only provide skills for fulfilling careers but also foster personal growth and offer a great opportunity to connect with and contribute to our communities. Most importantly, it has provided me with valuable classroom management techniques.

ISHRATH JAHAN

The Community Internship Program helped me develop my skills as a professional teacher. It provided me with a real-time opportunity to work, learn, and interact in a more productive environment.

SHABANA FATIMA

The Community Internship Program helped me greatly in terms of teaching aspects. It improved my level of confidence and knowledge through both theory and practical classes. I would like to thank the management of Focus High School for this wonderful program.

SYEDA AMENA MAHVEEN - EMPOWERING YOUR TEACHING

I am very privileged to be a part of this Community Internship Training. This training is an amazing opportunity to explore our strengths, skill up, and enhance our competency with students. It covers pedagogy, designing lesson plans, and the usage of digital tools to make our teaching more effective.

STUDENTS' CORNER

MY EXPERIENCE IN ENGLISH CLASS

MADEEHA SULTANA, C7A

My English class, under the guidance of Ms. Asra Bin Sayeed, wasn't just a class; it was the journey of enjoying the subject without any concern.

Every class has something new like a skit or sharing our thoughts with confidence.

Every class is like a wonderful adventure to us, we always find it amazing. Ms. Asra's passion for literature is infectious, and she always encourages students, fostering a classroom environment where we feel comfortable to share our thoughts and ideas.

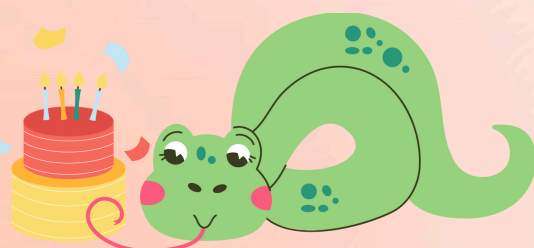
Before Ms. Asra's class, I wasn't so good at English however, her encouragement and guidance helped me a lot. Have helped me to overcome my insecurities and develop confidence in myself. I personally enjoy every class with Ms. Asra. Thank you Ms. Asra for being really amazing, inspiring and dedicated teacher. I love to attend English classes because of you ma'am.

LIMERICKS

SYEDA KHAIRUNNISA FATIMA, C7A

I was eating a cake,
Then I saw a snake,
I ran to mum,
She said to have fun,
Oops! It was fake!

There was a cat ,
Wearing a hat,
Wants to eat honey,
But doesn't have
money,
Starving on a mat.





A JOURNEY I'LL NEVER FORGET

MIRZA MOHAMMED ALI KHAN, C10B

When I first entered Focus High School in 2022, I was anxious. I had recently immigrated from Iran, everything was new, and to be honest, I had no idea what to expect. That first week? It was tough. I stuck to myself, didn't speak to anyone, and didn't make eye contact with teachers. I felt like a stranger.

But all of this changed in the second week. That's when I met my friend - Abbas. He was the first one I felt comfortable with—and somehow, that one connection lightened things up a little. I began from there, a little at a time, to open up. I found myself chatting with more students, and eventually even with the teachers who had previously seemed a little intimidating.

One of the earliest teachers I truly bonded with Maliha Ma'am, our class teacher. She taught Biology and had this incredible ability to balance strictness and softness. Her lectures were always clear and well-organized, and she had a presence that made the classroom feel stable. She was someone I admired immensely.

Then there was Lubaba Ma'am—our Social Studies teacher as well as our High School Coordinator. She wasn't merely a teacher to me. She was one person I could go to when I felt trapped, whether at school, at friends, or just in life. She always helped us out with a kind smile.

And I must speak about Ayesha Ma'am. She taught us Telugu, which, to be honest, was a subject I was not good at. But somehow, at the end of it all, I actually did my best in her class. That's because she believed in us, even when we didn't believe in ourselves. I still recall her telling me, "You boys won't study all year, but I know when the time arrives, you'll give it your all. That's when I'll catch you." And she was correct. Her words encouraged me in a manner I didn't anticipate.

But school was more than classes. Focus High School provided me with so many opportunities to try a variety of things—such as the MUN (Model United Nations), science fairs, sports competitions, and competitions between other schools. Each activity filled out my heart with good memories and experiences.

Looking back, I'm just thankful. Focus High School wasn't only a school where I learned—where I developed, made friends, got inspired, and felt understood. It was a second home.

So, here's a huge thank-you to all the wonderful teachers and staff who made this journey so special: Humayun sir, Lubaba ma'am, Maliha ma'am, Jaber sir, Mahmood sir, Ayesha ma'am, Shaheen ma'am, and Maria ma'am.

Each one of them helped shape my school experience, and I'll always remember their support and guidance. I'm going to miss this place—a lot. Focus High School has given me memories, friendships, and life lessons I'll carry with me forever.

ARTWORK

SYEDA JAFRI BEGUM, C9A



SYEDA JAFRI BEGUM, C9A



ZAYNAH FATIMA, ENDEAVOUR A



ADIBAH BATOOL, ENDEAVOUR A

THE JOURNEY THAT SHAPED ME

ALIAH RAZA, HEAD GIRL, C10A

When I joined my school in class 8, I had no idea how deeply it would become a part of who I am. From nervous beginnings to proudly wearing the badge of Head Girl in class 10. Being Vice Captain in class 9 and then Head Girl the following year gave me a purpose beyond academics. I cared deeply about maintaining a good reputation not for recognition, but because I wanted to honor the trust they placed in me. What touched me the most was the love and support I received from my juniors. Knowing I could be a role model for them made every responsibility worth it.

There were days full of laughter, and excitement especially during school events, where I felt most alive. Whether it was anchoring a program or organizing a celebration, I thrived in those moments.

But there were also some quiet days where I would have to balance between my moments of doubt, pressure, and the weight of expectations. Balancing studies, responsibilities, and personal growth wasn't always easy. There were times I felt overwhelmed, but I never let that stop me. Instead, I reminded myself of the reason I took up the responsibilities in the first place to inspire, and to grow. I learned to carry myself with strength and grace, even when things got tough.

My teachers were more than educators they were my guides. Their encouragement gave me the strength to push my limits, and their gentle corrections helped me stay grounded. I wanted to reflect the values they taught us: discipline, compassion, and sincerity.

To everyone who's still walking the halls I once walked: make the most of your time. Say yes to opportunities, be kind, and never underestimate the impact you can have. And to the teachers who believed in me thank you for shaping the person I've become.

In the end, I would like to bid farewell to all those who were part of my journey with love and pride. Thank you.

FROM FIRST BELL TO FAREWELL

FARIA TAMZEEN AHMED, C10A

It all began when I joined Focus High School back in 2020, during the lockdown. We were attending online classes, and honestly, it was a completely new way of learning for me. It took time to adjust, but the faculty did their best to support us and ensure we learned well. My first day at physical school was nothing like I had imagined—it was overwhelming. Making new friends, adjusting to a new environment, and everything in between made me feel a little lost and alone in the crowd.

Things began to change when I met Sakina. Our bond grew quickly, and through her, I started making even more friends. At first, I wasn't very comfortable around some teachers, but over time, I grew closer to them and built connections I'll always be grateful for.

One of the first teachers I recall vividly is Mahmood Sir, our Math teacher in Class 7. Though we weren't particularly keen about math, his signature line—'Look at the board, everyone!'—still echoes in my head. Known for his unexpectedly sharp roasts mid-lecture, he could make the whole class burst into laughter while still keeping us on our toes. His unique method of discipline—handing out yellow and red cards like a referee—added both fear and fun to the classroom. His classes weren't just about formulas—they were full of moments we still laugh about today."

Maliha Ma'am, our Biology teacher, will always be one of my favorites. Her gentle smile and the way she said, 'Yes, my dear!' could turn even the worst day around. Her kindness, patience, and the way she made every lesson feel special truly made her unforgettable.

Ayesha Ma'am has always been our biggest cheerleader. No matter the problem—academic or personal—she was someone we could always turn to. Telugu, once the subject most of us dreaded, became manageable, thanks to her. She simplified answers, encouraged us constantly, and made sure no one felt left behind.

Lubaba Ma'am, our high school coordinator, always seemed to know exactly what we were up to. During breaks, we'd quietly roam the corridors, trying not to meet her eyes—though she had already noticed everything. She also taught us Social Studies, a subject I truly enjoyed, even when others found it dull. Her teaching was so engaging that I looked forward to answering questions, just to hear her signature line—'Yes, but how?' That simple prompt pushed us to think deeper and understand better. Like a firm yet caring guide, she's always been there whenever we needed support.

These five years have flown by so quickly, I never truly realized how much I would miss until now. The laughter, the lessons, the small everyday moments—all have quietly become memories I'll carry with me for life. Every teacher who guided me, every class I sat in, and even the warmth of the housekeeping aunties who always greeted us with a smile—they all made this journey more meaningful. I'm beyond grateful for everything that shaped these years into something unforgettable.

LETTER Q

SYEDA QUSIYA FATIMA, C4A

The letter Q is loyal, it is the best,
With a letter Q you cannot get a question on a test.

And you never quit in your whole life,
The cute bird Quail might not be there.

There will be no ducks because they always do
quack quack,
And there will be no queens,
And the name Qudsiya will also be not there.



QUACK-QUACK!



LETTER R

JILLA RITHIKA, C4A

The letter R is royal,
It's simply beautiful.

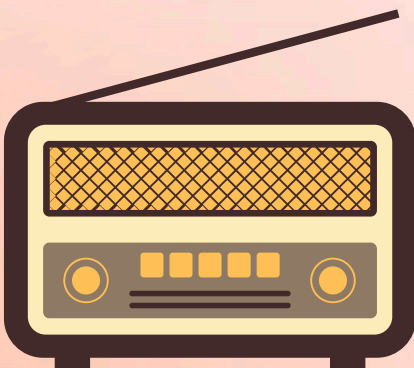
If R is not there,
You'd never see a rhinoceros or bike races.

If R is not there,
You wouldn't hear the story of the Rabbit and the
tortoise.

Some common words would be forgotten,
Like radio, rainbow, and raft.

If R is not there,
Valentine's Day wouldn't be there,

Because we need roses for that,
So please respect the letter R.



ART'S DEPARTMENT

ARTS & CRAFT
KANEEL E ABBAS, ARTS TEACHER



NUTRITION WEEK

SAMREEN FATIMA, STEM TEACHER

At Focus High School, we have celebrated nutrition week as students were encouraged to bring healthy breakfasts from home, which not only promoted better eating habits but also highlighted the importance of starting the day with a nutritious meal.

The students from class 2 to 10 came together, bringing an array of colorful and nutrient-packed breakfasts.

We kicked off the week with Munchy Monday where students had vibrant fruit bowls filled with fresh berries, bananas, and creamy yogurt.

On Tasty Tuesday, students enjoyed the goodness of overnight oats, topped with seeds, nuts, and a drizzle of honey.

Veggie Wednesday brought even more variety with breakfasts featuring vegetables.

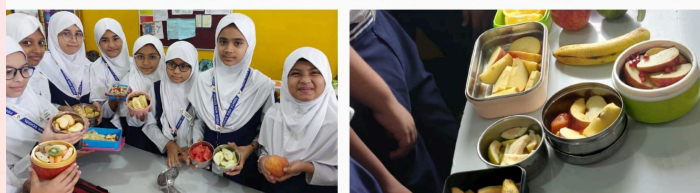
Thirsty Thursday saw students delighting in refreshing smoothies made with spinach, kale, and mixed fruits.

Fruity Friday wrapped up the week with an explosion of fruits.

Students enjoyed fruit salads, smoothies, and even fruit-filled parfaits, celebrating the natural sweetness and health benefits of nature's candy.

POEM

Nutrition Week, so bright and sweet,
With fruits and veggies, what a treat,
Yogurt, grains, and nuts galore,
Fueling bodies, wanting more



INTRAMURALS: FOCUS STRIVERS



FOCUS TEACHER TRAINING CENTRE
LIFELONG LEARNERS WHO CAN ESTABLISH MERCY AND JUSTICE IN THE WORLD

PRE PRIMARY, PRIMARY & HS PROGRAMS

Our training centre offers multiple courses for those who want to become educators in Early Childhood, Primary, and High School education. These courses will help you learn various aspects of education. Not only are these courses certified, but they also offer a deeper understanding of all the essential areas of teaching.

We also have trainees from other states, such as Leh and Ladakh, to whom we conduct weekly online sessions. For practical training, we are partnered with other schools. During this training, our trainees will have the opportunity to learn, apply, and integrate their knowledge.

PRE-PRIMARY TEACHER TRAINING COURSE

1. AIECCE (All India Early Childhood Care & Education)
2. JNCTE (Jawaharlal Nehru Council for Technical Education)
3. Focus Teacher Training Centre Certification

These certifications are not only valid within our country but also internationally. If the skills learned during the course are absorbed well, they can be applied once you become an educator. Our rigorous training helps trainees acquire knowledge in many important concepts. This training program is structured to cover areas such as:

- | | |
|---------------------------------|---------------------------|
| 1. Internship & Weekly sessions | 4. Educational visits |
| 2. Portfolio work | 5. Events and conferences |
| 3. Observation at other schools | 6. Showcase Event |

SHORT TERM COURSE

This course will help you understand various pedagogical practices. Many people opt for this course to kick-start their teaching careers after learning the essential areas and skills required for teaching.

DURATION OF THE COURSE: 1 YEAR

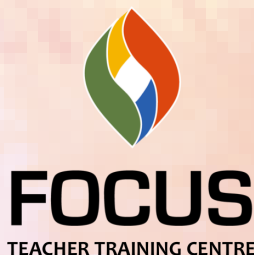
CERTIFICATION: FOCUS TEACHER TRAINING CENTRE CERTIFICATION

KEY FOCUS AREAS:

- Classroom Management
- Lesson Planning
- Pedagogical Practices
- English Communication
- ICT Skills

ADMISSIONS ARE OPEN

For more information
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