
THE TIPSIAN WEEKLY



PRINCIPAL'S DESK

Dear Parents and Guardians,

Welcome to the academic year 2024-25!

Our Weekly Newsletter, "The Weekly," has been renamed "THE TIPSIAN WEEKLY." We will cover campus events, classroom updates, assemblies, celebrate achievements, and nurture the talents of our young TIPSians. Students are encouraged to share their articles and showcase their talents, perspectives, and creativity in "THE TIPSIAN WEEKLY".

Our gratitude to the parent community who attended the Parent Orientation. Key topics covered in the orientation :

- *An overview of our school's mission and values
- * Important policies and procedures
- * Curriculum and academic expectations
- * Extracurricular activities and opportunities
- * Ways to stay involved and support your child's education

Our goal is to create a supportive and nurturing environment where every student can thrive academically, socially, and emotionally. We believe that a strong partnership between parents and the school is essential to achieving this goal.

Congratulations to the CBSE and Cambridge board exam toppers from TIPS Salem! Your remarkable achievement showcases the result of consistent effort and a commitment to excellence. Every student can achieve success by believing in themselves, setting a regular schedule, and diligently working towards their goals.

We look forward to a fantastic school year ahead!



Ms. Aruna Maheswari
Principal
The Indian Public School , Salem

VICE PRINCIPAL'S DESK

As we embark on this new academic year, let me extend a warm welcome to students and parents joining us on this journey of learning and growth. Together we have the opportunity to create a supportive environment where each individual is encouraged to thrive.

Let's embrace the challenge and triumphs that lie ahead, know that through collaboration and determination, we can achieve greatness together.

Here we encourage students to ask questions, explore new ideas and seek out diverse perspectives that enriches their educational experience and broadens their horizons.

Wishing each of you a prosperous academic year.



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

PARENT ORIENTATION - SECONDARY

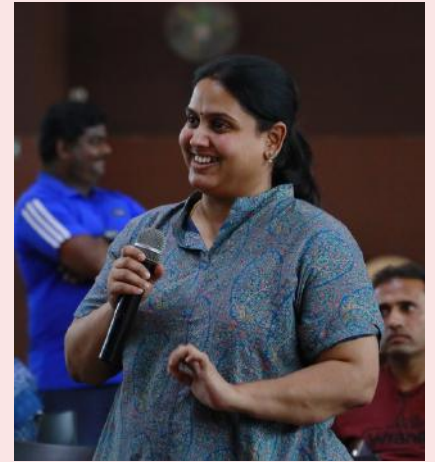
Parent Orientation for the academic year 2024-25 marked the beginning of academic interactions between the school and parent community. The floor provided ample insights on Cambridge pathways, and skill development strategies which we have been following to make the teaching- learning process holistic and productive. Our Principal Ms. Aruna Maheshwari and Vice Principal Ms. Ligi Mol led the briefing sessions and addressed the queries of the parents. The session concluded with a display of our learners' amazing academic achievements in the board exams 2023-24.



PARENT ORIENTATION - SECONDARY



PARENT ORIENTATION - SECONDARY



PYP COORDINATOR DESK

Here's to new beginnings and a successful year ahead!

As we enter the new academic year 2024-25, I wish all our students and parent community an enjoyable and exciting journey. This year is a canvas waiting to be filled with aspirations, achievements, and growth.

I hope you find joy in learning new things, discovering your passions, and making new friends. Embrace challenges with enthusiasm and see them as opportunities to grow and improve. Let your curiosity drive you to explore, innovate, and create.

I am sure, you will be engaged in various activities, from academic to extracurricular adventures. Each experience is a chance to learn something new, develop your skills, and build lasting memories.

Here's to a year filled with success, happiness, and incredible moments. Make the most of every opportunity and let this academic year be one of your best yet.

Enjoy every step of this exciting journey!



Ms. Harbinder Kaur Chauhan
PYP Coordinator
The Indian Public School , Salem

PARENT ORIENTATION - PRIMARY

Parent Orientation is a platform that provides information on how we nurture children by not only focusing on academics but also on learning important skills . The main objective of this event is to familiarize the parents with the Curriculum, teaching methodologies, evaluation system, co-curricular activities, and various other programmes of the school.



PARENT ORIENTATION - PRIMARY



Back to SCHOOL



BACK TO School



BACK TO School



CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION

MARCH SERIES 2023- 24

SUBJECT TOPPERS

INTERNATIONAL MATHEMATICS TOPPERS - IGCSE



MATHEMATICS TOPPERS - IGCSE



BIOLOGY TOPPERS - IGCSE



SUBJECT TOPPERS

CHEMISTRY TOPPERS - IGCSE



PHYSICS TOPPERS - IGCSE



ECONOMICS TOPPERS - IGCSE



SUBJECT TOPPERS

PHYSICS TOPPERS - AS LEVEL



CHEMISTRY TOPPERS - AS LEVEL



BIOLOGY TOPPERS - AS LEVEL



SUBJECT TOPPERS

MATHEMATICS TOPPERS - AS LEVEL



BUSINESS TOPPERS - AS LEVEL



ACCOUNTING TOPPERS - AS LEVEL



SUBJECT TOPPERS

CBSE ALL INDIA SECONDARY SCHOOL EXAMINATION (AISSE) GRADE 10 TOPPERS 2023-24



PRIMARY YEARS

Grade 1

ICE BREAKER ACTIVITY

Grade 1 students were engaged with the ice breaker activity “Monkey-see-Monkey-do” which helped children to bond with each other. Students felt comfortable with their peers and showcase effective teamwork.



COUNTING RACE

Grade 1 students engaged themselves in counting race activities, utilizing their prior knowledge to count blocks, fostering a positive and cooperative atmosphere among themselves.



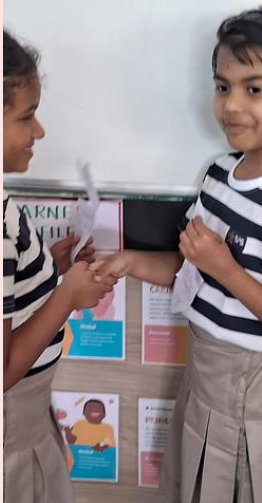
PRIMARY YEARS

Grade 2

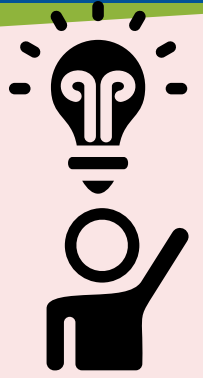
STUDENTS BREAK THE ICE WITH FUN ACTIVITIES



Grade 2 students participated in engaging icebreaker activities such as a blindfold challenge, “Get to Know Me” sessions, and “All About Me” presentations. These activities helped students introduce themselves, learn about their classmates, and foster community in the classroom.



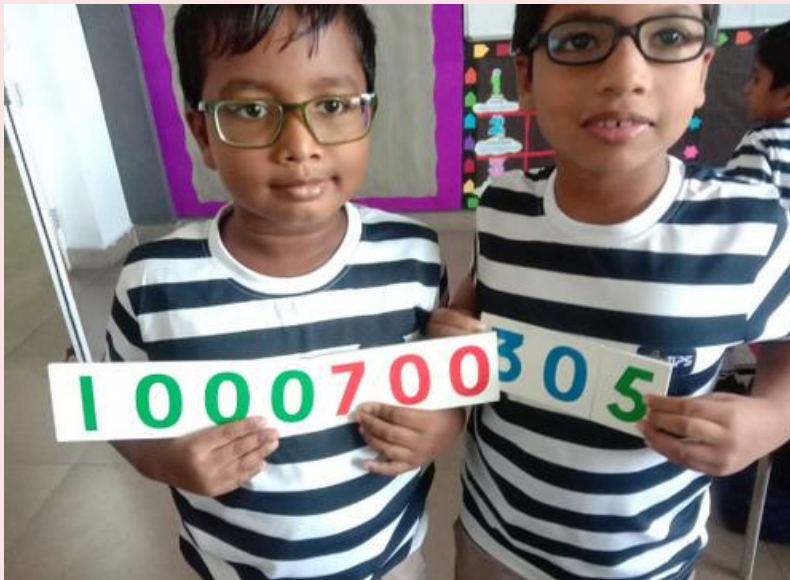
PRIMARY YEARS



Grade 3

“PLACE VALUE MASTERY”

Grade 3 students actively utilized their understanding of place value by effectively employing it to decompose and analyze the given numbers.



PRIMARY YEARS

Grade 4

EMBARKING ON THE JOURNEY OF INQUIRY

Learners of Grade 4 unlocked the mystery in their minds with the help of a riddle, derived the big idea 'human body systems' and the theme of the unit- 'Who we are'.



PRIMARY YEARS

Grade 5

CREATE A WELCOMING ATMOSPHERE



On the first day of school, the Grade 5 students felt a mix of excitement and nervousness. To help everyone get comfortable, a fun icebreaker activity was arranged called "Getting to Know Each Other."

Children felt happy to meet new friends and reconnect with old ones. They enjoyed learning about their classmates' unique interests and experiences. Some students were a bit shy at first, but the activity helped them feel more confident and included.

Overall, the icebreaker was a great way to start the new school year with positivity and excitement.



SECONDARY

ANALYSE THE STRUCTURE! (GRADE 7C)

The facilitator moderates a discussion on the various structural features of a narrative and learners are divided into groups, where they discuss and analyze the given text. Following this, they fill in the given table to jot down their observations to be shared among their peers.



S.No	Structural Features	Evidence from the Text	Effect on the reader
1	Paragraphing	"She groans, warning them not to come closer"	Creates curiosity to the reader.
2	Story Opening & Ending	"Opening: 'The leopard knows it is cornered ...' Ending: 'I saw it up and threw through the bars'"	Creates a suspense.
3	Chronological order	"The leopard knows it is cornered" - & "Its body lags to the ground."	Makes the reader understand the story & orga



Structural Features	Evidence	Effect on reader
1. Paragraphing	It happens My voice the men	1. Grabs the readers attention.
2. Story opening		2. Reader know knows the leopard is the victim and for the central character.
3. Story ending		3. Leaves story with suspense ending cliffhanger, making the reader wonder what will happen the next.
4. Chronological order		4. Shows order of action
5. Shift in focus		5. More focus on the main characters actions

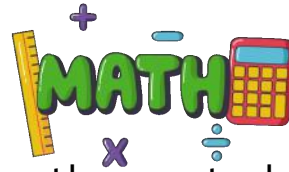
SHRINITH
TRIVIN
ARJUN
HANSHI
NALAKHITA



Structural features	Evidence From the text	Effect from reader
Paragraphing	Run I whisper under my breath I line paragraphs builds why don't you run	curiosity for the Reader
Story opening and ending	The leopard knows it's cornered & focus them according to chronological order	The story starts with the leopard gets shot.
Pace (Speed)	Fast: A plot, and then the crowd of their gun Slow: The leopard lies on its stomach	It's going Fast and then becomes slow the exact shots in 3"
Point of view	'Run I S Whisper under my the leopard knows it's cornered	Point view in first person, using person, family in 1st person

Structural Features	Evidence	Effect on the reader
1. Paragraphing	She groans, warning them not to come closer	The paragraphs focus the pace of the story
2. Story Opening	"The leopard knows it's cornered and focus them according"	The story starts with suspense giving the reader a clue to the story
3. Story ending	"The man look up in my direction, afraid for a full second, I forget about the flash"	The story ends with suspense giving the reader a clue to the story
4. Chronological order	"The leopard knows it is cornered" & "The leopard's body lags to the ground"	The sequence of events makes the story easy to follow
5. Flash back	"It must be the same leopard, I saw it before"	Helps the reader to catch up with the story
6. Flash forward	"The man look up in my direction, afraid for a full second, I forget about the flash"	Helps the reader to understand the story & orga

SECONDARY



MATH ACTIVITY ON IPL MATCHES

Grade AS students were asked to analyse the central tendency for the data collected from the IPL teams in the first 10 overs of their 7 matches. Students enjoyed doing this activity and their results were very close to the final results.

IPL Activity

The number of runs that each team has scored in the first 10 overs of their first 7 matches will be analysed and compared in this activity.

The data

Team	Match 1	Match 2	Match 3	Match 4	Match 5	Match 6	Match 7
RR	81	68	78	45	75	66	101
VSR	77	117	155	70	161	100	107
SRH	99	148	78	107	66	108	158
CSK	92	109	75	85	61	80	81
LSG	76	88	84	74	80	72	84
MI	82	80	78	83	67	76	81
MI	88	101	77	105	111	80	86
DC	86	84	95	87	94	75	93
PKS	87	78	96	83	66	58	67
RCB	70	65	85	64	80	80	100

Analysis

Rajasthan Royals

5	8	mean = $\frac{63}{7} = 9.0$	The data is spread over over 51 numbers. Since RR has not been very consistent, but the mean and median are quite high making them a high scoring team.
6	6	median = 80	
7	3	range = 78	
8	9		
10	9		

Kolkata Knight Riders

7	0	7	mean = $\frac{301}{7} = 43.0$
8	1	4	median = 101
10	0	1	range = 85
11	2		
12	5		

SRH has the second highest mean, so their scores are considerably high but their range is also high so their consistency is low.

Sunderland Super Giants

6	6	mean = $\frac{70}{7} = 10.0$
7	4	median = 11
8	4	range = 72
9	7	
10	7	
11	8	
12	8	
13	8	
14	8	
15	8	

SRH has the highest scoring team, which increases their chance of winning the match. They play better as the team with the highest score they are the most consistent.

Chennai Super Kings

7	5	mean = $\frac{397}{7} = 56.7$
8	11	median = 81
9	2	range = 29
10	4	
11	4	

While CSK has a comparatively low mean than the highest scores they have a much smaller range, making them a consistent team.

Sunderland Super Giants

7	2	4	6	mean = $\frac{95}{7} = 13.57$
8	0	4	2	median = 10
9	2			range = 11

CSK players have had lower scores than the maximum of 100 runs, but with the least lowest ranges they are the most consistent team.

Uttarakhand Tigers

6	1	7	mean = $\frac{257}{7} = 36.7$
7	6	6	median = 78
8	0	5	range = 25

SRH has a low range, making them quite consistent. They have the lowest mean score, and lower scores in comparison to high scoring teams, reducing their chance of winning matches.

Mumbai Indians

7	7	mean = $\frac{538}{7} = 76.85$
8	6	median = 90
9	8	range = 62
10	5	
11	1	
12	1	
13	1	
14	1	
15	1	

While Mumbai Indians do have a high scoring score, but most of these down to as a lower value - or they have a chance of winning the high value for several matches. If they were more consistent with high scores they could be more successful.

Delhi Capitals Punjab Kings

5	3	mean = $\frac{333}{7} = 47.57$
6	6	median = 85
7	8	range = 45
8	5	
9	7	
10	1	

With a comparatively low mean and wide data spread PKS is much more high scoring or consistent compared to other teams.

Delhi Capitals

7	5	mean = $\frac{315}{7} = 45.0$
8	6	median = 89
9	2	range = 20
10	4	
11	5	

DC may not have the high scores of teams like SRH and MI, but they are amongst the most consistent teams of the league.

Royal Challengers Bangalore

6	3	mean = $\frac{66}{7} = 9.4$
7	5	median = 87
8	5	range = 59
9	4	
10	2	
11	2	
12	2	

It only one of the values is greater than 100 (making the range to be high), RCB is actually quite consistent, while also having a comparatively low score.

Conclusion

In terms of consistency, with the lowest range, LSG is most consistent in their play, while with the widest data spread, SRH is the least consistent team. However, more than consistency, a high score is required to win a match, and in terms of mean score, SRH has the highest scores. Considering their chance of winning any match they play alongside them, RR also has a high mean score. These 2 teams are most likely to qualify to the finals at the knockout phase. Similarly, both MI and RR, who have lower mean scores (MI's is high due to one value), have the best chance of qualifying to the final.

DONE BY: NIGS

PS PROJECT

IPL Activity

Team	Runs	Total	Mean	Range	Mode	Median
CSK	7 5, 8 0, 1, 1, 4, 9 2, 10 4	597	85.2	29	81	81
RR	5 9, 6 6, 7 3, 8 9, 9 5, 5, 10 9	585	83.5	51	99	99
SRH	6 6, 7 11, 8 9, 9 9, 10 7, 11 2, 12 2, 13 14, 14 8, 15 8	702	100.3	65	101	107
LSG	7 2, 4, 6, 8 0, 4, 9, 9 0, 4, 9, 9 2, 10 2, 11 2, 12 2, 13 2, 14 2, 15 2	190	11.4	9	2	2
DC	7 5, 8 6, 7, 9, 9 2, 4, 5	419	59.8	20	99	99
RCB	6 3, 7 5, 8 5, 5, 9, 9, 10 9, 11 2	607	86.7	59	85	85
MI	5 9, 6 6, 7 3, 8 9, 9 5, 5, 10 9	585	83.5	51	99	99
MI	8 6, 9 8, 10 5, 11 1, 12 1, 13 1, 14 1, 15 1	698	99.7	64	90	90
MI	6 1, 7 7, 8 6, 9 8, 10 0, 2, 3	517	73.8	22	76	76
PKS	5 3, 6 6, 7 8, 8 3, 7, 9 8, 10 1	552	78.8	45	93	93

Conclusion

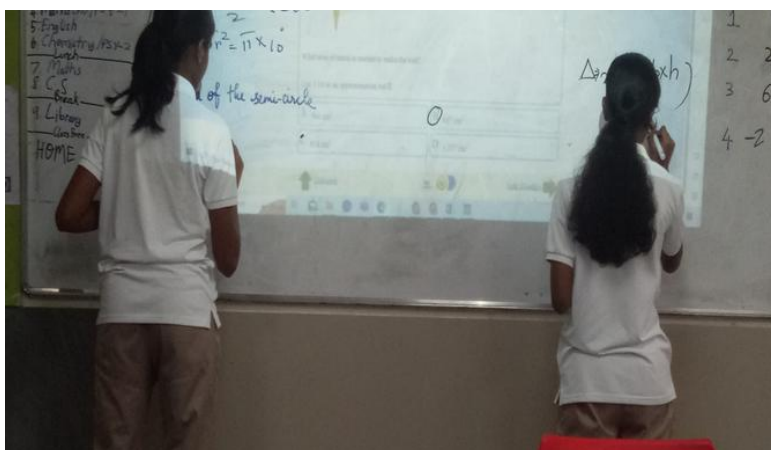
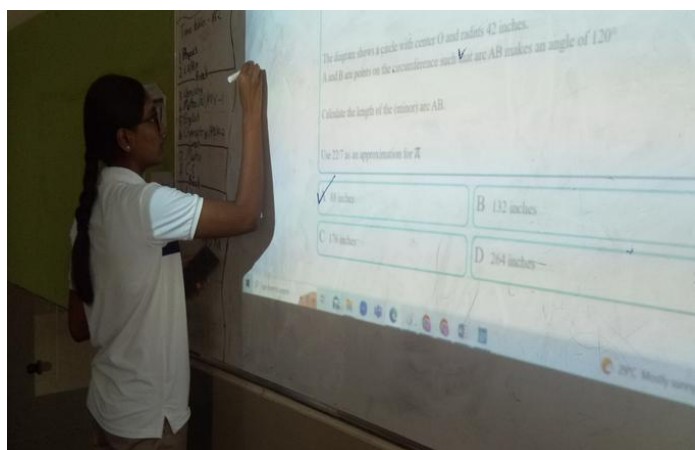
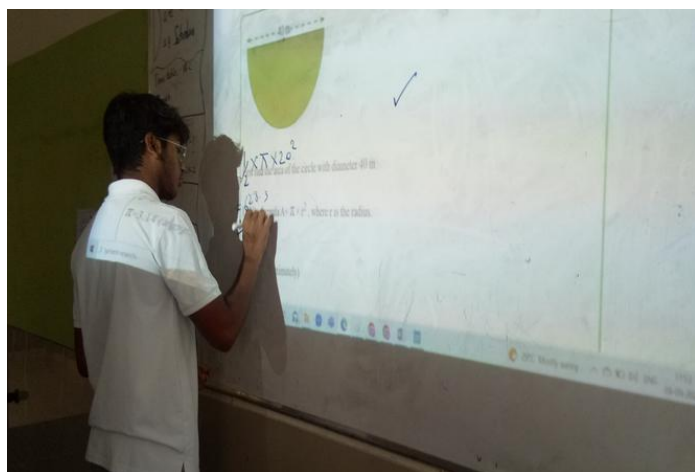
By comparing the averages of all teams we can predict that the team SRH might win as they have the highest average (mean, range & median)

SECONDARY

CIRCULAR MEASURE



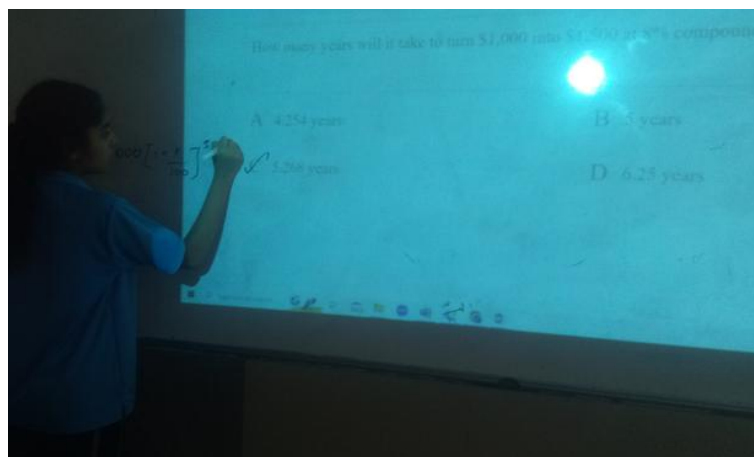
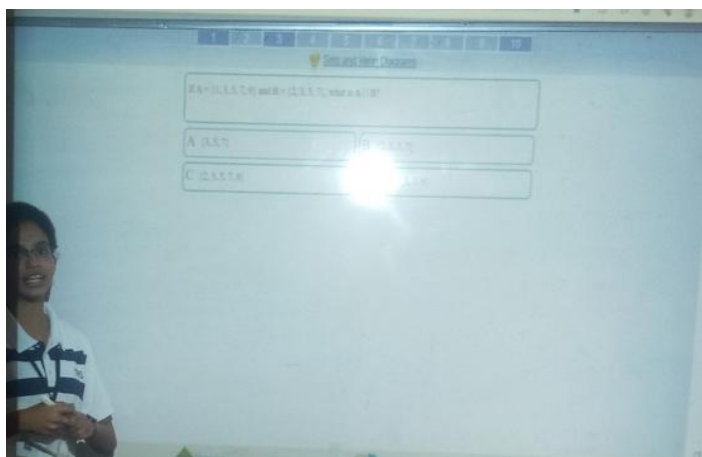
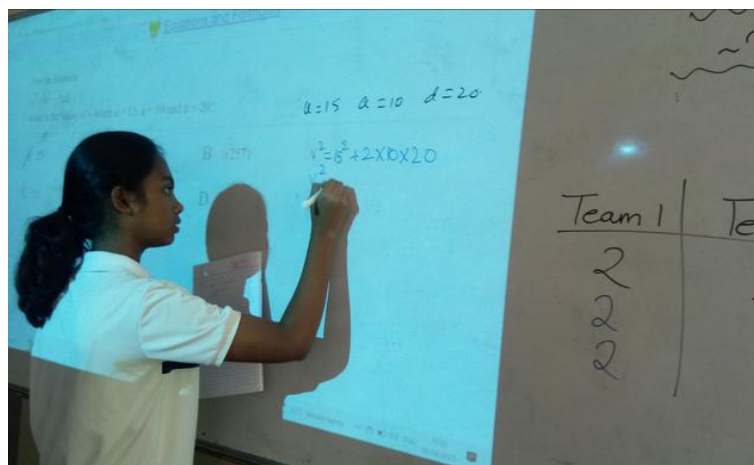
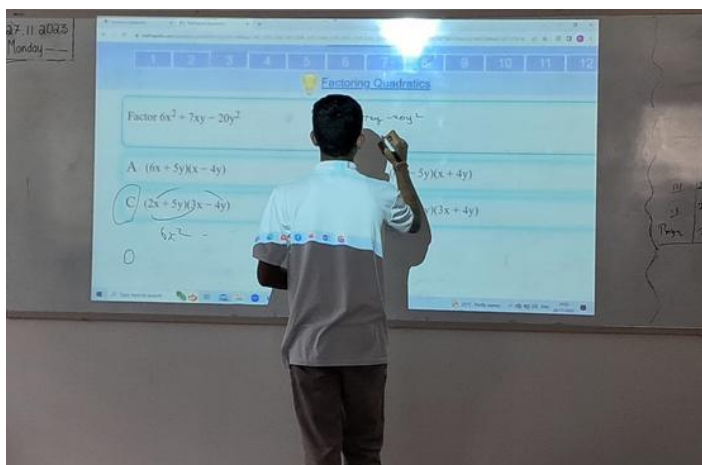
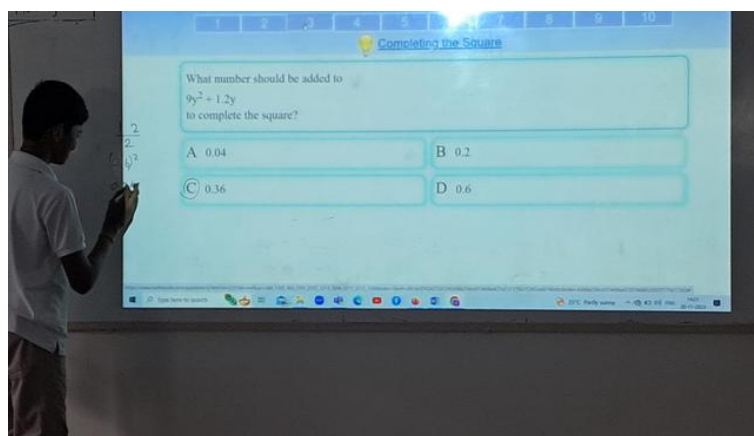
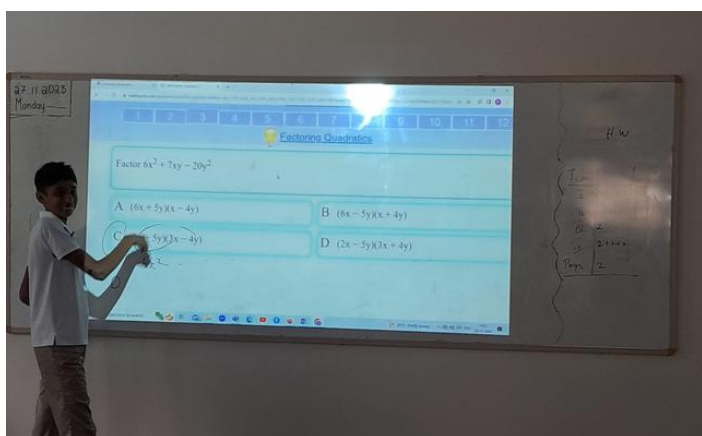
A Level learners attended an online quiz on circular measure. Students were divided into teams. They were given time to complete the task. Most of the the students derived accurate answers and enjoyed the learning process.



SECONDARY

ALGEBRAIC EXPRESSIONS

Grade 10 learners attended an online quiz on algebraic expressions. These resources include some multiple-choice questions that learners utilized to check their understanding.

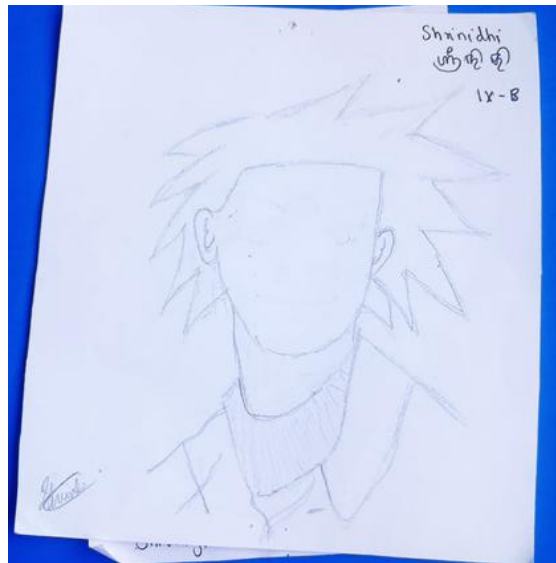


SECONDARY

வணக்கம்,
பள்ளி விடுமுறையில் நான் கற்றுக் கொண்ட கலைகளை
ஓவியமாக வரைந்தேன். நானும் என் தோழிகளான
சிவாங்கி,செண்பா மற்றும் யாழினி ஆகியோருடன் கடந்த ஆண்டு
வகுப்பில் பயணித்த அனுபவத்தை மையமாக வைத்து இந்த
ஓவியத்தைப் படைத்திருக்கிறேன்.

நன்றி!

B. ஸ்ரீ நிதி





BOND OF TRUE FRIENDSHIP

● Friendships bind, so flawless and true,
A guiding light in all we do.
In laughter, tears and moments shared.
A steadfast heart, always prepared.

Through ups and downs, both near and far
A friend remains a shining star.
In every smile in every cheer,
The gift of friendship is always here.

Shreyas Saravanan
10 B.



STRANDED

From behind the monumental bulrushes, Tim could see, through an opening, a silhouette in the distance. It was an enormous entity. There are only seldom moments in life that are like this. Tim, who was a pygmy compared to the figure, broke into a sweat. He could investigate the situation or go and get in the skiff behind him and flee. He ran as fast as those creaky knees could carry him to get in the skiff. Then, he began to row away.

It was half past 11 in the night and the atmosphere was spooky. He was perplexed as to how the moon's subdued glow could be enough to create a clear shadow. He was always spry but, now he was empty, and shaking in his shoes. While rowing, he found a cave, full of glowing beryl. He plucked up his courage and went inside. But, he found a lot of dander on the ground. Being an ornithologist, he knew what it was. Just then there was a deep growl.

There was a reflection of a big figure, blood red light coming from the turn. When he saw the bloodshot eyes, his mind went geeminy! He rowed as fast as he could to the side of the ridge. All there was was the light glow of dawn. The ground juddered as its footsteps were explosive. He could hear a roar, a roar to beat all roars combined.

Tim thought it was the end of the line for him; there was no hope. Just then, his heart said, 'Jump', against all instincts. He held it together and jumped. He woke up after some time and found himself at the end of a branch hanging off a cliff. But he knew he was going to encounter a major problem to get to safety. It took time, but slowly he made his way off the branch and into a small cavern. Enough to fit him. Now he had to get off this island.

SECONDARY

The only idea that was buzzing in his mind was to call emergency services in his phone. But, the only, but significant problem was that his phone was out of battery. The only way to get it back on was to use his solar power bank which he conveniently lost during the fall. He decided to just sleep on it. So, he went and napped.

When he woke up, to his surprise – his phone – was gone. He was muddled. How could this have happened? There were traces. But, of what? A monkey. But no. It was of a human. It was traces of boots. No animal would wear boots. That too in the middle of an island.

He did what anyone would do. He followed it. But, it started to drizzle. Storm clouds. He had to act fast. He rushed before they got erased by the rain. He walked and walked and walked and walked on for a very, very, very long time. But, in the middle of it, the tracks – they just vanished. How could it be?

By this time, he was already in the coast of the island. He was already heartbroken about the loss of the tracks. But, what brought his spirits up was that...

It was one of his life's greatest news. He saw a ship in the distance. No words could explain how happy he was. It had been a week stranded in the island and it had all come to an end. Or so he thought...

RISHI
8B



SECONDARY

EXPLORING GLOBAL AND LOCAL BRANDS: GRADE 6B

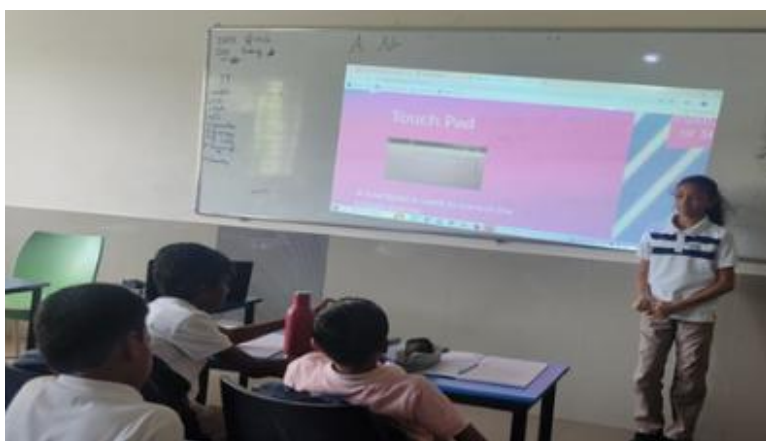
In a dynamic and interconnected world, understanding the significance and impact of brands, both global and local, is essential. Grade 6B recently engaged in an enlightening activity centered around exploring and discussing various brands, sparking insightful conversations and fostering a deeper understanding of the global marketplace.



SECONDARY

FLIPPED CLASSROOM

The students of Grade 6B showed enthusiasm in participating in the flipped classroom activity. Using digital devices has become a part of everyday life and students are familiar with the hardware components used for various purposes. As part of the activity, the hardware devices were displayed on the board, and the students came forward with their own description about the devices. The learners actively noted the points in their classwork. Many learners came forward and explained about various devices. The learners finally gained insights through thoughtful reflection on the topic.



SECONDARY

GOODS IN OUR ECONOMY.



The students of Grade 9 analyzed the availability of goods in an economy and how it is classified into different types based on their purpose.



KNOW YOUR FACILITATOR

SHIVARUBARAANI

GRADE 5 FACILITATOR



I am Shivarubaraani, Grade 5 facilitator at TIPS. My career began in the corporate sector, where I excelled as a Human Resources Manager. The Leap to Education was to make a more direct impact on young lives. My passion for education and desire to work closely with children invoked this transition. I am privileged to work at TIPS as it nurtures a guiding and inspiring environment for students every day.

To me, teaching is not just about vocabulary, grammar and Math, it's about exploring ideas, emotions and cultures through the beauty of language.

My teaching philosophy centers on creating an inclusive and engaging classroom environment where every student feels valued and motivated to learn. I believe in the importance of developing critical thinking skills, encouraging creativity, and promoting collaboration among students. By incorporating a variety of instructional methods, including hands-on activities, technology integration, and real-world applications, I strive to make learning both meaningful and enjoyable. My goal is to help students find their unique voice and develop a lifelong appreciation for learning.



**THE
INDIAN
PUBLIC
SCHOOL**



EDITORIAL BOARD

MS ARUNA MAHESWARI
PRINCIPAL

MS LIGI SUNEETH
VICE PRINCIPAL

MS HARBINDER KAUR CHAUHAN
PYP COORDINATOR

MS PREETHA
KG COORDINATOR

MR RAGHU RAMAN
CAS SME

MS SHEELA SUNDAR
ENGLISH FACILITATOR

MS SAI SHYLAJA
ENGLISH FACILITATOR

MS SHARON ROSE G J
PYP FACILITATOR

MS VAISHNAVI M
KG FACILITATOR

MR MOHAMMED AASIF IQBAL & MR NAVEEN KUMAR
EDITORS