

THE TIPSIAN WEEKLY



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Must Reads:

- Vice Principal's note on Invitation to Engaging Classrooms - Page 3
- Healthy habits tracker - Page 8
- Subject integration - Page 28

PRINCIPAL'S DESK



This week students have had their first outbound learning experiences! These field trips aim to extend learning beyond the classroom walls and into the world around us.

Field trips are a vital part of our educational philosophy. They provide students with hands-on experiences that enhance their understanding of various subjects, foster a sense of curiosity, and build connections between classroom lessons and real-world applications. These trips are carefully planned to align with our curriculum, ensuring that students gain maximum educational benefit while also enjoying the adventure and excitement of learning in new environments.

Our Salem CGPS team started the Master Mind Program for the year 2024- 25 with a talk by Ms Mullai Sampath HBS in Psychology. We believe that these experiences will not only enrich our students' academic knowledge but also inspire them to explore their interests and passions further. It is through such dynamic learning opportunities that we hope to ignite a lifelong love of learning in each of our students.

We are committed to ensuring a safe, enjoyable, and educational experience for all our students.

Thank you for your continued support in making these valuable learning experiences possible.

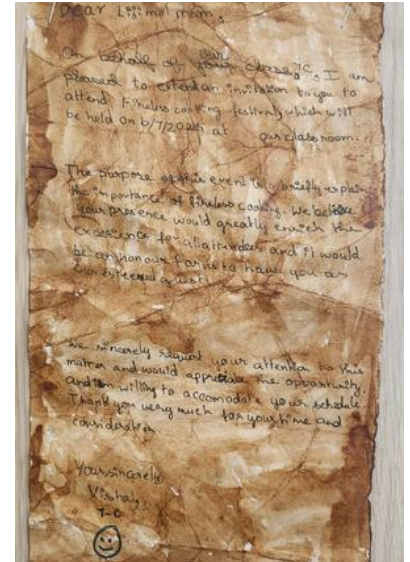


Ms. Aruna Maheswari
Principal
The Indian Public School , Salem

VICE PRINCIPAL'S DESK

AN INVITATION TO ENGAGING CLASSROOMS

The students invitation to visit their classroom activity was nothing short of charming and heartfelt. This invitation was a testament of their creativity and dedication. It not only conveyed the details of the event but also sparked curiosity about what awaited inside their classroom. On a busy scheduled day, their reminders alerted me to be present in their classroom without a second thought.



Upon entering the 7 C classroom , I was greeted by a vibrant atmosphere buzzing with excitement. The students beaming with pride, stood beside tables laden with an array of food items representing different cultural beliefs about the food which was prepared as part of their Global Perspective classroom activity. The students confidently took turns explaining the origins and stories behind the foods, showcasing not only their culinary skills but also their understanding of cultural diversity and traditions. The event was a true celebration of learning and creativity. The facilitator and the students were so engrossed in the activity which created an environment of active learning.

Remembering the quote : Tell me and I forget, Teach me and I may remember, Involve me and I learn.



Ms.Ligi Suneeth
Vice Principal
The Indian Public School , Salem

Know your Student Council

A HARMONIOUS VISION...

Even though I fumbled with my words on the day of election , all of you trusted and had faith in me . I am truly grateful for the position that you all have helped me secure . This is a huge responsibility, and I am more than ready to take it up . The desire to create a positive influence on others has remained strong in me to this day.

My goal is to propel school activities forward by serving as a bridge between the mentors, students, Principal and Vice-Principal to create a remarkable environment in the school. I will strive to improve everyday . Moreover I wish to create a harmonious atmosphere in the school by being accountable for my actions.

In conclusion, I am grateful for the things I will learn through this journey.I believe that being approachable is a key skill for leadership . In the end,I hope that the student council of 2024-25 will create an outstanding impact on our school community.

Warm regards,



Dhakshana - G 9A

DEPUTY HEAD GIRL

The Indian Public School , Salem

Know your Student Council

SERVING WITH DEDICATION AND VISION

As your deputy head boy, I am honored to stand before you today and share my vision for the betterment of our school community. It is with great enthusiasm and a deep sense of responsibility that I have taken on this role, driven by a steadfast commitment to making a positive impact on the lives of my fellow students .

My primary objective is to be a bridge between the administration and the student body, ensuring that your voices are heard and your needs are addressed. I will work tirelessly to foster an environment of open communication, collaboration, and mutual understanding, where every individual feels empowered to contribute to the growth and success of our school .Through innovative initiatives, constructive dialogues, and a collaborative spirit, I aim to enhance the overall academic experience, strengthen extracurricular opportunities, and create a more inclusive and supportive school culture.

Together, let us embark on a journey of progress and collective success, where our shared vision for a better tomorrow becomes a reality .I humbly ask for your trust and support as we work hand in hand to make our school a shining example of excellence and student-centered leadership.

Warm regards,

Grade 9B



Kirthin.S - G 9B

DEPUTY HEAD BOY

The Indian Public School , Salem

PRIMARY YEARS

Grade 1

FIELDTRIP

Field trip - where learning and fun collide. It gives something special to look forward to and gives interest to acquire new information. Students of Grade 1 visited Shri Riddhi Granites, exploring the conceptual knowledge of Materials and matter around us. In essence, they inquired about the Natural and the Artificial stones, understanding their texture and variants. In addition, they watched the cutting of stones into small parts, learnt about the skills of different experts who convert materials into finished products.



PRIMARY YEARS

Grade 2



விளையாட்டு உலகம்!!!



இரண்டாம் வகுப்பு குழந்தைகள் முகமூடி அணிந்தும், வளையங்கள் வீசியும், விடுகதைக்கு விடை கூறியும், கதைகள் கூறியும் பல்வேறு வகுப்பறை செயல்பாடுகளில் ஆர்வமாக பங்கேற்று மகிழ்ந்தனர்

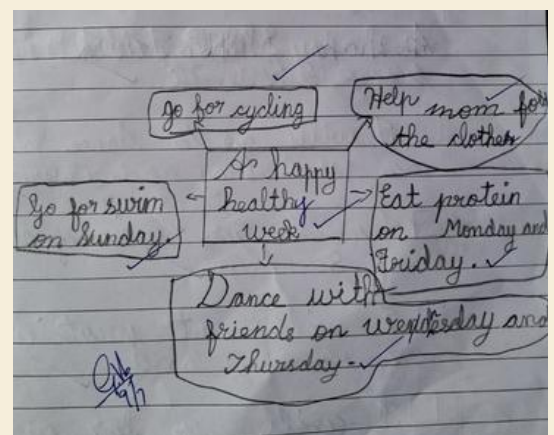
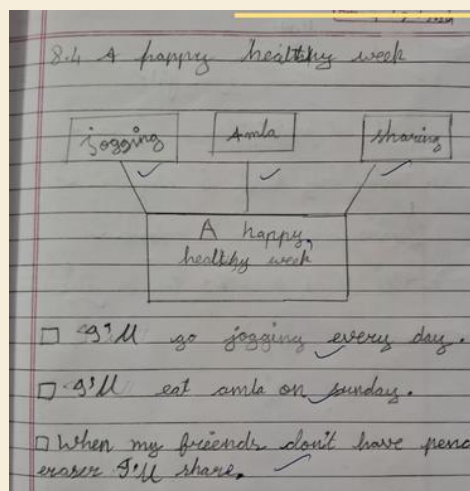
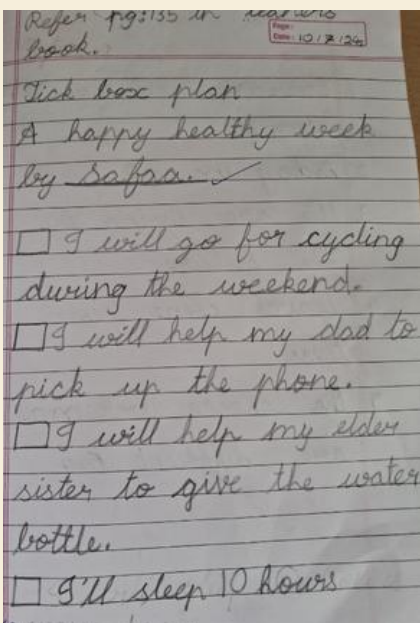
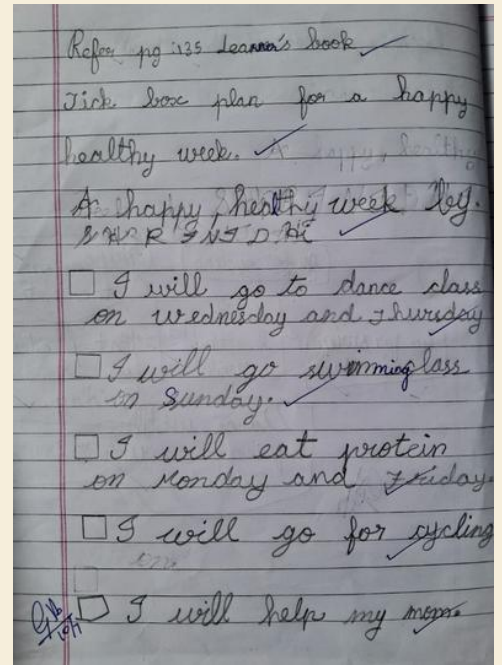
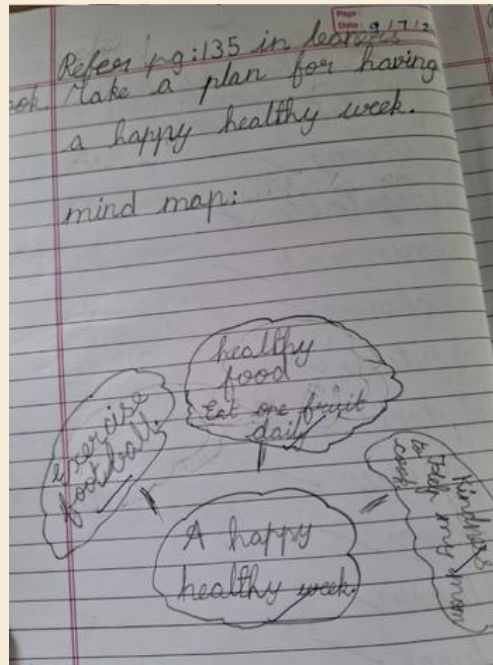
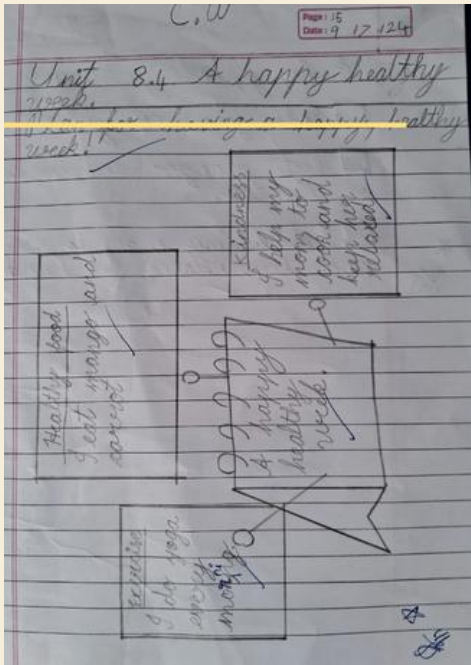


PRIMARY YEARS

Grade 2

"Healthy Habits Tracker: My Path to Wellness"

In this activity, students create a personalized weekly plan to prioritize their physical and mental well-being. By mapping out their goals and tracking their progress, students develop healthy habits and a growth mindset. This exercise encourages students to take ownership of their health and happiness, and to make intentional choices that support their overall wellness."



PRIMARY YEARS

Grade 2

Guest Talk

Dr. Kavya, a distinguished healthcare expert, engaged Grade 2 learners in a captivating talk on healthy choices and wellbeing. She shared valuable insights and practical tips on maintaining a balanced lifestyle, emphasizing the importance of self-care and mindfulness.



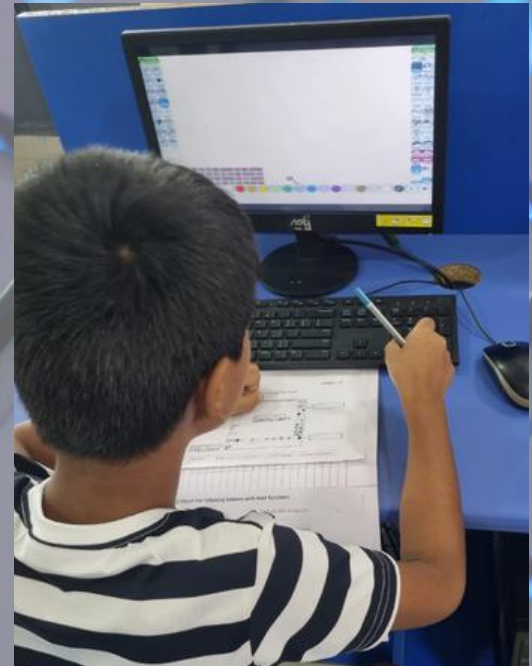
PRIMARY YEARS

Grade 2



ICT

Grade 2 whizzes are showing off their Tuxpaint skills! They finished worksheets that helped them learn the tricks of the trade.



PRIMARY YEARS

Grade 3

Field Trip

Little Champs of Grade 3 enjoyed an engaging visit to "The Golden Hyundai" car showroom. During their trip, the learners gained valuable knowledge about the functions of both simple and complex machines, which greatly enhanced their understanding.



PRIMARY YEARS

Grade 3

பாரம்பரிய விளையாட்டுகள்:



மூன்றாம் வகுப்புக் குழந்தைகள் நம் பாரம்பரிய விளையாட்டுகளின் பெயர்களை தெரிந்து கொண்டனர். மேலும் அப்பாரம்பரிய விளையாட்டுகளை விளையாடி மகிழ்ந்தனர்.





A visit to - Sivaraj Siddha Medical College

Grade 4 learners went on a trip to Sivaraj Medical College. The trip was both educational and inspiring, offering a firsthand knowledge of the human body's complexity and the fascinating world of medicinal plants. One of the highlights of the visit was the chance to see real human organs. The medical staff at the college provided an in-depth explanation of each organ's function. This hands-on experience helped learners understand human anatomy and the intricate systems that keep us alive better.



PRIMARY YEARS

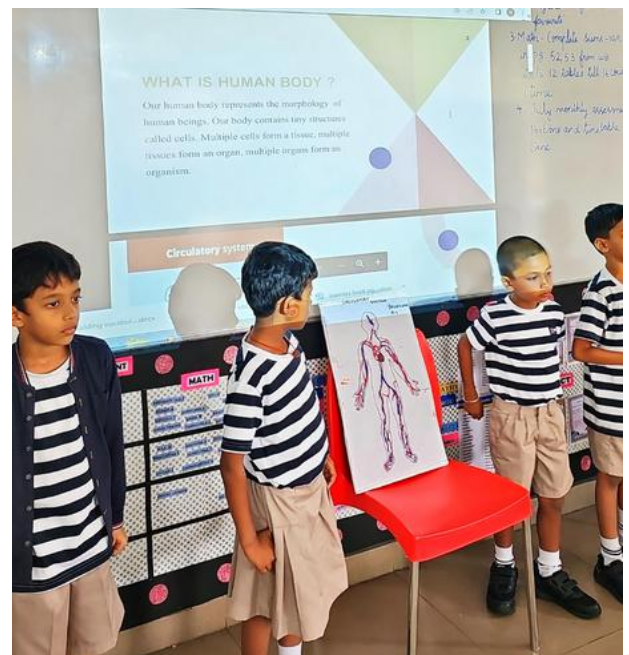
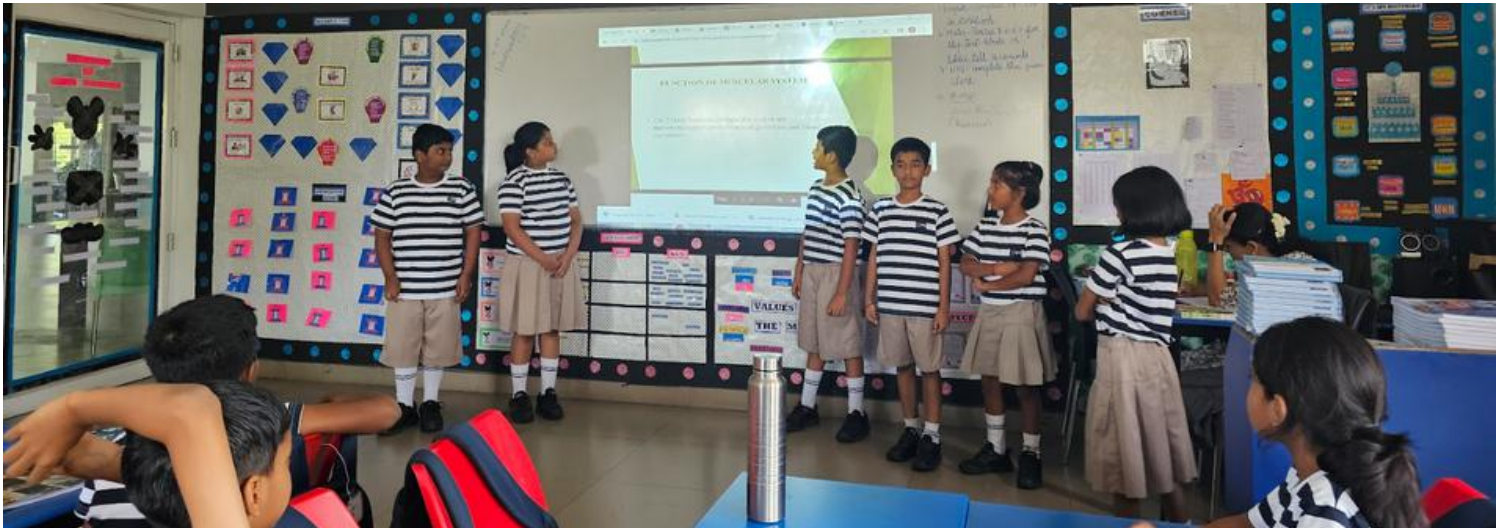
Grade 4

Student agency in place

Exploring the functions of the human body system



The learners took ownership of their learning by grouping themselves to gather information about the functions of each body system and shared their understanding with their peers. This gave them a basic idea of how their body works.

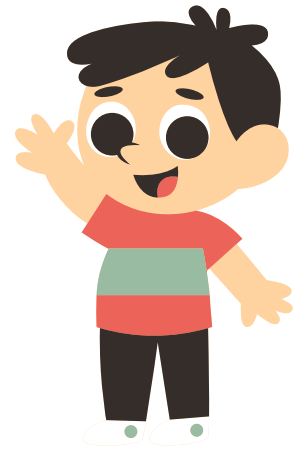


PRIMARY YEARS

Grade 4



"Cartoon Wisdom:
Proverb Perfected!"



The learners designed a cartoon strip that brilliantly captured the essence of the proverb of their choice.



PRIMARY YEARS

Grade 5

Expert Presentation

Learners of Grade 5 went on an inquiring spree about "ENERGY". The inquirers probed into the topic" TRANSFORMATION OF ENERGY".

The learners turned into experts and displayed their vivid understanding through various models.



PRIMARY YEARS

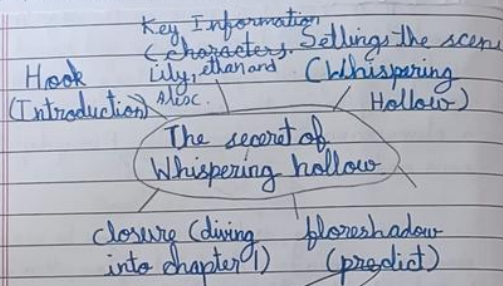
Grade 5



Prologue Writing

Learners of grade 5 wrote a Prologue for the story prompt given. The Prologue consists of the Pre-writing, hook factor, setting, key information, foreshadowing, and closure.

Have you ever heard of a place like Whispering Hollow, where the wind carries secrets and trees whisper ancient tales? Imagine yourself as Lily, Ethan, or Alex, standing on the edge of that enchanted hollow. What mysteries do you think they will uncover as they step brave into the unknown, surrounded by the flickering light of autumn leaves?



Prologue - The secret of Whispering Hollow.

Once upon a time in a small village, there lived three friends named Lily, Ethan and Alex. In the school they heard a place called Whispering Hollow.

Whispering Hollow is a place in the dark forest. It is a haunted house. It will be scary and there will be a ghost named spooky.

One day they decided to visit whispering hollow. They were curious and they wish to explore more about the place. When they visited there the door automatically opened. It was so dimly. There are many spider webs, worn out, broken sofas and dark rooms.

They were very curious. After that Alex found a secret room in that place. It was shining, golden colour and had a symbol. What will be inside? Will it be a treasure, ghost or gateway to a new magical world...

PRIMARY YEARS

Grade 5



Field trip

The inquirers of grade 5 embarked on their short visit to SWELECT Energy Systems Limited, Edappadi-Salem.

With curiosity in their eyes, they explored the different types of Solar panels, Hydro panels, and Energy conservation systems.



ASSEMBLY OF THE WEEK

Secondary



This week began with an assembly, a display of the high-spirited houses, the coming together of the entire student community, and the forum for interaction and sharing of insights. It was a delight to see the perfectly colour coded, student community, interacting with their house captains and members discussing strategies to improve their team-game, from every aspect . This new addition of team interaction allowed the student council to directly communicate with all students, to address them and listen to their questions and suggestions. The discussion this time was centred around how every member can contribute to their house by being aware of their actions that add to merit and demerit points, and by ensuring participation. In addition, emphasis was placed on presenting oneself in proper uniform and hairstyle. Overall, this forum is an opportunity for us to hear your voice, and express ours too. We hope you all cooperate with us. Finally, here's a reminder to act with kindness and respect now and forever.

- Sahaana and Karthikeyan

Head Girl and Head Boy

The Indian Public School , Salem

ASSEMBLY OF THE WEEK

Secondary



CONGRATULATIONS

Achievements

Champions on the rise

We are elated to announce that our student **S.Thural of Grade 8B** participated in the **40th TAMILNADU STATE SUB. JUNIOR KARATE CHAMPIONSHIP** held at Chennai and won **GOLD MEDAL in KUMITE**. She also got selected for the next level match conducted by South Indian championships & national championships in Delhi.



Hameeda Zainab, a student of 7A, participated in the 3rd National Taekwondo Championship and was awarded a Certificate of Merit and a medal.



Harshin R P, a student of 6A, has achieved a Pre-Grade certification with a commendable 'Very Good' performance in Carnatic Vocal, as evaluated by Bridge Academy's examination.

SECONDARY

Grade 6

HISTORY

Grade 6A students mark areas on India map where rice and wheat were probably first grown, as part of learning their History chapter “What, Where, How and When”

WORKSHEET

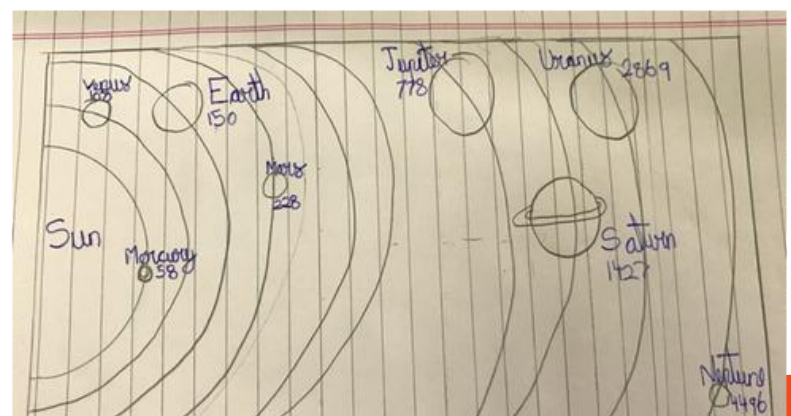
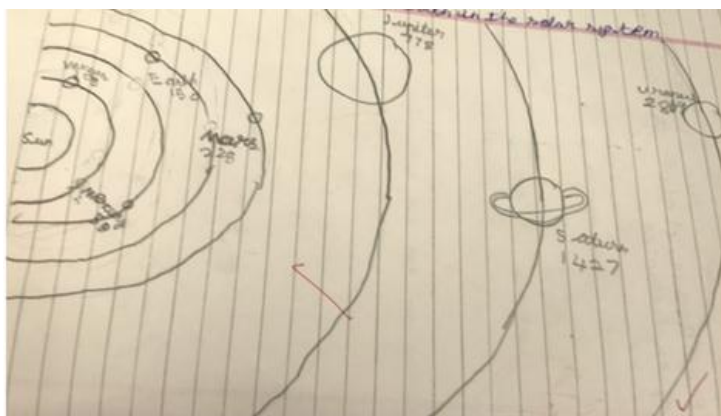
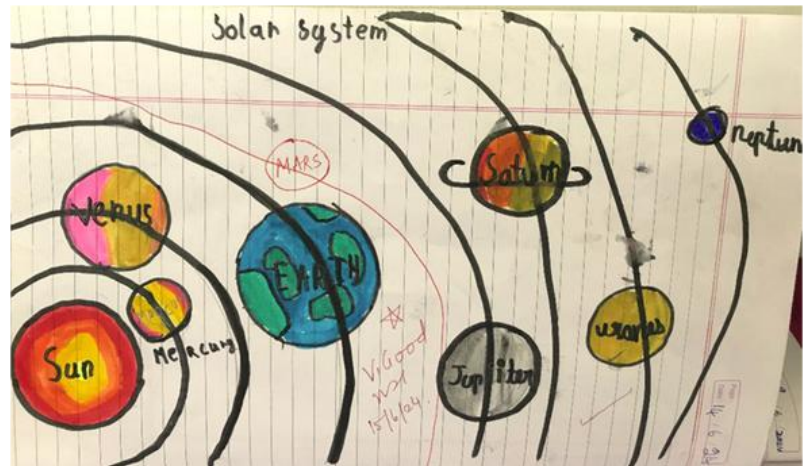
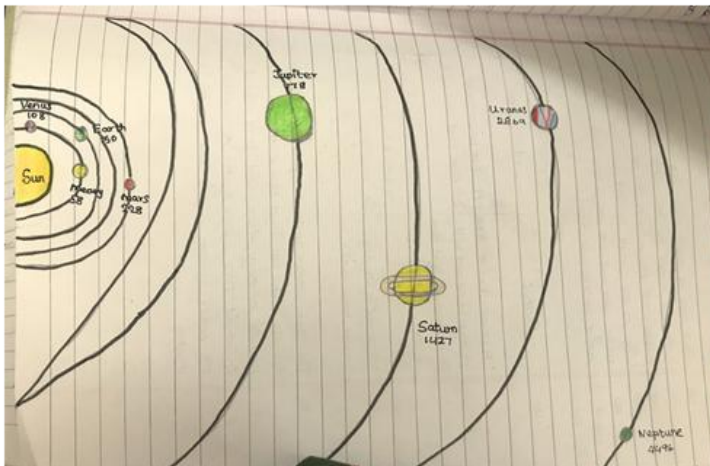
of the subject: SOCIAL SCIENCE (HISTORY) Grade: 6A

WORKSHEET No.2

LEARNING OBJECTIVE: The River Brahmaputra, River Ganga and Indus and its tributaries, Garo Hills, Vindhyas and Sulaiman and Kirthar Hills. (Motor skills)	LESSON : WHAT, WHERE, HOW AND WHEN DATE: JUN 2024
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MAP OF INDIA

Grade 6A students engage in drawing the solar system as part of learning their Geography chapter “Earth in the Solar system”

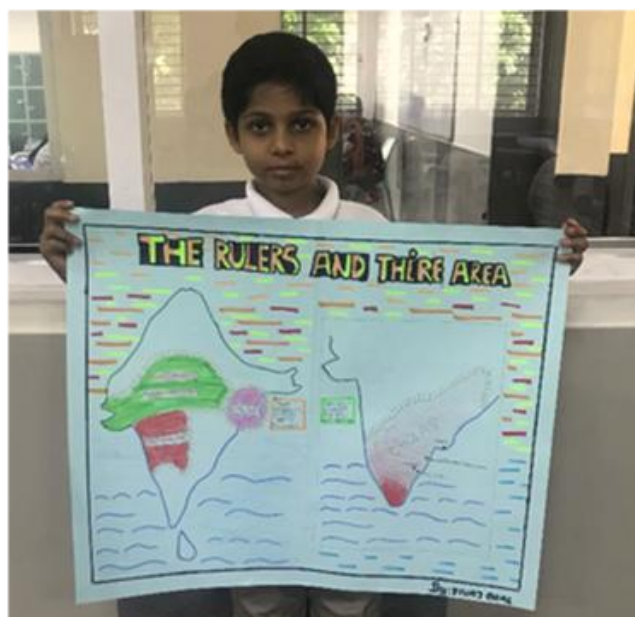
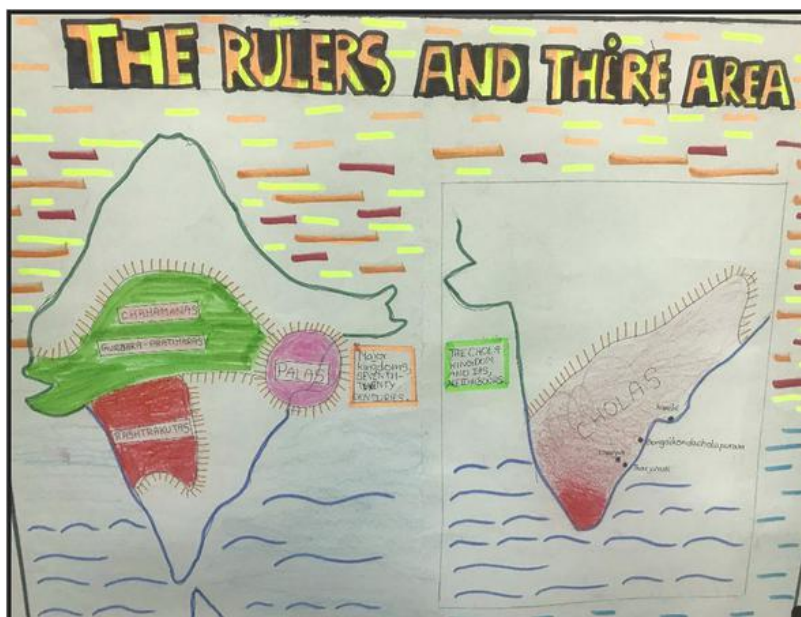


SECONDARY

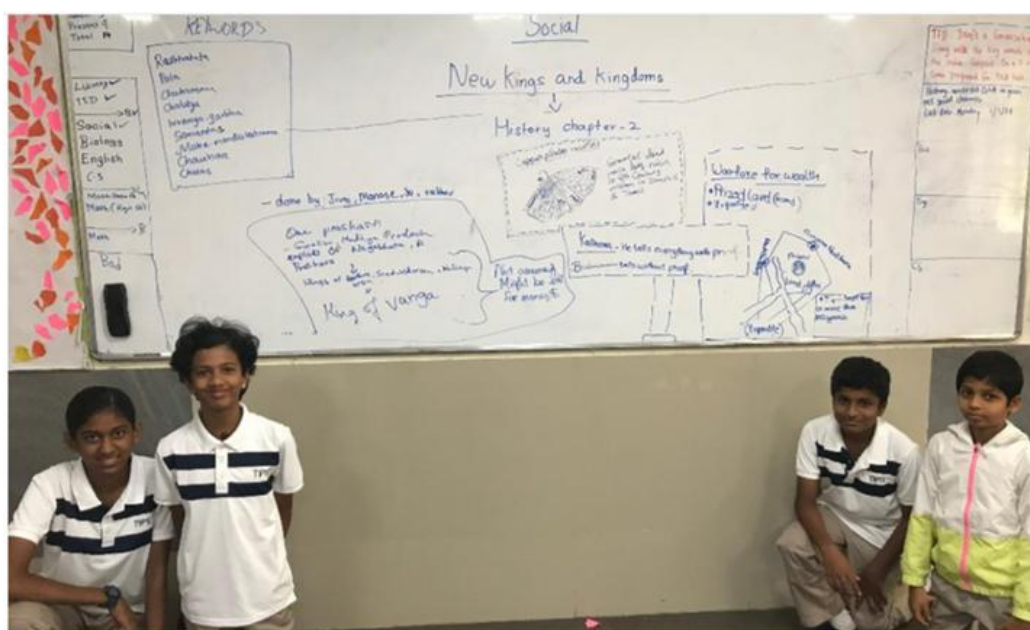
Grade 7

HISTORY

GRADE 7AB STUDENTS LEARN ABOUT THE DIFFERENT EMERGING DYNASTIES IN THE MEDIEVAL PERIOD, AS PART OF LEARNING THEIR HISTORY CHAPTER “KINGS AND KINGDOMS”



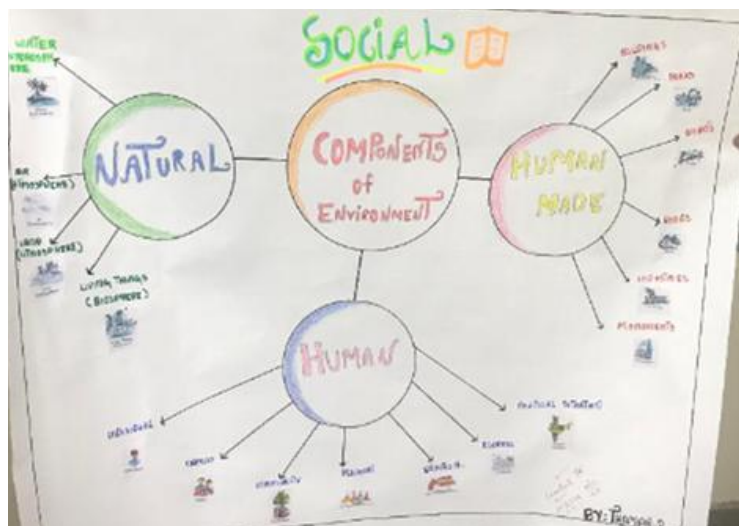
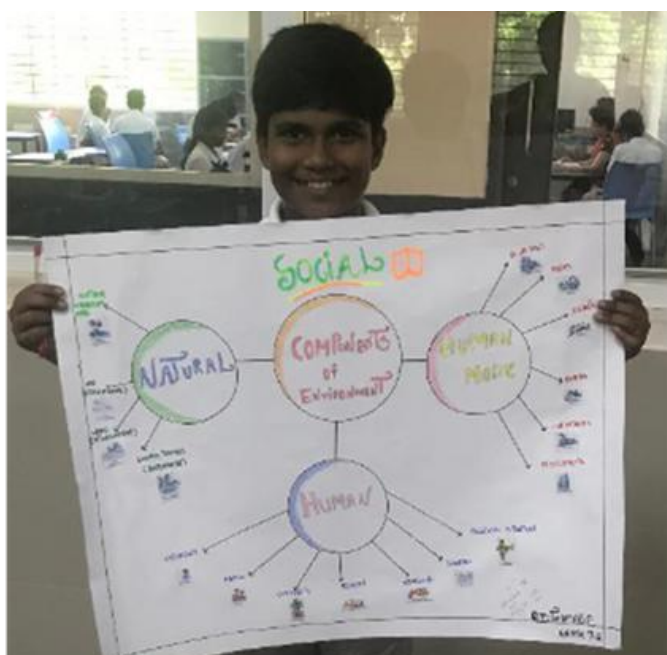
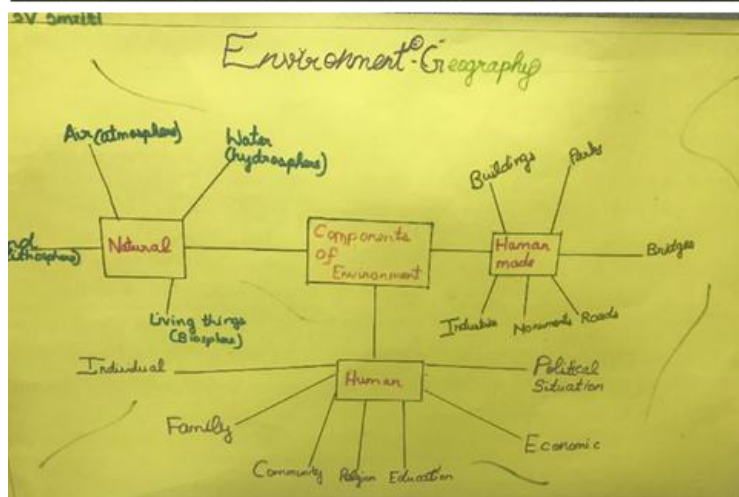
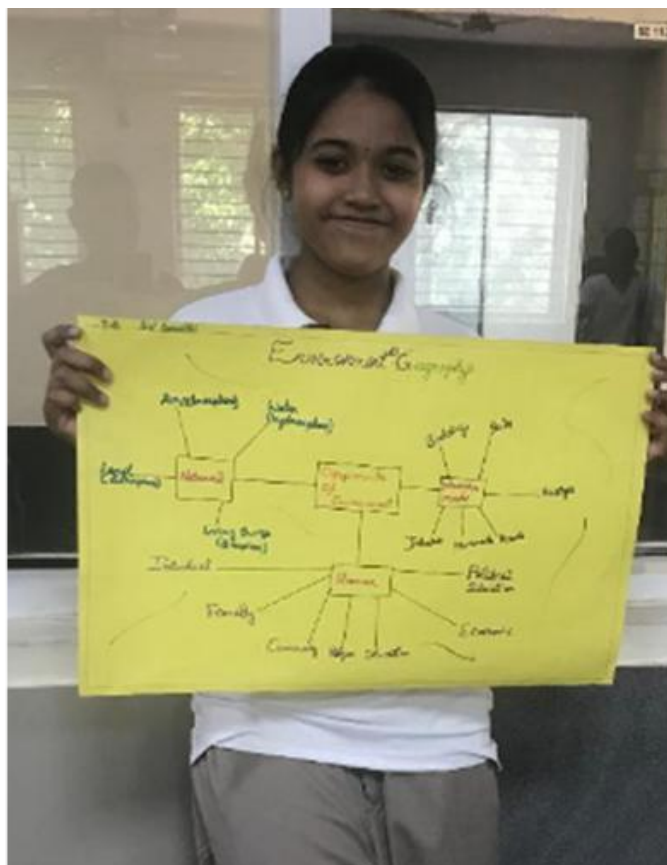
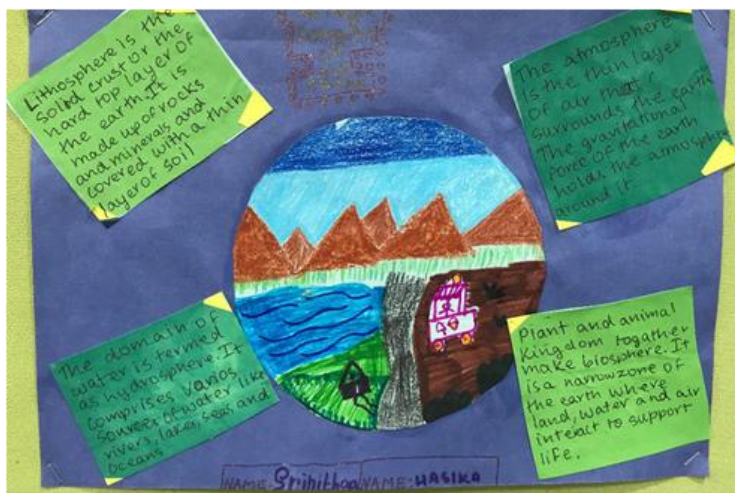
THEY ALSO DRAW A MINDMAP OF THEIR UNDERSTANDING OF THE LESSON



SECONDARY

Grade 7

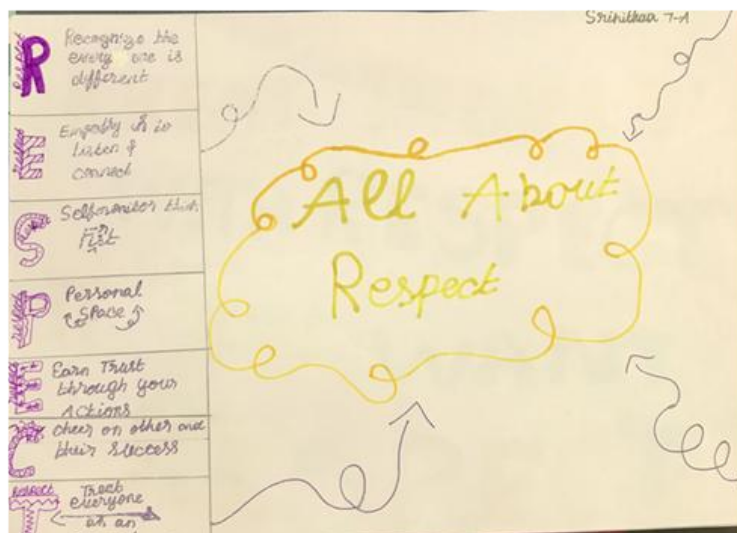
GRADE 7AB STUDENTS DRAW THE COMPONENTS OF THE ENVIRONMENT, AS PART OF LEARNING THEIR GEOGRAPHY CHAPTER “ENVIRONMENT”



SECONDARY

Grade 7

GRADE 7A STUDENTS WORK ON VALUE OF THE MONTH “RESPECT”



RESPECT

SECONDARY

Grade 7

GLOBAL PERSPECTIVES-GRADE 7 FIRELESS COOKING FOOD FEST. CELEBRATE THE HAPPINESS.

The Fireless Cooking event for Grade 7 students was a delightful exploration of innovative culinary techniques that promote sustainability and safety. Held this week, The Fireless Cooking event for Grade 7 was not just a culinary competition but a platform for learning and promoting sustainable practices among our students. By embracing fireless cooking techniques, students not only demonstrated their culinary skills but also contributed to reducing their carbon footprint and promoting environmental stewardship.



SECONDARY

Grade 7



SUBJECT INTEGRATION-GP AND FLE GRADE 7

Following the “Food Fest” conducted by Grade 7, learners were given a worksheet related to the topic of summary writing, thus integrating Global Perspectives with First Language English. This enabled them to adopt an interdisciplinary approach to academics and to collaborate their skills of reflection and creativity on a writing platform.



THE INDIAN PUBLICSCHOOL-CAMBRIDGE INTERNATIONAL

SUMMARY WRITING-UNIT 2

GRADE 7



DATE:

NAME:

LEARNING OBJECTIVE:

To write a summary of a given event.

A summary is a reduced version of a text or an event, focusing on a specific idea.



- Pick **9-10** relevant points and the key happenings of the event.
- You must use your **own words**– your own understanding. Just be very careful not to change the meaning of the original ideas.
- **Group similar ideas** and write them close together in your summary. This will greatly help in the coherence of your summary.
- Use **connectives** to link ideas together.

To build ideas use, Firstly, secondly, Moreover, in addition, furthermore, also etc.

To contrast use however, in contrast, unfortunately, on the other hand.

- Write your summary in a **single paragraph** within 40 words.
- Stick to the word limit. Writing beyond **40 words** is not recommended.
- As you write your summary, begin with a “**This is about...**” that mainly focuses on the main idea of the event and its objective.
- Avoid simple sentences. Maximize on using compound and complex sentences.
- **DON'T** explain each point. Some ideas will need to be combined together for them to explain each other. **ONLY** elaborate points that need elaboration.
- **DON'T** use first person pronouns. You should be **impersonal**.
- **DON'T** write include examples and descriptions.
- **DON'T** mix tenses. Stick to one, based on what the question requires.
- **DON'T** use figurative language like imagery, rule of three, repetition etc. Stick to factual language and clearly organised sentences.

Grade 7 learners organized a FOOD FEST during the Global Perspectives hour this week. Write a short summary in about 40 words on the same based on the pictures as a reference. Use the given checklist to summarise.

CHECKLIST

- Start the summary with “This is about...”
- Identify the main happenings of the event.
- Connect the ideas using connectives and appropriate vocabulary.
- Stick to the word limit (Within 40 words).
- Maximize on using compound and complex sentences.
- Maintain the same tense throughout the summary.
- Do not include your personal opinions, description or figurative in your summary.

Now write your summary below:-



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FEEDBACK/COMMENT FROM THE FACILITATOR

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SECONDARY – SECONDARY ENGLISH CORNER

Grade 8

DEBATE SESSION-GRADE 8

PREPARATION PHASE:



Grade 8A students, after learning about argumentative essays, engaged in a lively debate on a relevant topic. Split into teams defending opposing sides, they researched, prepared, and passionately presented their arguments. The debate fostered critical thinking, evidence-based reasoning, and respectful dialogue. Post-debate, students reflected on their strategies, enhancing their understanding of persuasive communication and the importance of structured arguments in real-world scenarios.



SECONDARY

Grade 9

TED TALK SESSION-GRADE 9



Grade 9A students participated in a TED Talk-style activity where they spoke on randomly chosen topics. Emphasizing content, mindfulness, body language, and adherence to instructions, the session honed their ability to articulate ideas effectively. This preliminary phase of the Block and Tackle activity aimed to develop their presentation skills and confidence in public speaking.

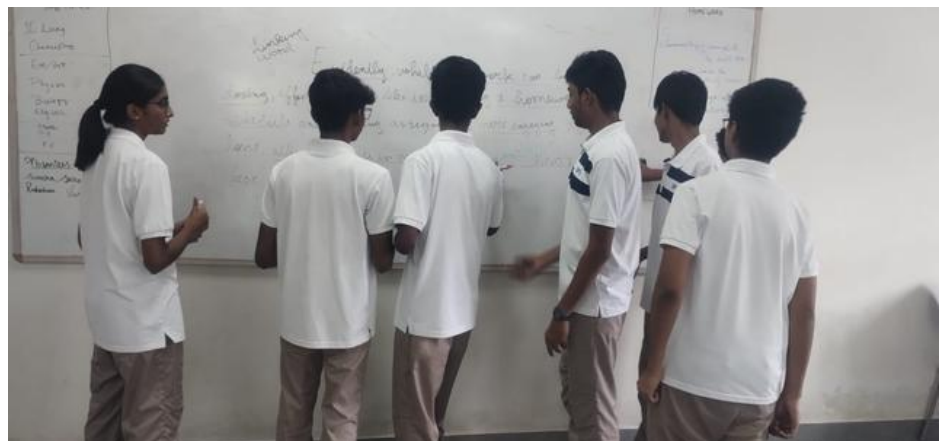


LEXICAL ANALYSIS-ENGLISH

Recently, we had a group activity on essay writing, where each group has to draft a part of an essay, analyse and present it. The aim of this report was to inform the experience and state my opinion on this activity on behalf of my class. To start off, our head teacher offered us an IELTS essay lexical analysis as part of our Cambridge IGCSE essay writing revision where we discussed each part of the given essay, the usual and unusual vocabulary in it, the phrases used, and regarding grammar and sentence structures. As it was motivating for us to draft an amazing essay like the one we analysed, our head teacher informed us about a group activity where each group was supposed to draft each part of an essay in order; and once all our discussions concluded and we analysed our parts group by group, we had a plethora of discussions and the student audience also had a chance to edit the essay portion and make it more beautiful. Then we went on to discuss common and uncommon vocabulary and how that could be used in our essays.

Even though we learned so much, the highlighter was we were supposed to habituate our essays i.e use complex vocabulary with suitable common and uncommon phrases, and bring discussion in the essay. Because we discussed a lot, this discussion will help us achieve full marks in our exams. On behalf of my class, I believe this discussion will greatly impact our lives, as we are supposed to draft essays for college admissions. In my opinion, I loved this discussion a lot, and it would be even better if we were given a whole essay to draft rather than individual parts.

Written By: **S.K Hari Vignesh 10B**





Poem about Rolls-Royce Cullinan.

Beneath the sky so vast and blue,
A marvel on the roads breaks through,
The Cullinan, a regal ride,
A Rolls-Royce gem with grace and pride.
Its silhouette, a sculpted dream,
Majestic lines and spirit bold,
A tale of luxury unfolds.
With power harnessed in its core,
It glides where others strain and roar,
Through city streets or mountain pass,
It whispers elegance, pure class.
Interior, a plush embrace,
Where finest leathers find their place,
The world outside may rush and race,
Inside, it's calm, a timeless space.
A masterpiece of art and might,
The Cullinan, a wondrous sight,
In every journey, near or far,
It stands unmatched, a guiding star.

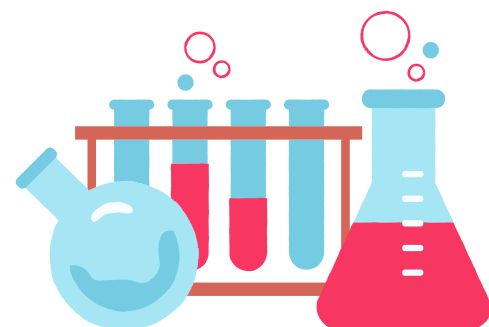
Shreyas Saravanan

Grade 10 B

SECONDARY

Grade 11

CHEMISTRY AS-C



CHEMISTRY LAB DELIGHTS Every experiment in the chemical lab reveals a new realm of discoveries and reactions. Every instant presents a challenge and an opportunity for intrigue, from exact measurements to surprising results. I recently worked on enthalpy change and rate of reaction experiments in the chemical lab, which was fruitful. Experiments that didn't work out were only learning opportunities. My path is defined by the excitement of successful synthesis and the curiosity piqued by intricate responses. Chemistry lab isn't only about memorizing formulae; it's also about developing a passion for scientific research and discovery by applying knowledge and embracing curiosity .

Karthikeyan V



SECONDARY

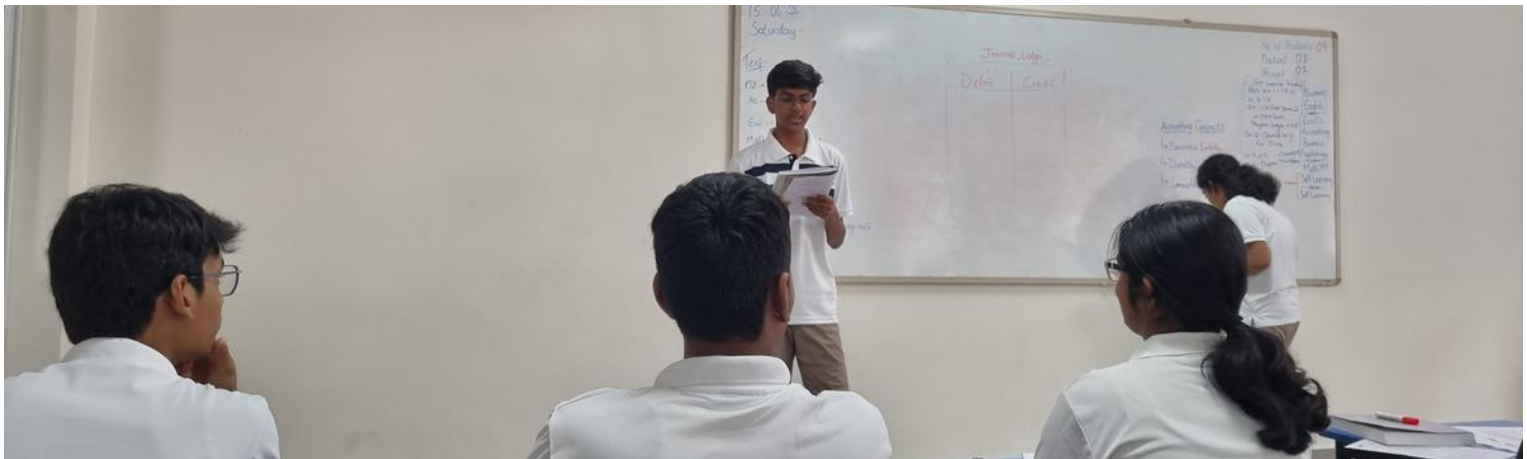
Grade 11

SELF LEARNING SESSIONS

BOOKS OF PRIME ENTRY - AS LEVEL ACCOUNTING

Driven by curiosity and collaboration, students organized self-learning sessions to explore topics in Accounting, share knowledge, and foster growth beyond the regular classroom sessions. These sessions empowered learners to delve into topics they are passionate about, creating a vibrant culture of continuous learning. These peer learning sessions proved to consistently develop a deeper understanding of the subjects for the students.

Jhanani and Suyodh of AS level handled Nuances of Accounting for the newcomers of AS Level



SECONDARY

Grade 10 & 12



BOOKS OF PRIME ENTRY- GRADE 10 ACCOUNTING

Ashwin of Grade 10C handled the accounting system for his fellow class mates.



PARTNERSHIP CHANGES - A LEVEL ACCOUNTING

Nethra of Grade A handled the Partnership changes for her peers and initiated a discussion on the dissolution of firm.



Essay on difference between a psychiatric illness and a character flaw

One comes from the generic glossary and the other from a clinical encyclopedia, however, both have seen a surge in recent conversations over misunderstood context. Character flaws are personality traits every human inevitably has, whether it be small or serious enough to be misclassified as a psychiatric illness. The intensity, combined with the recurrency of these habits in everyday activities of a person blur the lines between them having to seek psychiatric or psychological help. A psychiatric illness is a condition wherein an individual's cognitive functioning is distorted owing to past trauma or observations, skewing their behaviour, thoughts, and occasionally, their intentions. Its twin, but in actuality, a far-off cousin, a character flaw, is a malicious trait of an individual that sticks out like a sore thumb from their otherwise normal and "socially permissible" personality. Admittedly, how harmful it can get again comes down to how often and to what degree it is practiced. The striking resemblance between the mistaken twins is a slippery slope for all patients and diagnosing professionals in determining what's to be dealt with, if anything at all.

A psychiatric illness, as mentioned prior, deals with cognitive dysfunction, leading to a recurring pattern of abnormal reactive behaviours, moods and thoughts. For instance, depressive disorder is an illness characterized by a numbness to activities that typically would excite, lack of motivation, and occasionally, in a severe diagnosis, suicidal thoughts. As a result, the patient struggling would have their day-to-day life activities completely wrapped around the symptoms of the illness, disabling any time their pessimistic thoughts from manifesting. In other words, they would have no way out of the bubble the disorder would subconsciously force them into, unless professional help is sought. Such a mental tumult can originate from a plethora of harmful habits, including substance abuse, past trauma and conflicts with other people or with oneself, among other environmental initiators.

SECONDARY

Grade 11

The World Health Organization published the International Classification of Diseases (ICD) as a means of distinguishing between different diseases and disorders and the like. Furthermore, the ICD code-10 range F01-F99 details on the spectra of mental disorders, from behavioural and emotional to neurological. Specifically, code range F60 – F69 encompasses Specific Personality Disorders, whilst code range F40- F48 to reactive emotion-based disorders, both of which structure the skeleton for which the differences can be laid out. . Notice how any of these symptoms standalone could easily be categorized under having a character flaw; feeling insufficient for something/someone or harshly introspecting benign critiques aren't going to be placed under atypical by any means. Instead, it's the prolonging pattern of these co-ordinated habits that slowly grow out of control of the individual, becoming not second nature but the only one, that begin to raise concerns; detaching from the habits are impossible unless one propels oneself into the right support system. In another case, a frequent psychiatric term thrown around is anxiety. F41.1 expresses a small sub type of Anxiety disorders, Generalized Anxiety Disorder that cultivates a constant fear of what's to happen, accompanied with copious levels of physical dis-ease, inclusive of chest pain, dizziness, muscle incompetence, inability to rest, among others. Certainly, mild anxiety is an emotion one might not exaggerate into an excuse for seeking professional help, which is what would fall into the spectrum of character flaws, however, a persisting, gradually worsening anxiety lasting months, in addition to other patterns of abnormalities begin to start furrowing brows

On an added note, one might start attributing their traits they're afraid of or worried about to them having a psychiatric issue, either as an excuse they can confide in for their behaviour or owing to information interpretation, making them part of the population chipping away at the line between character flaws and psychiatric illnesses. Thereby, it's pivotal to bring to notice how different they are to medical pathology despite how alike they seem colloquially. It can also be determined that individuals are likely to react very differently to the same trauma or set of circumstances given how they are raised, who they are around and what they are taught are vastly dissimilar, making the process of identification gruelling and confusing. However, it's when to consider that mental health isn't a question to answer. To sum it up, psychiatric illnesses are extended periods of patterns of inescapable, problematic habits together with other dangerously powerful actions that might manifest over the same experience manifesting character flaws, which are blemishes that make a person slightly intolerable to those around them and themselves, to someone someplace elsewhere. Metaphorically, a character flaw would resemble a rose being a dull white, unappealing to look at, whereas a wilted rose would be its mistaken twin.

NAMRATHAA 11-C



TIPS has proudly partnered with Mindler that helps students in building their portfolio and ensures that they have multiple higher study options (both domestic and international) to choose from. Mindler provides a support system to the school counsellors to manage all the senior students in a systematic manner. Our school career counsellors have a wider experience in handling a variety of college admission-related queries. Students and parents can meet counsellors based on their needs apart from the scheduled one-one interactions with the team. Mindler and the CGPS team keep the stakeholder community informed about newer career trends and college application statuses through official broadcast mail & WhatsApp messages and also through the student Microsoft teams portals.

TIPS, CGPS Team.



Guest Lecture Report: “Striving Psychology in Abroad Universities”

On July 12th, 2024, the CGPS team organized an educational and interactive guest lecture in the Exam Hall of the new block. The distinguished guest speaker was Ms. Mullai Sampath, an HBC graduate in Psychology. Her extensive experience and knowledge in the field of studying psychology abroad made her insights particularly valuable.

The lecture commenced with a warm welcome address by Lakshana.T, an AS-Level student, who introduced Ms. Mullai to the audience. Ms. Mullai then shared her personal journey through school and college, highlighting the challenges and transitions she faced. Her decision to major in psychology was rooted in a compelling backstory, which she graciously shared with us. Her motivation to pursue this field was a key point of interest.

As the session unfolded, we engaged in a lively Q&A, focusing on college applications and profile building. Ms. Mullai’s responses provided valuable insights into achieving extra credit scores. Her emphasis on specific achievements and activities resonated with all of us present. The lecture concluded with a heartfelt vote of thanks from Sreesthea, an A-Level student. The active participation of AS and A-Level students made this event a success.



SECONDARY

PDC

PROFESSIONAL DEVELOPMENT COURSE EFFECTIVE CLASSROOM MANAGEMENT

The PDC session, led by Vice-Principal, Ms. Ligi Mol focused on “Effective Classroom Management.” The session was both informative and interactive, featuring a group task where each department developed a recruitment questionnaire tailored to their specific needs. The English department showcased a creative lesson plan on "Facts and Opinions," incorporating various engaging and fun activities. This hands-on approach made the session enjoyable and provided practical insights into effective teaching strategies.



KNOW YOUR FACILITATOR

Ms. Subhranti Kumari

Hindi Facilitator - Primary



I am Subhranti Kumari, holding a postgraduate degree in organic chemistry (M.Sc.) and a Bachelor of Education (B.Ed.) in physical science. In 2017, I commenced my professional journey as a language facilitator, despite it being distinct from my academic background.

"Language is a blood to our soul through which thoughts run and we grow."

"भाषा हमारी आत्मा का खून है जिससे हमारे विचार बहते हैं और हम विकसित होते हैं।"

With my proficiency in my mother tongue and my passion for writing poems and stories, I chose to embark on this career path of language facilitator.

In 2022, I joined TIPS and take great pride in being a part of the TIPS family, where each day presents opportunities for learning and growth. TIPS has significantly contributed to the development of my confidence and competence.



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