

No.307/PC/2015-16

Parental Circular

Date: 22.07.2015

Dear Parent,

I would like to share with you the fact that our sincere collective effort towards shaping up the character, moral values and good behaviour of the students in the school for enabling them to display civilized behaviour, decency, good manners and ethical conduct depends on your cooperation to a large extent. Although, society does play an important role in moulding mindsets of the people, the school and home environment are now being looked at, as potential instruments of positive change that can save the future generations from abyss of depravity and gross inhumanity. School and home, both, have the advantage of dealing with innocent, receptive and credulous young people - who like wet clay can easily be moulded. Values and attitudes that promote gender equality can be developed at early stages of life itself, such that it contributes to the overall progress of the Nation.

In order to bring these concepts into reality, we seek your kind cooperation on the following aspects that will make our system more robust and extend convenience to the parents:

- 1. Perfect compliance with the school uniform:** The students have started showing good deal of improvement in the way they maintain all the aspects of their school uniform (pl. refer page Nos. 21 & 22 of the School Diary). Yet, a few deviations such as putting on odd hair style, using unspecified colours of frames for Spectacles, keeping long nails, Heena and unpolished shoes are coming into our notice. You are requested to correct such deviations, if found, in your ward.
- 2. Regularity & Punctuality in learning** enables a child to be very much up-to-date and try to be at par with others in excellence. Hence, we expect all our students to remain regular & punctual in attending the school rather than suddenly remaining absent without intimation. Especially, some of the students those who come on their own are entering the classroom after the start of the school that subsequently affects the school's daily routine like, attendance, assembly, etc. Please ensure that your ward reaches the school at least 5 minutes before start of the school.
- 3. School Diary:** You are requested to go through the rules and regulations and the other contents printed in the student's diary. The desired information may please be furnished at page nos. 4, 5 (including pasting relevant photos) and the subsequent pages as they are essential for the process. You are requested to check the diary of your ward at regular intervals.
- 4. Spoken English:** The skill of expressing one's thoughts & feelings in English has become as essential as other requisites of life. Knowing English will make your ward bilingual and more employable in every country in the world. Therefore, you are requested to motivate your ward to make sincere efforts towards improvement in the learning language, i.e. English.
- 5. Use of proper language:** It has been observed that some of the students are often using unparliamentary, offensive & abusive words which are strictly prohibited and punishable in the school premises. Such provoking words are the causes of enmity that may further aggravate to conflicts and psychological depression between the students. Hence, we request you to kindly monitor your ward's friends circle and their use of languages.
- 6. Issue of Gate Pass:** Gate Pass will be issued in the name of the students to avail half-day leave, only if a written request is submitted by the Parent or by the Authorized persons mentioned in the School Diary. As a safety measure and for scrutiny purpose, the school may take even 20 – 30 minutes to verify its validity. Therefore, we request the parents to give enough time to issue the Gate Pass.
- 7. School Website:** Please visit our school website, www.opjsrgh.in, in which we regularly update all information like Circulars, Notices, Academic related documents, activities, photographs of various functions/events, etc.

Discipline is the bridge between Goals and Accomplishments. ~ Jim Rohn

Let's together help the children for their better life.

R.K. Trivedi
Principal

No. 446/OPJS/2013-14

Date – 31st January 2014

Recitation as an important language skill

For many reasons, poetry recitation is an important skill. First and perhaps primarily, reciting a poem allows you to examine it more closely and understand it in a way that reading alone prohibits. You can hear the cadences of the work, More than simply reading, reciting a poem forces you to consider every word, every syllable, every sound. Once you have memorized a poem, you will feel a sense of ownership about that poem. A good poem will rest inside of you and surface when you least expect it, forcing you to reconsider it based on new experiences.

Reciting poetry also makes you more aware of the art and practice of writing. You may remember that the schemes and tropes we have studied frequently occur in poetry; as you commit lines to memory, these rhetorical techniques will also become embedded, and your understanding of them will increase. Finally, the act of simply standing before your peers and delivering a memorized work will help develop your proficiency in public speaking. So it is also an important language skill that attempts to enhance the speaking ability of the students.

Therefore, all the language teachers (English /Hindi/Sanskrit) are hereby instructed to motivate the students for the poetry recitations in their classes and train the students properly to recite them too. This will also be a part of the second term assessment process.

A list of selected poems is attached herewith for different classes. Few tips are also attached with this for your reference.

TIPS FOR GOOD RECITATION -

1. PHYSICAL PRESENCE (Eye contact, body language, and poise.)

- Present yourself well and be attentive. Use good posture. Look confident.
- Use eye contact with the entire audience.
- Nervous gestures, poor eye contact with the audience and lack of poise or confidence will detract from your score.
- Relax and be natural. Enjoy your poem

Qualities of a strong recitation:

Ease and comfort with the audience. Engagement with the audience through physical presence, including appropriate body language, confidence, and eye contact—without appearing artificial.

2. VOICE AND ARTICULATION (Volume, pace, rhythm, intonation, and proper pronunciation.)

Project to the audience. Capture the attention of everyone, including the people in the back row. However, don't mistake yelling for good projection.

- Proceed at a fitting and natural pace. Avoid nervously rushing through the poem. Do not speak so slowly that the language sounds unnatural or awkward.
- With rhymed poems, be careful not to recite in a sing-song manner.
- Make sure you know how to pronounce every word in your poem. Articulate.
- Line breaks are a defining feature of poetry. Decide whether a break requires a pause and, if so, how long to pause.

3. Qualities of a strong recitation:

- All words pronounced correctly, and the volume, rhythm, and intonation greatly enhance the recitation. Pacing appropriate to the poem.
- Do not act out the poem. Too much dramatization distracts from the language of the poem. Movement or accents must not detract from the poem's voice.
- You are the vessel of your poem. Have confidence that your poem is strong enough to communicate without a physical illustration. Let the words of the poem do the work.
- Depending on the poem, occasional gestures may be appropriate, but the line between appropriate and overdone is a thin one. When uncertain, leave them out.
- Avoid monotone delivery. However, too much enthusiasm can make your performance seem insincere.

All the language teachers are instructed to adhere to this.

**R.K.Trivedi
Principal**

श्लोकाः

आचारः प्रथमोर्धर्मः, आचारः परमं तपः ।
आचारः परमं ज्ञानं, आचारात् किं न सिध्यति ॥

सुन्दरोऽपि सुशीलोऽपि, कुलीनोऽपि महाधनः ।
शोभते न विना विद्यां, विद्या सर्वस्य भूषणम् ॥

गंगायाः सलिलं शुभ्रं, शुभ्रं च शशिमण्डलम् ।
साधूनां हृदयं शुभ्रं, शुभ्रं सज्जनानां यशः ॥

पुण्यस्य फलमिच्छन्ति, पुण्यं नेच्छन्ति मानवाः ।
फलं पापस्य नेच्छन्ति, पापं कुर्वन्ति यत्नतः ॥

सः गुरु सः पिता चापि, सा माता बान्धवोऽपि सः ।
शिक्षयेद् तु यः सदा, स्मर्तुं सदाचरणम् एव ॥

तुलसीकाननं चैव, गृहे यस्यावतिष्ठति ।
तद्गृहं तीर्थभूतं हि, नायान्ति यमकिंकराः ॥

मनसा चिन्तितं कार्यं, वाचा नैव प्रकाशयेत् ।
मन्त्रेण रक्षयेद् गूढं, कार्यं चापि नियोजयेत् ॥

उद्योगे नास्ति द्वारिद्रयं, जपतो नास्ति पातकम् ।
मौनं च कलहो नास्ति, नास्ति जागरिते भयम् ॥

कामधेनुगुणा विद्या, ह्यकाले फलदायिनी ।
प्रवासे मातृसदृशी, विद्या गुप्तं धनं स्मृतम् ॥

तावद् भयेषु भेतव्यं, यावद्भयमनागतम् ।
आगतं तु भयं दृष्ट्वा, प्रहर्तव्यमशंकया ॥

नमन्ति फलिनो वृक्षाः, नमन्ति गुणिनो जनाः ।
शुष्कवृक्षाश्च मूर्खाश्च, न नमन्ति कदाचन ॥

सदिभरेव सहासीत्, सदिभः कुर्वीत संगतिम् ।
सदिभर्विवादं मैत्रीं च, नासदिभः किञ्चिदाचरेत् ॥

सत्येन धार्यते पृथ्वी, सत्येन तपते रविः ।
सत्येन वाति वायुश्च, सर्वं सत्ये प्रतिष्ठितम् ॥

स्त्रियां रोचमानायां, सर्वं तद् रोचते कुलम् ।
तस्यां त्वरोचमानायां, सर्वमेव न रोचते ॥

हस्तस्य भूषणं दानं, सत्यं कण्ठस्य भूषणम् ।
श्रोत्रस्य भूषणं शास्त्रं, भूषणैः किं प्रयोजनम् ॥

सर्वलक्षणहीनोऽपि यः, सदाचारवान् नरः ।
श्रद्दधानो अनसूयश्च, शतं वर्षाणि जीवति ॥

काव्यशास्त्रं विनोदेन कालो गच्छति धीमताम् ।
व्यसनेन तु मूर्खाणां निद्रया कलहेन वा ॥

वस्त्रेण वपुशा वाचा, विद्यया विनयेन च ।
वकारैः पंचभिर्युक्तो, नरो भवति पूजितः ॥

प्रातःकाले समुत्थाय, इष्टं नत्वागुरुन् तथा ।
नित्यकर्माणि सम्पाद्य, यः पठेत् सः सुखी भवेत् ॥

पुष्पे गन्धं तिले तैलं, काष्ठेऽग्निं पयसि घृतम् ।
इक्षौ गुडं तथा देहे, पश्यात्मानं विवेकतः ॥

गते शोको न कर्तव्यो, भवितव्यं नैव चिन्तयेत् ।
वर्तमानेन कालेन, प्रवर्तन्ते विचक्षणाः ॥

दूरस्थोऽपि न दूरस्थो, यो यस्य मनसि स्थितः ।
यो यस्य हृदये नास्ति, समीपस्थोऽपि दूरतः ॥

वरं प्राणपरित्यागे, मानभंगेन जीवनात् ।
प्राणत्यागे क्षणं दुःखं, मानभंगे दिने-दिने ॥

मित्रं प्रीतिरसायनं नयनयोरानन्दनं चतेसः ।
पात्रं यत्सुखदुःखयोः सह, भवेन्मित्रेण तद्दुर्लभम् ॥

माता शत्रुः पिता वैरी, येन बालो न पाठितः ।
न शोभते सभामध्ये, हंसमध्ये बको यथा ॥

नैने छिन्दन्ति शस्त्राणि, नैनं दहति पावकः ।
न चैनं क्लेदयन्त्यापो, न शोषयति मारुतः ॥

पृथिव्यां त्रीणि रत्नानि, जलमन्नं सुभाषितम् ।
मूढैः पाषाणखण्डेषु, रत्नसंज्ञा विधीयते ।

नारिकेल समाकाराः, दृश्यन्ते खलु सज्जनाः ।
अन्ये बदरिकाकाराः, बहिरेव मनोहराः ॥

श्लोकाः

अलसस्य कुतो विद्या, अविद्यस्य कुतो धनम् ।
अधनस्य कुतो मित्रम्, अमित्रस्य कुतः सुखम् ॥

अपूर्वः कोऽपि कोशोऽयं, विद्यते तव भारति ।
व्ययतो वृद्धिमायाति, क्षयमायाति संचयात् ॥

एकः एव खगो मानी, चिरं जीवतु चातकः ।
म्रियते वा पिपासायां, याचते वा पुरंदरम् ॥

भौले भौले न माणिक्यम्, मौक्तिकं न गजे गजे ।
साधवो नहि सर्वत्र, चन्दनं न वने वने ॥

काकः कृष्णः पिकः कृष्णः, को भेदः पिककाकयोः ।
वसन्तसमये प्राप्ते, काकः काकः पिकः पिकः ॥

हंसः श्वेतः वकः श्वेतः, को भेदः वकहंसयोः ।
नीरक्षीरविवेके तु, हंसो हंसः वको वकः ॥

छायामन्यस्य कुर्वन्ति, तिष्ठन्ति स्वयमातपे ।
फलान्यपि परार्थाय, वृक्षाः सत्पुरुशा इव ॥

वरमेको गुणी पुत्रो, न च मूर्खशतान्यपि ।
एक चन्द्रस्तमो हन्ति, न च तारागणैरपि ॥

कीटोऽपि सुमनः सङ्गादारोहति सतां िरः ।
अ मापि याति देवत्व महद्भिः सुप्रतिष्ठितः ॥

तिष्ठति रविणा साकम्, गच्छति रविणा सह ।
अन्धकारस्य यः शत्रुः, कः सः सर्वप्रका ाकः ॥

भारतं मम मातृभूमिः, पितृभूमिः भारतम् ।
भारतं मम देवभूमिः, पुण्यभूमिः भारतम् ॥

एशाऽस्ति एका कामना, स्यात् सुखमयं मम भारतम् ।
रोगाः न सन्तु दे ामध्ये, स्वस्थः भवेत् मम भारतम् ॥

सूर्यः यच्छति आलोकम्, चन्द्रः यच्छति चन्द्रिकाम् ।
फलानि वृक्षाः यच्छन्तिः, भूमिः यच्छति आश्रयान् ॥

यच्छन्ति ि ाक्षकाः ि ाक्षाम्, तथा स्वास्थ्यं चिकित्सकाः ।
यच्छतः सर्वतः सौख्यम्, अम्बा च जनकः तथा ॥

नाभिशेको न संस्कारः, सिंहस्य क्रियते वने ।
विक्रमार्जित राज्यस्य, स्वयमेव मृगेन्द्रता ॥

गौरवं प्राप्यते दानात्, न तु वित्तस्य संचयात् ।
स्थितिरुच्चैः पयोदानां, पयोधीनामधः स्थिति ॥

सर्वे भवन्तु सुखिनः, सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि प यन्तु, मा क् चिद् दुःखभाग् भवेत् ॥

अपि स्वर्णमयी लंका न मे लक्ष्मण रोचते ।
जननी जन्मभूमिश्च स्वर्गादपि गरीयसी ॥

ये कौन चित्रकार है ?

हरी-हरी वसुंधरा पे नीला-नीला ये गगन
जिसपे बादलों की पालकी उड़ा रहा पवन
दिशाएँ देखो रंग भरी, चमक रही उमंग भरी
ये किसने फूल-फूल पे किया सिंगार है ?

ये कौन चित्रकार है ?

तपस्वियों-सी हैं अटल, ये पर्वतों की चोटियाँ

ये सर्प-सी घुमेरदार, घेरदार घाटियाँ
ध्वजा से ये खड़े हुए हैं, वृक्ष देवदार के
गलीचे ये गुलाब के, बगीचे ये बहार के
ये किस कवि की कल्पना का चमत्कार है ?
ये कौन चित्रकार है ?

कुदरत की इस पवित्रता को तुम निहार लो
इसके गुणों को अपने मन में तुम उतार लो
चमका लो आज लालिमा अपने ललाट की
कण-कण से झाँकती ये छवि विराट की
अपनी तो आँख एक है उसकी हजार हैं
ये कौन चित्रकार है ?

— भरत व्यास

रहीम के दोहे

क्षमा बड़न को चाहिये, छोटन को उत्पात ।

कह रहीम हरि का घट्यौ, जो भृगु मारी लात ॥

अर्थ — बड़ों को क्षमा शोभा देती है और छोटों को उत्पात (उपद्रव)। अर्थात् अगर छोटे उपद्रव करें कोई बड़ी बात नहीं और बड़ों को इस बात पर क्षमा कर देना चाहिए । छोटे अगर उत्पात मचाएं तो उनका उत्पात भी छोटा ही होता है। जैसे यदि कोई कीड़ा (भृगु) अगर लात मारे भी तो उससे कोई हानि नहीं होती ।

जो रहीम ओछो बढै, तौ अति ही इतराय ।

प्यादे सों फरजी भयो, टेढ़ो टेढ़ो जाय ॥

अर्थ — ओछे लोग जब प्रगति करते हैं तो बहुत ही इतराते हैं। वैसे ही जैसे शतरंज के खेल में जब प्यादा फरजी बन जाता है तो वह टेढ़ी चाल चलने लगता है।

बिगरी बात बने नहीं, लाख करो किन कोय ।

रहिमन बिगरे दूध को, मथे न माखन होय ॥

अर्थ — जब बात बिगड़ जाती है तो किसी के लाख कोशिश करने पर भी बनती नहीं है। उसी तरह जैसे कि फटे दूध को मथने से मक्खन नहीं निकलता ।

आब गया आदर गया, नैनन गया सनेहि ।

ये तीनों तब ही गये, जबहि कहा कछु देहि ॥

अर्थ — ज्यों ही कोई किसी से कुछ माँगता है त्यों ही इज़्ज़त, आदर और आँखों से प्रेम चला जाता है ।

जे गरीब पर हित करै, ते रहीम बड़ लोग ।

कहा सुदामा बापुरो, कृष्ण मिताई जोग ॥

अर्थ — जो गरीब का हित करते हैं वो बड़े लोग होते हैं। जैसे सुदामा और कृष्ण की दोस्ती में समानता न होते हुए भी मित्रता का यह अच्छा उदाहरण है ।

तरुवर फल नहीं खात हैं, सरवर पियत न पान ।

कहि रहीम पर काज हित, संपति संचहिं सुजान ॥

अर्थ — वृक्ष स्वयं फल नहीं खाते और तालाब स्वयं पानी नहीं पीता है, इसी प्रकार बुद्धिमान मनुष्य वही है जो परोपकार के लिए संपत्ति संचित करते हैं ।

हिम्मत करने वालों की हार नहीं होती

हिम्मत करने वालों की हार नहीं होती,
लहरों से डरकर नैया पार नहीं होती ।
नन्हीं चींटी जब दाना लेकर चलती है,
चढ़ती दीवारों पर सौ बार फिसलती है ।
मन का विश्वास रगों में साहस भरता है,
चढ़कर गिरना, गिरकर चढ़ना न अखरता है ।
आखिर उसकी मेहनत बेकार नहीं होती,
कोशिश करने वालों की हार नहीं होती ।
डुबकियाँ सिंधु में गोताखोर लगाता है,
जा-जाकर खाली हाथ लौट आता है ।
मिलते न सहज ही मोती उसको पानी में,
बढ़ता दूना उत्साह इसी हैरानी में ।
मुट्ठी उसकी खाली हर बार नहीं होती,
हिम्मत करने वालों की हार नहीं होती ।
असफलता एक चुनौती है, स्वीकार करो,
क्या कमी रह गई, देखो और सुधार करो ।
जब तक न सफल हो, नींद चैन को त्यागो तुम,
संघर्ष करो, मैदान छोड़ मत भागो तुम ।

— डॉ. हरिवंशराय बच्चन

कबीर के दोहे

काल करे सो आज कर, आज करे सो अब
पल में परलय होगी, बहुरि करेगा कब ।

अर्थ — कबीर दास जी के अनुसार जो कार्य आने वाले काल में करना हो, उसे आज ही कर लेना चाहिए तथा जो कार्य आज करना है, उसे अभी कर लेना चाहिए । क्योंकि परिस्थितियाँ बदल जाने पर या परेशानियाँ आ जाने पर फिर कार्य पूर्ण कब कर पाओगे ।

गुरु गोविंद दोउ खड़े, काके लागूँ पाय ।

बलिहारी गुरु आपणी, गोविंद दियो बताय ।

अर्थ — गुरु और ईश्वर दोनों सामने खड़े हों तो पहले किसे प्रणाम करना चाहिए ? कबीरदास जी गुरु की महिमा बताते हुए कहते हैं कि गुरु के ज्ञान-मार्ग पर चलकर ही हम ईश्वर को पाते हैं, अतः गुरु ही श्रेष्ठ होता है ।

माटी कहे कुम्हार से, तू का रौंदे मोहि ।

एक दिन ऐसा आएगा, मैं रौंदूँगी तोहि ॥

अर्थ — कुम्हार के पैरों तले कुचली जाने वाली मिट्टी कहती है कि तुम मुझे रौंदकर स्वयं को श्रेष्ठ समझ रहे हो । एक दिन ऐसा आता है जब सभी प्राणियों को मिट्टी में ही मिलना पड़ता है ।

निंदक नेड़ा राखिए, आँगणि कुटी बँधाइ ।

बिन साबण पाँणी बिना, निरमल करै सुभाइ ॥

अर्थ — कबीरदास जी के अनुसार हमारी आलोचना (बुराई) करने वालों को हमेशा अपने पास ही रखना चाहिए, क्योंकि व्यक्ति को स्वयं के अवगुण समझ में नहीं आते। आलोचक के कारण ही हमारा स्वभाव निर्मल बनता है अर्थात् हम अपने अवगुण पहचानकर उन्हें दूर कर लेते हैं ।

बड़ा हुआ सो क्या हुआ, जैसे पेड़ खजूर ।

पंथी को छाया नहीं, फल लागे अति दूर ॥

अर्थ — कवि के अनुसार खजूर के पेड़ के समान बड़ा होने को कोई फायदा नहीं होता, इससे न तो हमारे आश्रितों को छाया (आश्रय) मिलती है और न ही फल । बड़प्पन तभी सार्थक होता है, जब वह समाजोपयोगी हो ।

प्रार्थना

जग जीवन में जो चिर महान,
सौंदर्यपूर्ण औ सत्य प्राण,
मैं उसका प्रेमी बनूँ नाथ !
जिससे मानव हित हो समान !

जिससे जीवन में मिले शक्ति,
छूटें भय संशय, अंध भक्ति,
मैं वह प्रकाश बन सकूँ नाथ !
मिल जावें जिसमें अखिल व्यक्ति ।

दिशि-दिशि में प्रेम-प्रभा-प्रसार,
हर भेदभाव का अंधकार,
मैं खोल सकूँ चिर मुँदे, नाथ ।
मानव के उर के स्वर्ग द्वार ।

पाकर, प्रभु ! तुमसे अमरदान,
करने मानव का परित्राण,
ला सकूँ विश्व में एक बार,
फिर से नव जीवन का विहान !

— सुमित्रानंदन पंत

बिहारी के दोहे

कहलाने एकत बसत अहि, मयूर मृग बाघ ।

जगतु तपोबन सौ कियौ, दीरघ-दाघ निदाघ ॥

भावार्थ — ग्रीष्मऋतु की भयंकर गर्मी से त्रस्त होकर साँप, मोर और हिरण, शेर भी एक ही स्थान पर छिपकर रहने लगते हैं जैसे यह संसार तपस्थली बना गया हो अर्थात् भयंकर संकट आने पर प्राणी द्वेषभाव भूल जाते हैं ।

कहत, नटत, रीझत, खिझत, मिलत, खिलत, लजियात ।

भरे भौन में करत हैं, नैननु हीं सब बात ॥

भावार्थ — कहना, रुटना, मोहित होना, खीझना, मिलना, प्रसन्न होना और शर्माना ये सारी क्रियाएँ, भीड़-भरे भवन में बिना कुछ कहे, सिर्फ आँखों से ही की जा सकती हैं अर्थात् नेत्रों की भाषा अत्यंत प्रभावशाली होती है ।

बैठि रही अति सघन बन, पैठि सदन-तन माँह ।

देखि दुपहरी जेठ की, छाँहौ चाहति छाँह ॥

भावार्थ — ज्येष्ठ मास की तपती दोपहर में छाया स्वयं छाया का सहारा ढूँढ़ती हुई घने जंगलों में छिपकर बैठ गई है और बड़े भवनों के अंदर जाकर छिप गई प्रतीत होती है ।

सारा देश हमारा

केरल से कारगिल घाटी तक, गोहाटी से चौपाटी तक,
सारा देश हमारा ।

जीना हो तो मरना सीखो, गूँज उठे यह नारा,
सारा देश हमारा ।

लगता है ताजे लोहू पर जमी हुई है काई,
लगता फिर भटक गई है, भारत की तरुणाई
काई चीरो ओ रणधीरों, ओ जननी के भाग्य लकीरों
बलिदानों का पुण्य मुहूर्त आता नहीं दुबारा ।
जीना हो तो मरना सीखो गूँज उठे यह नारा ।
सारा देश हमारा ।

कहीं तुम्हें पर्वत लड़वा दे, कहीं लड़ा दे पानी,
भाषा के नारों में गुम है, मन की मीठी वाणी,
आग लगा दो इन नारों में, इज्जत आ गई बाजारों में ।
कब जागेंगे सोये सूरज, कब होगा उजियारा,
जीना हो तो मरना सीखो, गूँज उठे यह नारा,
सारा देश हमारा ।

घायल अपना ताजमहल है, घायल गंगा मैया,
टूट रहे हैं तूफानों में नैय्या और खिवैया ।
तुम नैय्या के पाल बादल दो, तूफानों की चाल बदल
दो ।

हर आँधी का उत्तर तुम हो, तुमने नहीं विचारा,
जीना हो तो मरना सीखो, गूँज उठे यह नारा,
सारा देश हमारा ।

बालकवि बैरागी

तुलसी के दोहे

**तुलसी संत सुअंब तरु, फूल फलहिं पर हेत ।
इतते ये पाहन हनत, उतते वे फल देत ॥**

भावार्थ — तुलसी दास जी के अनुसार संतों का स्वभाव आम के वृक्ष की भाँति होता है। जिस प्रकार लोग आम-वृक्ष पर पत्थर मारते हैं किंतु वृक्ष बदले में उन्हें मीठे फल ही देता है ।

**तुलसी मीठे वचन ते, सुख उपजत चहुँ ओर ।
वशीकरण एक मंत्र है, तज दे वचन कठोर ॥**

भावार्थ — तुलसी दास जी कहते हैं कि मीठी वाणी बोलने से वातावरण में सुख उत्पन्न होता है। मीठी वाणी ऐसा वशीकरण मंत्र है कि सुनने व बोलने वाला दोनों ही कठोर वचनों का त्याग कर देते हैं ।

आवत ही हरषै नहीं, नैनन नहीं सनेह ।

तुलसी तहाँ न जाइए, कंचन बरसै मेह ॥

भावार्थ — किसी के यहाँ जाने पर यदि वह प्रसन्न नहीं होता और उसकी आँखों में स्नेह दिखाई न दे तो सोने की वर्षा होने पर भी वहाँ नहीं जाना चाहिए ।

तुलसी इस संसार में, भाँति-भाँति के लोग ।

कछु मानुष, कछु देवता, कछु पक्षी कछु ढोर ॥

भावार्थ — तुलसी दास जी कहते हैं कि इस संसार में अनेक प्रकार के लोग रहते हैं । कुछ का स्वभाव मानवीय करुणायुक्त होता है तो कुछ देवतुल्य गुणों वाले होते हैं। इसी प्रकार कुछ पक्षियों की तरह अस्थिर बुद्धिवाले तो कुछ लोग पशुओं की तरह जड़ बुद्धि वाले होते हैं ।

प्रार्थना – आत्मत्राण
– गुरुदेव रवीन्द्रनाथ टैगोर

विपदाओं से मुझे बचाओ, यह मेरी प्रार्थना नहीं
केवल इतना हो (करुणामय)
कभी न विपदा में पाऊँ भय ।
दुःख ताप से व्यथित चित्त को,
न दो सांत्वना, नहीं सही ।
पर इतना होवे (करुणामय)
दुःख को मैं कर सकूँ सदा जय ।

कोई कहीं सहायक न मिले
तो अपना बल पौरुष न हिले,
हानि उठानी पड़े, जगत में लाभ अगर वंचना रही
तो भी मन में न मानूँ क्षय ।
मेरा त्राण करो अनुदिन तुम यह मेरी प्रार्थना नहीं,
बस इतना होवे (करुणामय)
तरने की हो शक्ति अनामय ।

मेरा भार अगर लघु करके
न दो सांत्वना, नहीं सही ।
केवल इतना रखना अनुनय
वहन कर सकूँ इसको निर्भय ।
नत शिर होकर सुख के दिन में,
तव मुख पहचानूँ छिन-छिन में ।
दुःख रात्रि में करे वंचना मेरी जिस दिन निखिल मही
उस दिन ऐसा हो (करुणामय)
तुम पर करूँ नहीं कुछ संशय ॥

अनुवाद – पं. हजारी प्रसाद द्विवेदी

कविता

जो जितना ऊँचा, उतना एकाकी होता है ।
हर भार को स्वयं ढोता है,
चेहरे पर मुस्कानें चिपका,
मन-ही-मन रोता है ।
ज़रूरी है यह कि –
ऊँचाई के साथ विस्तार भी हो,
जिससे मनुष्य
टूट की तरह खड़ा न रहे,
औरों से घुले-मिले,
किसी को साथ ले,
किसी के संग चले ।
भीड़ में खो जाना,
यादों में डूब जाना,
स्वयं को भूल जाना—
अस्तित्व को अर्थ,
जीवन को सुगंध देता है ।
धरती को बौनों की नहीं
ऊँचे कद के इंसानों की जरूरत है ।
इतने ऊँचे कि आसमान को छू लें,
नए नक्षत्रों में प्रतिभा का बीज बो लें ।
किंतु इतने ऊँचे भी नहीं,
कि पाँव तले दूब ही न जमे,
कोई काँटा न चुभे,
कोई कली न खिले,
मेरे प्रभु !
मुझे इतनी ऊँचाई कभी मत देना,
गैरों को गले न लगा सकूँ
इतनी रुखाई कभी मत देना ।

– अज्ञात

कविता

मत काटो तुम ये पेड़, हैं ये लज्जावसन
इस माँ वसुंधरा के ।
इस संहार के बाद—अशोक की तरह
सचमुच तुम बहुत पछताओगे ।
बोलो ! फिर किसकी गोद में
सिर छिपाओगे ?
शीतल छाया फिर कहाँ से पाओगे ?
कहाँ से पाओगे फिर फल ?
कहाँ से मिलेगा—
शस्य—श्यामला को सींचने वाला जल ?
रेगिस्तानों में तब्दील हो जाएँगे खेत ।
बरसेंगे कहाँ से घुमड़कर बादल ?
थके हुए मुसाफ़िर
पाएँगे कहाँ से श्रम—हारी छाया ?

— अज्ञात

गिरिधर की कुंडलियाँ

(हिंदी साहित्य में कुंडलियाँ एक प्रसिद्ध छंद रहा है । गिरिधर कविराय की कुंडलियों का रसास्वादन कराने हेतु प्रस्तुत हैं उनकी दो कुंडलियाँ)

बिना विचारे जो करे, सो पीछे पछिताय ।
काम बिगारै आपनो, जग में होत हँसाय ॥
जग में होत हंसाय, चित्त में चैन न पावै ।
खानपान सम्मान, राग—रंग मनहिं न भावै ॥
कह गिरिधर कविराय, दुःख कछु टरत न टारे ।
खटकत है जिय माहिं, कियो जो बिना बिचारे ॥

गुन के गाहक सहस नर, बिनु गुन लहै न कोय ।
जैसे कागा कोकिला, शब्द सुनै सब कोय ॥
शब्द सुनै सब कोय, कोकिला सवै सुहावन ।
दोऊ को इक रंग, काग सब भये अपावन ॥
कह गिरिधर कविराय, सुनो हो ठाकुर मन के ।
बिनु गुन लहै न कोय, सहस नर ग्राहक गुन के ॥

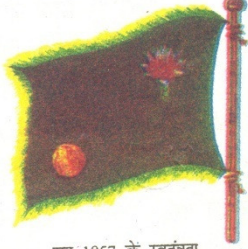
कविता

उठना—गिरना, आगे बढ़ाना, जीवन की परिभाषा ।
रुकना, एक जगह ठहरना, अटल मौत की भाषा ॥
सीमा में बसकर सागर—सा, क्या जीवन तड़फाना ।
उससे आगे बहुत दूर है, बहुत दूर तक जाना ॥
ऐसा चलें कि पथ के काँटे, पंखुड़ियाँ बन जाएँ ।
नदियाँ राह छोड़ दें खुद ही, पर्वत शीश झुकाएँ ॥
चरण चूमने आएँ उठ तब, निष्ठुर बुरा ज़माना ।
उससे आगे बहुत दूर है, बहुत दूर तक जाना ॥

तिरंगे का इतिहास-गीत

(भारत देश के राष्ट्रीय ध्वज 'तिरंगे' का इतिहास भी अनोखा है। सन् 1857 से 1947 के बीच नौ राष्ट्रीय-ध्वज प्रस्तावित किये गये थे, जिनमें वर्तमान तिरंगे को 'राष्ट्र-ध्वज' घोषित किया गया)

विजयी विष्व तिरंगा झंडा, भारत की यह शान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥



सन 1857 के स्वतंत्रता संग्राम का ध्वज

सन् संतावन के समर में, प्रथम जो फहरा हरित-ध्वज था ।
पीली झालरदार किनारी, रोटी-कमल का चिन्ह अंकित था ।
देश प्रेमी जिसे गले लगाते, भारत महिमा-मंडित था ।
पहला झंडा भारत का यह, इस पर हमें अभिमान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व



भगिनी निवेदिता का ध्वज

लाल ध्वजा उन्नीस-पांच में, द्वारा भगिनी निवेदिता था ।
इक-सौ-आठ ज्योति की बनी किनारी, पीत-वज्र मध्य अंकित था ।
बांग्ला में था - वंदेमातरम्, जोशे-आज़ादी परिपूरित था ।
विवेकानंद की इस शिष्या का, सारे जग में मान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व



सन 1906 में निर्मित राष्ट्रीय ध्वज

उन्नीस सौ छः का वह शुभ दिन, पारसी-बागान की रैली में ।
हरी-पीत-लाल तीन पट्टियां, झंडे की रणभेरी में ।
अधखिले-अष्ट-कमल थे ऊपर, हरे रंग की पट्टी में ।
'पीत' में 'नील' था - वंदेमातरं, सूर्य-चंद्र नीचे घेरी में ।
कलकत्ता-अधिवेशन में जो, कांग्रेस की आन है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व



भीखाईजी कामा का ध्वज - 1907

जर्मन के समृद्ध नगर में, इंटरनेशनल कांफ्रेंस में ।
भीखाई-कामा ने लहराया, हरा-सुनहरा-लाल तिरंगा ।
पूर्ण-कमल व वंदेमातरम्, अर्द्ध-चन्द्र व सूर्य-तिरंगा ।
बाईस-अगस्त-उन्नीस-सात के, शुभ दिन का यह गान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व



डॉ. एनी बेसेंट का ध्वज - 1917

पंच-रक्त-हरित-क्षैतिज धारियां, झंडे के रंग नूतन सारे ।
एनीबेसेंट-तिलक की कृति यह, सप्त-ऋषि के प्रतीक थे तारे ।
ऊपर बाँयें "यूनियन जैक", दायें सूर्य-चन्द्र थे न्यारे ।
यूनियन-जैक न भाया किसी को, यह ब्रितानी-आन है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व



महात्मा गांधी द्वारा स्वीकृत तिरंगा - 1921

बापू ने पिंगले से इक्कीस में, लाल-हरी ध्वजा बनवाई ।
बीच में चरखा अंकित करके, स्वाभिमान की टेर लगाई ॥
ऊपर जोड़ी श्वेत-पट्टिका, मध्य हरी, नीचे लाल सजाई ।



झंडा समिति द्वारा प्रस्तावित झंडा

सन् इकतीस का भगवा-ध्वज वह, चरखा जिसमें नि गान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व



कांग्रेस की कार्य समिति द्वारा स्वीकृत ध्वज - 1931

कांग्रेस-कार्यसमिति का झंडा, सन् इकतीस का नया था झंडा ।
केसरिया-श्वेत-हरे का, चरखा वाला नया था झंडा ।



स्वतंत्र भारत का राष्ट्रीय ध्वज तिरंगा - 1947

राष्ट्र-चिन्ह स्वीकारा 'चक्र' जब, नील 'चक्र' का प्रेम-तिरंगा ।
15 अगस्त सैंतालीस की वह, विधिक-ध्वजा महान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
विजयी विश्व तिरंगा झंडा, भारत की यह शान है ।
अनुपम है जिसकी गाथा, गौरवशाली गान है ॥
गौरवशाली गान है विजयी विश्व

रचयिता

रामकृष्ण तिवारी 'हंस'

प्रशिक्षित स्नातक शिक्षक
ओ. पी. जिंदल विद्यालय
रायगढ़ (छ.ग.)

POETRY RECITATION FOR CLASS – V

Indian Weavers

WEAVERS, weaving at break of day,
Why do you weave a garment so gay? . . .
Blue as the wing of a halcyon wild,
We weave the robes of a new-born child.

Weavers, weaving at fall of night,
Why do you weave a garment so bright? . . .
Like the plumes of a peacock, purple and
green,
We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,
What do you weave in the moonlight chill? . . .
White as a feather and white as a cloud,
We weave a dead man's funeral shroud.

Sarojini Naidu

Leisure

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this is if, full of care,
We have no time to stand and stare.

William Henry Davies

Silver

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in silver feathered sleep
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

Walter de la Mare

POETRY RECITATION FOR CLASS – VI

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

- **Robert Frost**

Song of A Dream

ONCE in the dream of a night I stood
Lone in the light of a magical wood,
Soul-deep in visions that poppy-like sprang;
And spirits of Truth were the birds that sang,
And spirits of Love were the stars that glowed,
And spirits of Peace were the streams that flowed
In that magical wood in the land of sleep.

Lone in the light of that magical grove,
I felt the stars of the spirits of Love
Gather and gleam round my delicate youth,
And I heard the song of the spirits of Truth;
To quench my longing I bent me low
By the streams of the spirits of Peace that flow
In that magical wood in the land of sleep.

- **Sarojini Naidu**

About Ben Adhem

About Ben Adhem (May his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold:—
Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said
"What writest thou?"—The vision raised its head,
and with a look made of all sweet accord,
Answered "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
but cheerily still, and said "I pray thee, then,
Write me as one that loves his fellow men."
The angel wrote, and vanished. The next night
it came again with a great wakening light,
and showed the names whom love of God had blessed,
And lo! Ben Adhem's name led all the rest.

- **James Henry Leigh Hunt**

POETRY RECITATION FOR CLASS – VII

Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

Robert Frost

Where The Mind Is Without Fear

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake

Rabindranath Tagore

POETRY RECITATION FOR CLASS – VIII

I vow to thee, my country

I vow to thee, my country, all earthly things above,
Entire and whole and perfect, the service of my love;
The love that asks no question, the love that stands the test,
That lays upon the altar the dearest and the best;
The love that never falters, the love that pays the price,
The love that makes undaunted the final sacrifice.
I heard my country calling, away across the sea,
Across the waste of waters she calls and calls to me.
Her sword is girded at her side, her helmet on her head,
And round her feet are lying the dying and the dead.
I hear the noise of battle, the thunder of her guns,
I haste to thee my mother, a son among thy sons.
And there's another country, I've heard of long ago,
Most dear to them that love her, most great to them that
know;
We may not count her armies, we may not see her King;
Her fortress is a faithful heart, her pride is suffering;
And soul by soul and silently her shining bounds increase,
And her ways are ways of gentleness, and all her paths are
peace.

*(I Vow to Thee, My Country is a **British patriotic song**, created in 1921, when a **poem** by Sir **Cecil Spring-Rice** was set to music by **Gustav Holst**.)*

The Tiger

Tiger! Tiger! burning bright
In the forest of the night
What immortal hand or eye
Could frame thy fearful symmetry?
In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?
And What shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? and what dread feet?
What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?
When the stars threw down their spears,
And watered heaven with their tears,
Did he smile his work to see?
Did he who made the lamb make thee?
Tiger! Tiger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

William Blake

Patriotism

BREATHES there the man with soul so dead,
Who never to himself hath said,
'This is my own, my native land!'
Whose heart hath ne'er within him burn'd
As home his footsteps he hath turn'd
From wandering on a foreign strand?
If such there breathe, go, mark him well;
For him no Minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, consented all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonour'd, and unsung.

Sir Walter Scott. 1771–1832

OPJS/QMS/P011/B7/115

EXAMINATION TIPS

Date – 29th August 2012

Dear Students,

You must have been aware that the First Terminal Examination is approaching fast. This is the time when you should withdraw yourself from irrelevant activities and focus on studies. The following tips will come handy to you during the revision as well as exam hours.

1. Utilize your revision hours effectively. This will reduce your pre-exam stress. For the purpose, you must prepare a revision time-table and follow it.
2. Study as per your time-table. Do not just read. If required, make notes. In fact, writing practice will help you to memorize the answers well.
3. When your energy level is at its height, you can try to tackle the difficult bits. Do not postpone the difficult topics.
4. When your energy level is low, you must attend to routine things like tidying up.
5. Have regular revision of the lessons so that during examination time it will not be felt burdensome and the topics will be familiar to you. After having revised the lessons discuss the topics with your classmates.
6. Use diagrammatic representation wherever possible. You may find this easier to retain the fact.
7. Take a 5-minutes break after every 60 minutes when you study at home. You can take a longer break of 15 minutes after every 3 hours of study.
8. Eat healthily & regularly. You must also drink pure water at regular intervals.
9. Play some game when you find time. This helps you to relax and reduce any feeling of stress. Regular and moderate exercise will boost your energy.
10. Do not waste your time in viewing TV or talking to your friends over phone.
11. Prepare yourself according to the time-table of the examination. For the purpose, you must mount the time-table at its suitable place in your house.
12. Before you leave home for examination, ensure that you carry all necessary stationery, pencils, erasers, sharpener etc. which should be put into your bag the previous evening.
13. On the examination days, you should never worry even if you feel that you remember nothing! Give it your best shot; you will be able to recall once the questions are in front of you.
14. Attempt all the questions. If you get stuck on any question because it seems difficult or confusing, move on to the next & return to the tough ones later.
15. Ensure that you plan your timings well during the examination. You must keep at least 15 minutes for revision.
16. Have sound sleep the night before every exam so that you are stress free & fresh.
17. Draw a margin on the left hand side of the answer sheet. Write the question no. and bit no. against the question attempted.
18. Do not forget to cross check the answers before submitting.

Remember : Success depends on well organized preparation. This preparation will enable you to gain confidence while writing the exams. Examinations are not the be-all-and-end-all of your life; they are just one aspect of your life though an important one.

R. K. Trivedi
Principal

No. 151/OPJS/Circular/2012-13

CIRCULAR

Date : 6th August, 2012

School Bus Safety Measures and Rules

In order to maintain a safe, orderly environment in the bus and at the bus stop, all the **bus-commuters** are hereby advised to observe the following Safety Rules. These are useful tips for the non-bus commuters too.

1) General Instructions:

- (a) **Follow the driver's/conductor's instructions** : School buses are just like classrooms in which an adult is placed in charge of it. In the classroom, it is the teacher ; on the bus, it is the driver / conductor. The students are under the authority of the driver/conductor while in the school bus.
- (b) **Stay out of the danger zone** : The area around a school bus is called the Danger Zone. The students are supposed to stay out of this zone.
- (c) **Remain seated, facing forward** : School bus seats are specially designed to protect the passengers. So the riders should always face the front and stay in their seats until the conductor/ attendant tells them to stand up and exit.
- (d) **Be polite and talk softly** : Everybody on the bus, including the driver, has the right to a safe, orderly environment. So the students need to use good manners and talk softly to all the co-riders using acceptable language and gestures.
- (e) **No eating while riding in a bus** : Eating on the bus may create a choking hazard; spilled food may ruin clothing, cause someone to slip, or attract flies and insects.
- (f) **Follow the sitting decorum** : The students of Secondary classes should be seated at the rear seats of the bus.
- (g) **Do not cause inconvenience to others** : Bulky items such as class projects or musical instruments may be carried only if the item does not displace any rider, does not obstruct the aisle or emergency exit, and does not obstruct the driver's vision in any direction. Such items must be brought to the school in personal vehicle driven by a valid license holder. The school administration is not responsible for loss or damage of personal property.
- (h) **Do not invite disciplinary proceedings:** Students who violate any of the rules and regulations will receive a negative Bus Conduct Report or a yellow card and will be subjected to a normal progression of penalties. Vandalism in school buses may result in suspension or revocation of the student's riding privilege; parents may be held financially liable for the cost of repairing the damage caused to school buses.
- (i) **Be safety conscious** : Stand in lines facing traffic so that you can see the bus as and when it approaches. From safety point of view, never run to a bus, always walk; stand at least six feet away from where the bus stops. Do not approach the bus until the driver/ conductor opens the door. While boarding the bus, follow the directions of the driver and/or conductor/attendant on bus duty.
- (j) **Follow the prohibitions:** Destroying property, playing in or running across the street or any type of horseplay at a bus stop is dangerous and prohibited.
- (k) **Do not attempt to retrieve** : Never go under any bus to retrieve something you've dropped. Ask the driver or attendant on bus duty for it.
- (l) **Be punctual at the bus stop:** School buses can stop at prescribed bus stops, only. If you miss the bus, your mom or dad may take you to another bus stop or directly to school. Remember, *never run after your bus once it leaves.*
- (m) **Park your vehicle at proper distance** : While waiting for the bus sitting in your car, ensure that your car is parked away from the bus loading/ unloading zone.
- (n) **Parents/guardians/escorts** must not get into the bus for seating their ward(s).
- (o) Whenever any **quarrel** takes place in the Bus/Bus stop, it must be informed to office of the school in writing.

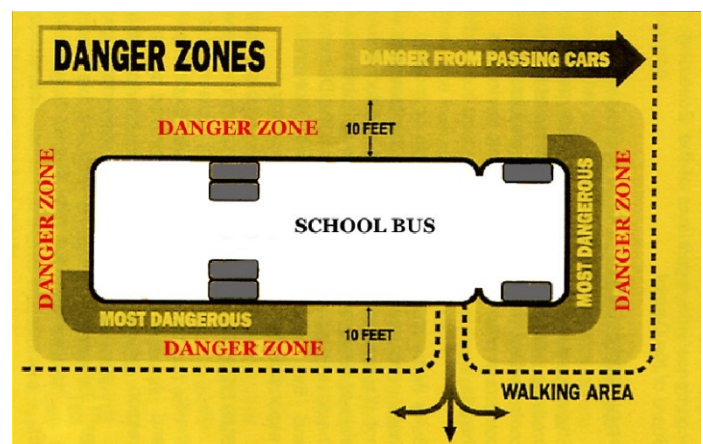
2) Walking to / from the bus stop and behaviour in bus

- (a) Go home directly from the bus stop as soon as you alight from your bus.
- (b) Plan the safest route with the fewest streets to cross.
- (c) If possible cross the desired streets and corners, using crosswalks if available. Look in all directions before crossing and then safely walk across the street. Always obey traffic signals.
- (d) Watch for vehicles that might be taking a turn.
- (e) Do not dart from between parked cars or shrubbery.
- (f) Never accept any offer of ride from a stranger.
- (g) Leave home early enough so you don't have to run.
- (h) Arrive at the bus stop five (5) minutes before the scheduled arrival of the bus.
- (i) Board the bus at the prescribed bus stop only.
- (j) Avoid fighting and rough play while at the bus stop, in the bus, or while getting on or off the bus.
- (k) Keep hands, arms and head inside the bus at all time - A bus is wider than a car, it gets very close to trees and poles, you could be seriously injured if you have any part of your body projected outside the bus.
- (l) Keep windows closed unless otherwise instructed by the bus operator.
- (m) Help to keep the bus safe and free from litter.
- (n) Be courteous and respectful to the bus driver, other students, and passers-by.
- (o) Listen to the request of the bus driver or conductor/attendant, and give proper attention as and when requested.
- (p) Give the bus driver or conductor/attendant a written request while alighting from the bus at a place other than the allotted bus stop. The request must be signed by the parent or guardian and duly approved by the school administrator and/or his/her designee.
- (q) Behaviour while getting on or off the bus -
 - (i) Make sure that the bus stops before you try to get on. Getting on a moving bus is dangerous.
 - (ii) After the bus stops, take firm hold of the handrail and get onto the bus. Be careful here, too! It is a big step for a little person.
 - (iii) Never push and shove while getting on or off the bus.
 - (iv) Make sure the aisle is clear. Make sure all your things are securely zipped up and school bags stored properly.
- (r) Sit down as soon as possible - there may be other people waiting to get on. If it takes too long for everyone to get on the bus, do not get impatient; in such situation never go around the bus; someone could get hit if this happens.

The duly filled in acknowledgement should be submitted (by the students of classes VI to XII only) before the respective class teachers on 7th August 2012, positively.

With best wishes for safe ride,

**R.K. Trivedi
Principal**



Towards a Compassionate and Healthy Society

You must have been aware of the fact that two staff-members of our school had been deputed to attend the National Workshop for Educators – ‘Towards A Compassionate and Healthy Society’ held at Doon School, Dehradun over the period 26th to 29th September, 2008. The workshop was conducted by **Ven Thich Nhat Hanh**, one of the best known and most respected Zen masters in the world.

The essence of the teaching imparted during the workshop included (a) guided meditation (b) Walking meditation (c) pebble meditation (d) sharing mindfulness in the classroom/school setting.

During the workshop, they advised that in the process of teaching it is very important for the educator to help the students hold their body and mind together all along in the class. For this, the educator has to give enough mindfulness training to the students through meditation at regular intervals during their teaching.

Therefore, after every spell of your teaching over 15-20 minutes in the class, you can give a call for meditation of 2-3 minutes by ringing one stroke on a bell. With this the students have to sit in correct posture holding back and neck straight, and breathe in and out slowly keeping their eyes closed for two minutes. In this process, they will be able to be more mindful in the class.

As regards walking meditation, the students have to be advised to walk silently in correct posture with full awareness of the surrounding in such a manner that others do not get disturbed by their movements.

THE FIVE MINDFULNESS TRAININGS

The First Mindfulness Training

Aware of the suffering caused by the destruction of life, I am committed to cultivating compassion and learning ways to *protect* the lives of people, animals, plants, and minerals. I am determined not to kill, not to let others kill, and not to support any act of killing in the world, in my thinking, and in my way of life.

The Second Mindfulness Training

Aware of the suffering caused by exploitation, social injustice, stealing, and oppression, I am committed to cultivating loving kindness and learning ways to work for the well-being of people, animals, plants, and minerals. I will practice generosity by sharing my time, energy, and material resources with those who are in real need. I am determined not to steal and not to possess anything that should belong to others. I will respect the property of others, but I will prevent others from profiting from human suffering or the suffering of other species on Earth.

The Third Mindfulness Training

Aware of the suffering caused by sexual misconduct, I am committed to cultivating responsibility and learning ways to protect the safety and integrity of individuals, couples, families, and society. I am determined not to engage in sexual relations without love and a long-term commitment. To preserve the happiness of myself and others, I am determined to respect my commitments and the commitments of others. I will do everything in my power to protect children from sexual abuse and to prevent couples and families from being broken by sexual misconduct.

The Fourth Mindfulness Training

Aware of the suffering caused by unmindful speech and the inability to listen to others, I am committed to cultivating loving speech and deep listening in order to bring joy and happiness to others and relieve others of their suffering. Knowing that words can create happiness or suffering, I am determined to speak truthfully, with words that inspire self-confidence, joy and hope. I will not spread news that I do not know to be certain and will not criticize or condemn things of which I am not sure. I will refrain from uttering words that can cause division or discord, or that can cause the family or the community to break. I am determined to make all efforts to reconcile and resolve all conflicts, however small.

The Fifth Mindfulness Training

Aware of the suffering caused by unmindful consumption, I am committed to cultivating good health, both physical and mental, for myself, my family, and my society by practicing mindful eating, drinking, and consuming. I will ingest only items that preserve peace, well-being and joy in my body, in my consciousness, and in the collective body and consciousness of my family and society. I am determined not to use alcohol or any other intoxicant or to ingest foods or other items that contain toxins, such as certain TV programs, magazines, books, films and conversations. I am aware that to damage my body or my consciousness with these poisons is to betray my ancestors, my parents, my society, and future generations. I will work to transform violence, fear, anger, and confusion in myself and in society by practicing a diet for myself and for society. I understand that a proper diet is crucial for self-transformation and for the transformation of society.

After the meditation the following poems can be recited by the students:

Breathing In

Breathing in, breathing out
Breathing in, breathing out
I am blooming as a flower
I am fresh as the dew
I am solid as a mountain
I am firm as the earth
I am free.
Breathing in, breathing out
Breathing in, breathing out
I am water reflecting
What is real, what is true
And I feel there is space
Deep inside of me
I am free (x3).

Happiness

Happiness is here and now
I have dropped my worries
Nowhere to go, nothing to do
No longer in a hurry.
Happiness is here, and now
I have dropped my worries
Somewhere to go,
Something to do,
But I don't need to hurry.

Freedom

I am a cloud, I am the blue
Sky, I am a bird spreading
Out its wings,
I am a flower, I am the
Sunshine, I am the earth,
Receiving a seed.
And I am free,
When my heart is open,
Yes I am free,
When my mind is clear,
Oh dear brother,
Oh dear sister,
Lets walk together,
Mindfully (x2).

“Life, joy and freedom can happen by being in the present and being mindful. Meditation and spirituality can be possible at any time of the day and it is important to nourish yourself in order to be able to help other people.”

“With tension and stress the body diminishes its ability to heal. The body has the capacity to heal, and allowing the body to rest is important.”

- *Thich Nhat Hanh*

R.K. TRIVEDI
PRINCIPAL

Date – 9.7.2008

Dear Student,

You are advised to go through the following didactic contents and try to modify your ways.

1. The most important key to success is one's effective Time Management. In other words, proper utilisation of time throughout the day helps an individual to be successful in every field. Utilization of time must also be regulated on the basis of priority to be given to different aspects/projects undertaken by the individual. These managerial skills have to be developed from student life itself which is the life of preparation and formation for future. Leaving your school hours and preparatory hours (taking bath/eating/wearing dresses etc.) aside, you must be getting atleast 15-16 hours a day for other aspects of your life. Further, after sleeping for six to eight hours a day you are left with only 9-10 hours a day for utilisation towards best possible returns. Now, the question arises *how best you are going to utilise these hours*. It is commonly observed that some students give priority to different activities such as doing school homework, hobby, watching TV, playing games, sleeping while other students follow a fixed timetable set by their parents. If you follow an effective time-table in your daily life, you will certainly be able to get the best out of it. For this you must take the help of your parents and other elders at home.
2. The first and the foremost principle to be adopted is "Early to bed and early to rise". The second most important aspect is that you must go for regular Physical Exercises by playing games/cycling/swimming etc. in order to be physically fit and mentally sound. You can sit at your study table longer and study longer. Drink sufficient water at regular intervals.
3. Self study is the best study. Apart from your learning hours in the school, you must also have sufficient time for your self-study. You must sit at your study table for a fixed period of time regularly instead of running errands for tuitions using Cell Phones and Motorbikes. At the same time, it is important to be clear in your objectives before doing any work. This will help you to achieve your goal.
4. Read more books rather than watching television:
 - a. Reading good and valuable books helps you to associate with warm, pleasant feelings; learn about words and languages, expand your vocabulary, talk about the characters, settings and plots. Then, relate them to your own life.
 - b. Reading helps you to gain exposure to a variety of writing styles and structures.
 - c. It also helps to explore social and moral issues and behaviour.
 - d. Good Books inspire you, expand your imaginations and help you to become better learners.
5. Adhere to the following guidelines while watching Television:

- a. Limit your viewing to maximum 1 hour a day.
 - b. Develop your inquisitiveness for knowing about the inventions and discoveries.
 - c. Try to watch a program appropriate for your level of understanding. Turn on your TV only specific programs like National Geographic or Discovery and History, News telecast etc.
 - d. Watch such programs about characters that cooperate and care for each other.
 - e. You must not stand against the time limits fixed by your parents for watching TV.
6. The Value of Interactions: Learning takes place through interactions with the environment, nature, things and people, both through actions and through languages. The physical activities of moving exploring and doing things on one's own, with one's peers or in the company of adults and us language - to read, to express or ask to listen and to interact - are the key processes through which learning occurs. All learning happens through language. Hence, it is expected to develop high or of speaking skills while conversing with your friends, teachers, parents etc. to enrich your command over language. Especially, by talking to your schoolmates, classmates, friends and teachers English during school hours you can improve your own standard of English and at the same time h others to improve theirs.
7. Here are a few other guiding principles:
- a. Never say "I have no time". Remember: *"where there is a will there is a way and time"*.
 - b. Never postpone your work. Fight out the circumstances that lead you to postponement.
 - c. On daily basis spend at least 20 minutes towards self assessment in order to review the d make notes to follow up for the next day.
 - d. You must reserve a few hours every week for studying periodicals such as Wisdom, Competition Refresher, Panorama and many such others as and when available in circulation.
 - e. You must spend some time for cultivating your hobbies on weekly basis.
8. Whenever you stay back for rehearsal etc. you must inform your parents the previous day.

"Your success is in your hand. Nothing is impossible. You can surely succeed if you work hare with determination"

R. K. Trivedi
Principal

7 Habits of Highly Effective People

Habit 1: Be Proactive

Change starts from within, and highly effective people make the decision to improve their lives through the things that they can influence rather than by simply reacting to external forces.

Habit 2: Begin with the End in Mind

Develop a principle-centered personal mission statement. Extend the mission statement into long-term goals based on personal principles.

Habit 3: Put First Things First

Spend time doing what fits into your personal mission, observing the proper balance between production and building production capacity. Identify the key roles that you take on in life, and make time for each of them.

Habit 4: Think Win/Win

Seek agreements and relationships that are mutually beneficial. In cases where a "win/win" deal cannot be achieved, accept the fact that agreeing to make "no deal" may be the best alternative. In developing an organizational culture, be sure to reward win/win behaviour among employees and avoid inadvertently rewarding win/lose behaviour.

Habit 5: Seek First to Understand, Then to Be Understood

First seek to understand the other person, and only then try to be understood. Stephen Covey presents this habit as the most important principle of interpersonal relations. Effective listening is not simply echoing what the other person has said through the lens of one's own experience. Rather, it is putting oneself in the perspective of the other person, listening empathically for both feeling and meaning.

Habit 6: Synergize

Through trustful communication, find ways to leverage individual differences to create a whole that is greater than the sum of the parts. Through mutual trust and understanding, one often can solve conflicts and find a better solution than would have been obtained through either person's own solution.

Habit 7: Sharpen the Saw

Take time out from production to build production capacity through personal renewal of the physical, mental, social/emotional, and spiritual dimensions. Maintain a balance among these dimensions.

R. K. Trivedi
Principal

BRAIN-COMPATIBLE TEACHING PRACTICES

(Preparing the student's mind for learning)

The following brain-compatible teaching practices offer teachers specific strategies to maximize their students' learning:

Immediately engage the attention of learners when they come into the classroom. The activities need to be of high interest and anchored in benchmarks or standard. They can be used to build readiness for a lesson about to be taught or review a previously taught concept. (The brain remembers best what comes first and next what comes last. Information lingers in the sensory memory only $\frac{3}{4}$ of a second. Then information is either forgotten or sent to short term memory. If the teacher does not engage the attention of the learner, something else will!)

Routinely post lesson outcomes, benchmarks, or standards in a specific place on the chalkboard so the students can refer to these. An agenda for the day and homework assignments should also have a regular place on the board. (Advance organizers trigger attention and are linked to promoting memory.)

Use state standards to design curriculum and instruction and assess student work. (Research indicates that high performing, high poverty schools implemented this practice with notable results. Making the brain aware of performance targets increases attention.)

Involve students in active learning experiences that engage a variety of learning channels: auditory, visual, kinesthetic. Seek ways to structure activities so that students may have an opportunity to use a variety of "intelligences" (visual-spatial, mathematical-logical, verbal-linguistic, musical, bodily kinesthetic, interpersonal, intrapersonal, and naturalist.) (we remember only 10% to 20% of what we hear. Active involvement focuses attention and increase the probability that students will remember what they have "rehearsed.")

Engage students in learning tasks, such as experiments or experiential activities that require them to actively construct meaning. (The brain actually forms new neural connections when it is actively engaged in meaning "meaning making" based on experiences.)

Chunk curriculum content appropriate to the developmental age of the learner. (The capacity of short-term memory appears to develop with developmental age. This understanding has major implications for the design and delivery of curriculum.)

Change activities for at least 4 or 5 times within the context of a lesson. For example, students may be first be actively engaged in a warm-up activity, report out, experience direct instruction, create a graphic organizer to summarize learning, stand, pair and share their work (with other students), and respond to a prompt in their learning journals. (The more "firsts" and "lasts" within a lesson, the more memorable its content.)

Provide opportunities for meaningful "rehearsal" or practice after initial content has been introduced. Periodically provide review activities to distribute rehearsal opportunities over time. (The more opportunities a student has to meaningfully rehearsal, the greater the chance that information will move from short-term to long-term memory. Providing rehearsal opportunities using a variety of learning channels will maximize the probability that long-term retention will occur.)

Structure opportunities for movement during learning experiences. (Movement provides oxygen to the brain, increases attention, and in some cases, integrates communication between the right and left hemispheres.) Seek opportunities to integrate the curriculum.

Engage students in a variety of tasks that require higher order thinking skills. (Analysis, synthesis, and evaluation tasks require students to access and use remembered information to foster new neural connections in the brain.)

Provide for a variety of flexible grouping contexts that engage students in working with different classmates. (Much learning occurs through social interaction. Students can receive instruction appropriate to their learning needs and pace in small group settings. As students master academic content, they simultaneously develop skills in working with, and appreciating, others. For many students, a small group setting reduces anxiety.)

Assign and grade relevant homework that extends rehearsal opportunities and reflects how content will ultimately be assessed. (Students learn more when they complete homework that is graded, commented upon, and discussed by their teachers.) Whenever possible, engage students in developing rubrics to assess their work. This increases their awareness of key attributes of quality work, and lends credibility and authenticity to the grading process.

Match instruction and assessment practices consistent with how standards and benchmarks ultimately will be assessed and the setting in which assessment will occur. (Research on “state dependence” indicates that the content will be most easily recalled when it is assessed under the same conditions as when it was originally learned). Use authentic and assessment measures. Engage students in applying new and recent learning in a real world context. (The brain remembers based on what is embedded in a particular context. For example, to remember what one had for dinner last Saturday night, most people will have to first remember where they were.) Provide opportunities for students to summarize their learning in written or verbal form and communicate them to others. (Summarizing strengthens neural connections. When students “rehearse” through reciprocal teaching, retention is enhanced 65% to 90 %!) Monitor and invite students to monitor their own progress. (Self-monitoring and feedback can be a source for intrinsic motivation and may increase attention and focus.) Select assignments that are challenging and interesting. Provide a support to help students achieve success in a psychologically safe environment. (The brain learns best in an atmosphere of “high challenge and low threat”.)

Create a learning environment where students perceive that they are:

* Safe from physical, verbal, or psychological harm; * Free to experiment and take risks when learning; * “connected” in their relationships with others –including the teachers and other students; and * Valued members of the class.

(Emotions drive attention which drives learning and memory. If students feel safe and cared for, if teachers and others are responsive to their needs, their ability to focus and learn will be enhanced.)

Encourage parents to stimulate their children’s intellectual development and to provide a caring, responsive climate in the home. For instance, teachers can ask parents to help their child rehearse a report presentation to be given in a class, or discuss the results of a recent class science experiment. (Environment plays a key role in development and intelligence. Verbal interaction with children, for example, has a direct impact on language and vocabulary development. A caring responsive climate contributes to the development of a child’s sense of self-esteem.)

R.K.TRIVEDI
PRINCIPAL

Building Parent-School Partnerships: Enabling High Quality Learning Environments

Schooling complements parenting; it is for survival, leadership and preparation for life. The purpose of a school is not only to polish what happens at home, but also to provide varied additional exposure that parents on their own may not be able to give their children. Therefore, schools are needed to fulfil the aspirations of parents for their children. An enlightened educator understands that all students have a potential, which is dynamic. The purpose of the school experience and the process of learning is to hone this potential in all students leading to their growth. Throughout this process, schools need to remember at every stage in the child's development, that they are only standing in for the parents. Schools exist as an institution because parents have entrusted their children to them. They exist because parents have this overwhelming need to nurture children who will be the very best they can. Despite the very fundamental causal link between parents and schools - the two often exist as two separate entities with little in common and with negligible interaction.

It is very rare indeed for parents to have any *say* in key decisions taken by the school, and equally are for the schools to share with parents *the processes by which they are guiding students to meet their aspirations*.

No school can achieve the goal of preparing students for life without communication with parents and their active involvement. Even though the defined purpose of both the school and the parents is identical '*to impart a learning programme that will make their children successful in life*' the perspectives of both the groups are very different and does not establish a symmetrical relationship. Each needs certain inputs from the other, and each needs to communicate and participate in different ways in order to fulfil these wants.

Perspectives in School-Parent relationship

Schools expect parents to have certain basic qualities that have a positive influence on their child's ability to learn and adjust to the school programme. They also want parents to be involved in proactive and balanced parenting and become active participants in the child's learning process.

- **Constructive 'Expectations:** In-stead of focusing all their energies in pushing the child and in measuring constantly how much the child has achieved, parents should, give children more space to mature and develop their own individualities .•
- **Positive attitudes to learning:** It helps if parents have positive attitudes towards everything that the child learns and to let the child know that everything, from mathematics to dance, is important and enjoyable.
- **Balanced involvement:** Parental involvement with the innovative aspects of learning is more important than involvement in the routine homework that children ought to be doing on their own.
- **Dealing with stress:** A student cannot reach his/her ultimate potential without being stretched, and this invariably leads to stress. Schools can ensure that this stress remains within the limits that the child can handle only if parents do not do anything to exacerbate the situation. Parents will thus have to deal positively with their own stresses - not only the

stresses caused by their personal and professional lives, but also the stresses caused by their expectations from their children.

- **Example setting:** It helps if parents too make the little sacrifices, for example things as basic as giving up some family activities like watching television, in order to help their children cope with school work; to ensure that their children manage their time effectively at home and at school. Most importantly it would send a positive message to the child that they take a genuine interest in her intellectual development and progress.
- **Direct influence:** Parents tend to get excessively worried about the competition in the external world, the syllabus load on their children and long study hours. They are affected by pressure from other competitive parents. Parents need to enjoy and be excited about what their children are learning not just to percolate this attitude to children, but also to reduce the stress in schooling. As the load increases, they would help their child much better if they instead would inculcate (in themselves and in their children) an attitude of enjoyment and excitement at having to face and conquer new challenges.
- **Ownership of school philosophy:** Parents who actively try to understand why their child's school follows a certain style and pattern of learning can reinforce this philosophy much better with their children.
- **Dealing with diversity:** Parents need to be very clear about communicating their own value systems to their children and to let them know that while differences with the school line on a particular issue may exist; these can be resolved without conflict. The sharing of values between parents and schools becomes very important - schools that are trying to reinforce values that parents do not believe in will never succeed in their task. Parents do not need to agree with school in every aspect. If there is an activity in school that goes very strongly against their principles - say the wearing of particular type of dress for a school entertainment program; they can certainly work out a solution in consultation with the child's teachers. This coexistence of differences will ultimately help to make the school environment richer.

Ultimately, what schools want is that parents have right kind of expectations from their children. Parents must expect that their children will put in their very best attempt in everything and try to excel in those areas that specially excite them. They need to create an environment at home that is conducive to learning and an environment that respects achievement and excellence. Finally, parents need to inculcate a culture of self-discipline in their children, the ability to work hard towards set goals' and the ability to deny or postpone enjoyment when needed.

What do parents want from schools?

- **Optimal learning:** The first and most important requirement of parents from the school is to develop the academic and intellectual skills of their children.
- **Communicative progress:** Parents want to participate in an effective learning programme for their children. In order to do this, parents want to know what the school methods and philosophy of learning are. They would like very definite instructions from schools on how they can help their children at home. They also want far more information on their child's strengths and weaknesses and detailed profiles of their child's character and pace of development.
- **Inculcate values:** Parents also want schools to go beyond academics and reinforce values that

they believe in and are trying to inculcate in their children. They would like schools to deal with wide ranging issues - from integrity to inclusion. They would like schools to use situations that arise in school as examples to reinforce values. Parents want that schools should provide separate forums both for discussions on ethical issues as also their integration into daily lessons.

- **Sensitive to background:** Parents want schools to deal with this aspect with tact and sensitivity. Schools need to deal with universally accepted values and not with specifics that may hurt the sentiments of particular parents or communities. While it is acceptable to have discussions on the unacceptability of violence, it should never be used in the context of singling out a single community or religion as examples of perpetrators of violence.
- **Influence behaviour:** Parents recognize the overwhelming influence of the school in their child's life. Children often react faster to peer pressure and teacher recognition than to parental reinforcement. The same appreciation from a teacher or another student carries far more value as it is likely to be objective and with respect to a larger group of people. Parents would therefore like teachers to be proactive about showing their appreciation for all achievements of their child. They would like schools to guide peer pressure to put the right kinds of compulsions on their child.
- **Develop personality:** Apart from developing the intellect and the values of their children, parents strongly feel that schools should have a duty to develop the personality of their child. Today in the face of increasing competition, the person who communicates better has an edge over another person who may otherwise be equally competent. This ability to communicate well is not just in terms of language skills, but also in terms of body language.
- **Individual attention:** How are schools to achieve all these for their students? Each child is different; each has different abilities and needs. The only way is through individual attention. For every parent, his or her child is precious. Parents want that their child remains equally special to the school.

Ultimately, parents want their child to be recognised as unique and to be nurtured by the school in a manner that is most appropriate to him/her as an individual.

Enabling Communication and Interaction

In the present world of fast communication, schools have many tools by which they can enable communication with parents, teachers and others in the school. Communication relates to three different types of issues - feedback on student performance and ability, feedback on student needs and behaviour and communication of school policies and philosophy.

The various instruments for this communication (student performance and ability) are periodic and consolidated reports in all aspects of the child's development, feedback in the form of comments in the corrections of student work done by teachers and their scores in class assignments. Apart from this, most schools also schedule over the academic year fixed times when parents can come to school and meet the teachers to review their child's progress. These parent-teacher interactions can also be constructively used to discuss issues not just in learning but also in discussing behavioural issues and progress.

However, schools should not restrict themselves to these scheduled meetings only for parent teacher interactions. Teachers can send home notes through the children, send emails or make

regular phone calls directly to parents both to express their appreciation of the child as well as to discuss remedies for problems they may have encountered.

What is important is that on the part of teachers, these communications should not happen only when there are problems and that these should not become forums for complaint. All communication must be either for appreciation or for remediation - for positive and constructive feedback and sharing of a common interest in the growth of the child. Parents too need to react proactively to these overtures and respond promptly. Few teachers can raise their enthusiasm for the child's good work if the parent herself is not interested.

Interaction between parents and schools needs to go beyond passive listening to each other. Parents can contribute a lot to school by actively participating in the everyday life of the school. Parents and teachers can work in tandem to help children deal with issues such

. as negative peer pressure, violence, exposure to graphic content in the media and so on.

Parents could also take on the role of volunteers to stand in for teachers when they are on leave, to help with school transport arrangements for children, to manage the traffic at school opening and closing times. Parent representatives could take on the responsibility for different aspects of the school life - whether in helping out with routine daily tasks or on special occasions, either in administration or in academics.

The parent community is diverse and rich in varied experience. Sharing these experiences with the children can help them to develop a greater awareness of different points of view, different professions and different approaches to life. In some senses, this interaction is one of the most important types of interactions possible.

These parents are members of the community that students need to become a part of later in life. They can be the means by which students are gradually exposed to the outside world and to a variety of exposures. A community of parents can, therefore, help in providing enriching experiences to all the students in the school - whether it is in the form of a visit of the youngest students to the orchid farm run by a parent in the school or whether it is the summer management training for senior students in the offices of another parent.

In all these interactions, the student must never be left out. As children grow in school, they too should be given more responsibility and involvement in these' interactions between school and parents - they are after all the link between the two. They should be active participants in the discussions that take place between the school and the parents. They should be members of all the forums for discussion that are appropriate for their age and stage of intellectual and emotional development.

Thus, different types of interactions are possible that *can* suit different temperaments of different parents. These interactions can help parents to become more involved and develop a sense of ownership in the school. Schools and parents have a lot to gain from closer interaction with each other - each has the same ultimate' goal and any sensible school will ensure that this synergy is exploited fully.

R.K. Trivedi
Principal

Corporal Punishment

Children do not lose their human rights by virtue of passing through school gates. – Committee on the Rights of the Child

In its global report, Committee on the Rights of the Child, an initiation of Global Initiative to End All Corporal Punishment of Children administered by Association for the Protection of All Children, has defined the Corporal Punishment as follows:

“The Committee defines „corporal“ or „physical“ punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting („smacking“, „slapping“, „spanking“) children, with the hand or with an implement – a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.” (**Committee on the Rights of the Child, General Comment No. 8, para. 11**).

Corporal punishment as a means of ensuring positive discipline itself is a momentary correction measure. But the long term results are negative-resentment, rebellion, low self-esteem, or retreat. Teachers should have a lively regard for the improvement and general welfare of their students, treat them with kindness combined with firmness and should aim at governing them through their affections and reason and not by harshness and severity. Thus, it is therefore again reiterated that, the Corporal Punishments are strictly forbidden in our school. Punishing students in any form for extracting any assigned work must be relinquished. If at all any such whim pervades your mission, the students must not be punished to the extent of depriving them of their rights of attending your lessons. Such penalizations will potentially undermine student’s self-confidence and hence it should not be used in any circumstances. Instead of making the child to stand on the bench for whatsoever the offence, they must be counseled regularly on how to avoid such situations.

- Hence, considering the seriousness of the issue, the teachers are strictly advised to refrain themselves from adopting such measures to discipline the child.
- Instead, it is better to encourage & motivate the children, repeatedly but patiently, to make them to understand their misconducts and its repercussions. Such patience approach will definitely make the child to realize their mistakes and that disappears gradually from them.
- As there is no Magic Wand available on our hand, it is your untiring efforts that will make all differences to transform them, to be perfect, by infusing your perseverance.

R.K.Trivedi
Principal

MATHEMATICS LEARNING : SOME USEFUL TIPS

Mathematics is the science of magnitude and number, the relations of figures and forms, and of quantities expressed as symbols. Mathematics is also considered as the key to all the other branches of studies in the age of Science and Technology. Thus, it has a tremendous amount of importance. This subject has four fundamentals viz. Addition, Subtraction, Multiplication and Division. Learning of Mathematics is never so critical as it appears to be. Indeed, it is very easy and enjoyable. In order to make you realise this we lay before you the following tips:

A. FEEL LEARNING MATHEMATICS ENJOY ABLE

To learn the subject children need activity, involvement and enjoyment. Maths is a looker, listener and doer subject like craft. Still some children are afraid of learning Mathematics. In stead of passive study Maths need active study. So to enjoy learning of Maths you have to involve yourself going into the depth of it. To develop interest for the subject you should follow the following study skills:

1. Attend your class every day sincerely.
2. Always come to the class after having read the topic which is going to be taught in the class, at least once at home.
3. (a) Be an active participant in the class.
(b) Note down all the board work and important notes/dictations given by the teacher.
4. Take the advantage of seeking help from the teachers.
5. Read the explanations and solved examples given before each exercise.
6. Keep the habit of doing Maths at least an hour a day throughout the year.
7. Do the homework positively.
8. Form a study group. Discuss the assignments given. Find out the common difficulties of all and then take the help of the teacher to get the solution.
9. While doing homework, write down the complete solutions always.
10. Avoid overwriting & cutting; if done wrong, do not waste time in erasing; just draw a line to cancel it.
11. Clear your doubts as soon as possible, without waiting for the opportunity to come.

B. PREPARATION FOR TEST

1. Every day study is a must for covering the syllabus for the test.
2. Go through each section of the chapter by reviewing your notes as well as solved examples of the text book.
3. After reviewing all the exercises go through the misc. exercise where problems of different sections are given together.
4. Again review all the formulae and procedure used in the concerned exercises.
5. Try to explain the solution strategies loudly to yourself. If possible do it with your friend.
6. Do the revision with writing practice as much as possible.
7. Do not wait for the last moment. Start preparation a week before (longer for the final test).
8. Have a good sleep the night before the test.

C. TAKING A TEST

1. Fill up the correct data required on the answer sheet. 2.
2. Read the general instructions given on the question paper properly.
3. Go through the Question Paper first. Identify the questions which you can do definitely, tick them out. Then separate those questions where you need to think about.
4. According to the instructions select the part which you have to attempt first. Then select the question which you can answer the best, write it on the first page of the answer sheet.
5. If unable to answer a question leave it to think afterwards and proceed for the next question leaving space for the previous question.
6. Stick to the time always. According to the marks distribution divide the time for each question.
7. Always keep 15 minutes in your hand to revise the paper.
8. Do not do rough work at the back. Always draw a margin on the right and use it for rough work.
9. Underline the headings and important points.
10. If required draw neat, properly labelled diagram.
11. Always draw the diagram beside the corresponding solution, not on the next page.
12. Attach graph or maps always beside the tabulation and calculations done but not at the last page.
13. Attempt the questions in any order you want but do not alter the 51. No. of the questions given in the question paper.
14. Be careful while selecting the choice questions. Nowadays internal choices are given in some questions. So select only the required number of questions from them.
15. Write always with legible handwriting and with constant speed from the beginning, so that you can finish the paper in time.
16. In every Test/Examination, number your supplementary sheets taken, arrange them systematically, tie it with the main sheet and then enter the number of supplementary sheet taken on the main sheet in the space provided.
17. Use one pen (one colour ink) only for writing the full test.

R.K.Trivedi
Principal

Positive Discipline Guidelines

From the book Positive Discipline.....by Jane Nelsen

- 1. Misbehaving children are “discouraged children”** who have mistaken ideas on how to achieve their **primary goal—to belong**. Their mistaken ideas lead them to misbehavior. We cannot be effective unless we address the mistaken beliefs rather than just the misbehavior.
- Use **encouragement** to help children feel “belonging” so the motivation for misbehaving will be eliminated. Celebrate each step in the direction of improvement rather than focusing on mistakes.
- A great way to help children feel encouraged is to **spend special time** “being with them.” Many teachers have noticed a dramatic change in a “problem child” after spending five minutes simply sharing what they both like to do for fun.
- When tucking children into bed, ask them to **share with you** their “saddest time” during the day and their “happiest time” during the day. Then you **share with them**. You will be surprised what you learn.
- Have **family meetings** or **class meetings** to solve problems with cooperation and mutual respect. This is the key to creating a loving, respectful atmosphere while helping children develop self-discipline, responsibility, cooperation, and problem-solving skills.
- Give children **meaningful jobs**. In the name of expediency, many parents and teachers do things that children could do for themselves and one another. **Children feel belonging when they know they can make a real contribution**.
- Decide together** what jobs need to be done. Put them all in a jar and let each child draw out a few each week; that way no one is stuck with the same jobs all the time. Teachers can invite children to help them make class rules and list them on a chart titled, “We decided:”. Children have ownership, motivation, and enthusiasm when they are included in the decisions.
- Take time for training**. Make sure children understand what “clean the kitchen” means to you. To them it may mean simply putting the dishes in the sink. Parents and teachers may ask, “What is your understanding of what is expected?”
- Teach and model mutual respect**. One way is **to be kind and firm at the same time**—kind to show respect for the child, and firm to show respect for yourself and “the needs of the situation.” This is difficult during conflict, so use the next guideline whenever you can.

10. Proper **timing** will improve your effectiveness tenfold. It does not “work” to deal with a problem at the time of conflict—emotions get in the way. Teach children about **cooling-off periods**. You (or the children) can go to a separate room and do something to make yourself feel better—and then work on the problem with mutual respect.
11. **Get rid of the crazy idea that in order to make children do better, first you have to make them feel worse. Do you feel like doing better when you feel humiliated?** This suggests a whole new look at “time out.”
12. **Use Positive Time Out.** Let your children help you design a pleasant area (cushions, books, music, stuffed animals) that will help them feel better. Remember that children do better when they feel better. Then you can ask your children, when they are upset, “Do you think it would help you to take some positive time out?”
13. Punishment may “work” if all you are interested in is stopping misbehavior for “the moment.” Sometimes we **must beware of what works** when the long range results are negative—resentment, rebellion, revenge, or retreat.
14. Teach children that **mistakes are wonderful opportunities to learn!** A great way to teach children that mistakes are wonderful opportunities to learn is to model this yourself by using the Three Rs of Recovery after you have made a mistake:
 - (1) Recognize your mistake.
 - (2) Reconcile: Be willing to say “I’m sorry, I didn’t like the way I handled that.”
 - (3) Resolve: Focus on solutions rather than blame.
(#3 is effective only if you do #1 & #2 first.)
15. Focus on **solutions** instead of **consequences**. Many parents and teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are
 - (1) **related**
 - (2) **respectful**
 - (3) **reasonable**
16. Make sure the message of love and respect gets through. Start with “I care about you. I am concerned about this situation. Will you work with me on a solution?”

Bring joy into homes and classrooms.

R.K.Trivedi
Principal

RE-ENERGIZE

Is your energy level dropping? Do you feel burdened with too much work and too little time to do it? Do you sense that your students are becoming lethargic? Then you and your students may be experiencing midcourse droop--an insidious yet common syndrome. Why? When enthusiasm wanes, the ability to cope with stress decreases and the joy of teaching is sometimes lost. Thoreau reminds us that "None are so old as those who have outlived enthusiasm." "Nothing great was ever achieved without enthusiasm," says Emerson.

At registration time, energy levels were high as you and your students envisioned the mountaintop of growth and possibilities inherent in the learning experience to come. Now at or near midterm the storm clouds of academic and personal problems may have obscured the summits of success. Midcourse letdown strikes students when they have underestimated the time required to learn the content of your course. Or when poor time managements skills cause them to delay the completion of major assignments until the deadline approaches and panic sets in. Disappointments occur when students fail to achieve the level of success they envisioned. Lower than expected test scores, poorly received contributions to class discussions, rejection by teammates assigned to a group project and the frustration experienced from working with lazy lab partners have taken their toll. What was first perceived as an enjoyable learning adventure may have by midterm become a code-3 struggle for survival.

On the other hand, you may be feeling discouraged because test scores reveal that the class exam averages are much below what you expected. Assignments may have been turned in late or poorly done. You feel that some students seem unable to write clearly and concisely and are exhibiting punctuation and spelling skills. Participation in discussion groups seems to be lackluster, and dozing has become more and more common during your lectures. Furthermore, this group of students seems to be taking twice as long to complete the required lab projects than usual, and in general you feel a bit panicky about how you will ever cover all the required material before finals. If this description fits you, you may have slipped into the quicksand of a mid-semester slump.

Survival experts tell people caught in a bottomless quagmire in the woods to stop struggling -- uncoordinated effort only causes the victim to sink ever deeper. Only by calm, purposeful and coordinated actions can the victims save themselves by swimming through the muck or sand to the safety of a solid shore.

How can you extricate yourself from the ooze of a midcourse sinkhole? Try a REFOCUS strategy.

REFOCUS means:

Recognize, Empower, Focus, Objectivize, Commit, Unburden, Surprise

First, consider that a likely cause of midcourse letdown is a slow change of the thought focus from achievement to deficiency. Each time reality doesn't measure up to an envisioned ideal, emotional energy is drained, self-esteem is lowered and feelings of being in control are diminished. The result is instructor burnout. Here is a prescription that can help you rebuild your enthusiasm:

Recognize: Recognize your achievements thus far. Remind yourself of the lectures that were well organized, delivered and received; the visuals that enhanced understanding of a complex issue; the assignments that sparked critical thinking and the innovative ways in which you activated and involved your students in the learning process. Give yourself a pat on the back for learning all your students' names, staying after class to answer questions, meeting with your students even though you don't have an office and taking the time to develop the individualized feedback designed to help each student improve his or her performance.

Recall the work that your students have completed despite the demands of other classes, a job and perhaps a family. Acknowledge the progress your students have made.

Empower: Create a list of your strengths as a teacher. Are you an excellent communicator, manager, instructional designer or leader? When are you at your best -- leading a discussion, planning a collaborative learning activity, delivering a lecture, or going one-on-one with a student who needs help? Maybe you're an outstanding motivator. List your five greatest personal achievements in the past year. Can you remember how you felt during these moments? Reliving these peak experiences can really empower you to teach with greater enthusiasm and sense of purpose.

Focus: Concentrate your attention on the material to be learned in the second half of your course and the selection of the most effective teaching style possible. Take a few moments to visualize the students' increased skills and changed behaviors or improved performances that you hope to see at course's end. Take a quick look at your syllabus. Are you on track? Will there be enough time? No? Then you have a management problem. Use a triage system to gain control of the situation. Triage is a strategy used in medicine under emergency conditions to sort patients into treatment categories. The number one priority is to treat those who will benefit the most and who require the easiest treatment. Then move to those who require more difficult treatment but will benefit greatly. Last, attend to those who require difficult treatments and probably won't benefit from it. In other words, in difficult situations work to achieve the highest benefit with the least amount of time and effort. **When course time is short and learning is proceeding slowly, work on the material that will bring the greatest reward with the least effort. Plan to accomplish first the learning tasks that will bring the highest reward for your students. When you assign the easy, important tasks first, you often motivate them to continue working until even more difficult responsibilities are completed. Triage thinking can help you more effectively manage the second half of your course.**

Objectivize: In the intervening weeks since you formulated your learning targets or objectives, the stresses and strains of teaching and daily living may have caused you to veer from your original instructional plan. If you have refocused your teaching priorities, it's important to create learning targets to guide your post-midterm efforts. Learning targets are a series of statements that describe levels of performance increases that are required for your students to advance. Some faculty think that only teachers in occupational, technical or professional curricula need to develop performance targets. With today's accent on critical thinking, learning to learn, collaborative processes, total quality management, etc., faculty in humanities, business, fine arts

and developmental education could significantly improve learning by teaching for doing rather than just knowing. To energize your teaching, apply performance targets.

Commit: After you visualize your goal and create specific, measurable learning targets for your students, commit to achieving them. To reach your goal you'll need a strong commitment; one that will not waver as you encounter difficulties. In teaching nothing goes completely as planned or as expected. The number of variables in the learning process are too great to permit total control. A staunch resolve enables you to persevere through tough times, and it builds self-esteem. Ask your students to recommit to success in learning. Their initial commitment may have weakened and they need to reenergize for the second half of the course. Remind them of the benefits of making short-term sacrifices to obtain long-term rewards.

Unburden: You may hold the expectation that as a schoolteacher you should know all the answers. Once you accept the fact that successful teachers emphasize the roles of learner, presenter, guide, coach, facilitator, designer, evaluator, manager and leader and minimize the role of expert, you unburden yourself from unrealistic expectations. Then teaching becomes much easier and more enjoyable. Your students will appreciate knowing that you and they are on the same learning path. You have just proceeded farther than your students.

Unburden your students by applying good management techniques to your course. Look for barriers to learning that hold your students back or cause them to devote time to unnecessary work. Question your assignments and tests and align them to your learning targets.

Surprise: During the second half of your course variety is often desperately needed to keep your students motivated. Tell a story. It is said, "A good story can touch something familiar in each of us and yet show us something new about our lives, our world, and ourselves. Stories can also be powerful tools for growth and learning."

However, there are several things you should consider before choosing to tell stories as a teaching strategy. Before telling a tale experienced storytellers consider these aspects -- purpose, practice and priority.

Purpose. Stories should be used to fulfill a definite instructional purpose. *Practice.* Storytelling takes practice to master. Effective communicators practice by developing narratives in three parts: context, challenge and climax. *Priority.* There are times when excessive storytelling in classes get in the way of learning.

I am sure this seven-step REFOCUS strategy will help you to reenergize and renew, and it will help you to continue to teach for success!

**R K TRIVEDI
PRINCIPAL**

THE ESSENCE OF PROFESSIONAL CREDENTIALS

In the most highly competitive professional world merely possessing a number of credentials do not help an individual in getting along a lucrative job. Besides academic qualifications, an employed individual is expected to possess a number of self-cultivated attributes with the help of which he/she tries to excel in his/her concerned field. It ~ one's speech & action, knowledge and the zeal to excel that contributes to the growth of an individual in the organization in one's service career. Therefore, it is very-very essential to improve upon such traits. Here we go with each of such traits.

The word we choose & use can carry far beyond the immediate conversation !

The words are effective means of communication. The words we choose and use can communicate an unlimited number of thoughts, ideas, feelings, emotions and more. The selection of words and how we use them can shine like bright stars in the expansive sky or fade away like vapour. The small difference that makes a big difference is in how our words radiate. Thinking before speaking can give life and our words sparkles for years & years.

The words that may have a negative impact on our lives are called mind binders. They are words that take root and grow into behavior. Similarly, when we utter a few words, we are sure that they carry some meaning, that they express some thought idea, feeling, emotion etc. and that each amount of expression connotes our behavior pattern. Therefore, being highly qualified teachers such a big school it is always expected that we talk like really educated educators. Our behavior is largely determined by the words we use. At times the words we use in course of our discussions may have a negative impact if the underlying sense happens to be negative. Similarly the words we use may have a positive impact if the sense is that of a positive one.

According to Lucious Annaeus Seneca, a stoic philosopher, "Words should be scattered like seeds, no matter how small the seed may be, if it has once found favorable ground, it unfolds its strength."

The bridge between knowledge and power is Action !

Knowledge becomes powerful when we utilize this in a constructive and positive way. Utilizing the one's knowledge, through a constructive action, gives us the ability to move ahead and acquire more knowledge. Obtaining the functional knowledge is the foremost step to take sharp decisions and taking constructive action. Action is indeed the key that forms all important bridge between Knowledge & Power.

According to Dr. S. Radhakrishnan, "Knowledge is not something to be packed away in some corner of our brain, but when enters into our being, colours our emotion, haunts our soul, and is as close to us as life itself". Thus, acquiring knowledge involves a series of inventions and reinvention through restless, impatient, hopeful enquiry into various phenomenon in the world, with in the world and between individuals. By acquiring more and more knowledge one can fortify himself/herself & do wonders. Then why not we divert our energy towards acquiring knowledge instead indulging in fruitless conferences.

Whether you work with your head or hand, work well and excel !

Work is the vehicle which allows us to pursue our dreams, develop our talent and achieve our mission in life. This is an extension of a person's personality and the reflection of a person's character. Hence, it is essential to do our best in our work and work place because it speaks volume about us. Work is what we make it, and we make the work a golden opportunity, then it brings many more opportunities to us.

Let's think do ..

- (i) we work whole heartedly?
- (ii) we cross-question our own performance in context with the management, parents, students (our customers), institution or as an individual to excel & improve in every piece of work?

When a person enjoys what she/he does, either personal or career, it is not work, it is labour of love!

There is world of difference between **work & labour of love**. The small difference makes a big difference is whether or not we enjoy what we are doing. This is one of the power principles of life. Work is performed because there is a requirement to be met. On the other hand, a labour of love is something that a person does because he / she is motivated and inspired to do so. Purpose, productivity & proficiency are some of the many benefits when we are engage in the labour of love.

Within each person there is a sea of skill that can create a mountain of majesty !

Everyone is skilled at something. Some people have one skill, others have multiple skills, but everyone has a skill. The key is for a person to discover his or her skill & develop it. When we are skilled at something we take pleasure in doing it. A skill or skills can be developed for the purpose of career, personality or both. A skill which is discovered and developed becomes very valuable in the eyes of many.

Then, why not we develop the skills that are already inherent in us. We can improve upon our constructive skills by utilizing all the available resources.

GENERAL RULES OF THE SCHOOL (to be strictly followed by students)

FUNCTIONAL

1. The students should arrive at the School only around five minutes before the starting bell (duration 10 seconds) is rung.
2. Clean and prescribed school uniform is to be worn on all the school days. A student who is slovenly dressed may be sent home.
3. At the stroke of the first bell, all the students should assemble in their respective class-rooms for attendance after which they should file out for attending the morning assembly. After the assembly, they must return to their respective class-rooms quietly in line.
4. The students must carry with them their School Diary while entering the Class, Laboratory, Library or attending the morning Assembly. The school diary must be carried even during internal movements like attending yoga, music, art, dance classes and special assemblies.
5. Every student must take part in all the curricular and co-curricular activities unless declared unfit or exempted by the organisers.
6. Every student must cover his/her note-books / text books properly with prescribed covers only, and label them positively.
7. Students must bring their copies and books to the school as per time table. Extra books, newspapers or periodicals must not be brought to the school without prior permission of the school authorities.
8. Students must not bring oily food and pickles to the school in their tiffin. Students are advised to avoid buying unhygienic eatables.
9. Those students who commute by the school buses, must carry their identity card, wait at their respective bus stop in an orderly fashion and board the bus in a disciplined manner. They should not board or alight from moving buses. They should not hang or stand on the footboard of the bus. Commuting by school bus without identity card will invite disciplinary action.
10. I-Card : It is mandatory for every student to bear the Identity Card issued by the school while in school uniform. In the event of loss of the card, a fresh one can be issued on payment of Rs. 100/-.
11. The students who come to school by cycling, they should park their cycles in the cycle-stand and lock it properly. They must follow all the traffic rules while on road.
12. Those who commute on their own should not loiter about on the way. They should be prompt in reaching the school/home in time.

ETHICAL

1. The students are expected to be disciplined in their general behaviour.
2. All the students should be keen in keeping their classroom and the school premises clean and tidy.
3. Students should behave in a gentle manner wherever they go. They should remember that the school is judged by their conduct. They should greet their seniors, teachers and elders whenever and wherever they meet them.
4. Students must not quarrel nor fight among themselves nor resort to any kind of unfair practice.

OTHER IMPORTANT RULES

1. Any photograph to be attested by the authority of the school must be snapped in school uniform only.
2. Whenever a student visits the school alone / with parents for whatsoever the reason may be, he/she must be in school uniform.

If any student(s) will be seen getting involved in any form of undisciplined activity anywhere inside / outside the premises of the school during/beyond the school hours in school uniform.
3. **Students are not allowed to bring any motor vehicle to the school.**
4. The students are not allowed to wear or bring any kind of valuables like cell phones, I-pods, MP3/4 players, cameras, transistors, precious coins, stones or any item of jewellery like chain, rings etc. to the school. The school will **not** be responsible for loss of any such article if brought by the students. Such items will be seized by the authorities of the school if found using or wearing it in the school premises.
5. Irregular attendance, habitual late-arrival, idleness, negligence in doing home work, disobedience and disrespect or any other reprehensible behaviour towards teachers and others may entail dismissal from the school. Students are accountable to the school authorities for their conduct both inside and outside the school.
6. Students are neither allowed to use the school telephone without permission nor attend any phone call during class hours.
7. Parents and students are advised to park their vehicles in the parking space only, on their own risk.
8. No collection of money, for whatsoever the purpose may be, shall be made in the School without the prior permission of the Principal. Money should neither be lent nor borrowed. No article should be exchanged by the students among themselves. Distribution of sweets in the school /class rooms on birthdays is strictly prohibited.
9. The Institution does not hold responsibility for accidents and loss of items or valuables etc. although proper care is taken to prevent such occurrences.
10. All the students must extend their co-operation in proper upkeep of all the property of the school.
 - (a) The students should not scratch or spoil the desks, benches, chairs.
 - (b) The students should not damage any furniture of the school nor the belongings of others. Damage done even by accident should be reported at once to the Class Teacher. Recovery against any such damage must be done up by the concerned student(s) with a fine imposed on him/her/them for such a misdeed. Such misdeeds may entail expulsion from the school also.
 - (c) The students should not write or draw anything on the walls.
11. The students who come to school under the care of escorts should never leave the school campus on their own. In case of delay in the arrival of the escort, they should report to the school office for further course of action.
12. The school reserves the right to dismiss such students whose diligence of progress in studies is constantly unsatisfactory or whose conduct is harmful to the school environment or whose guardians show little interest in the progress of their wards. Immorality, grave insubordination, contempt of authority or wilful damages to school property is always sufficient reason for immediate dismissal.

13. Firing crackers or splashing colours in school premises is strictly prohibited. Non-compliance to these instructions may result in expulsion from the school.
14. The students are not allowed to leave the premises of the school without the permission of the Principal. The permission to leave the premises will be granted only on **medical ground** with the specific request of the parents for **Half day leave** in writing.
15. Any girl student who wishes to apply mehandi/henna can do so only within the palm, but not on fingers, nails, arms etc.
16. **UNAUTHORISED PHOTOGRAPHY IS NOT ALLOWED IN THE SCHOOL.**
..... and other such rules as and when framed and implemented by the school.

RULES CONCERNING LEAVE

Student's regular attendance in the school is very important in connection with **Formative Assessments (FAs)** as per the system of **CCE**.

1. Leave is granted only on a hand-written request in the form of an application submitted by the Parent/Guardian, well in advance (except in cases of unforeseen circumstances), and that too, only on genuine grounds.
More than one day's sick leave must be accompanied with a medical certificate. Not more than three days leave may be granted at a time in one month if the month has working days in full. But, if a particular month has less than 26 working days the number of leaves for which a student is entitled may be reduced on pro rata basis for that particular month. A student will be marked absent if he/she does not report to his/her class teacher five minutes before the 'First Bell'.
2. Leave for half-day or only one day can be processed through the school diary (page nos. 60, 61), duly signed by the Parent/Guardian. Leave for more than one day must be processed in the form of a hand-written application submitted by the Parent/Guardian.
3. **Half-Day Leave** can be granted on the date of application after **10:00 AM** only. Further, such leave should be opted on medical emergency only, which need to be justified with relevant document(s) on the date of resuming the class.
4. No student will be relieved even in the last period for going out of station on any ground other than medical which need to be justified with relevant document.
5. Absence for seven consecutive days without the approval of the Principal would lead to cancellation of admission. In such cases, the child will be allowed to attend the classes only after the Re-admission is granted on payment of Rs.1000/- (Rupees One thousand only) as re-admission fee. A self-attested photograph of the candidate along with other relevant documents should be submitted at the time of re-admission.
6. If a student suffering from any infectious disease wishes to resume after recovery, he/she must obtain a certificate from the competent authority stating that he/she can attend the school without the risk of communicating the infection further, and submit the same before the Principal for permission. Students suffering from any of the following diseases must observe the prescribed period of quarantine before returning to class.

(a) Chicken Pox	–	Till complete falling of scabs
(b) Cholera	–	Till the child recovers completely
(c) Measles	–	Two weeks after the rashes disappear
(d) Mumps	–	Until the swelling reduces (3 to 4 weeks)
(e) Whooping Cough	–	Six weeks
(f) Conjunctivitis	–	Till the child recovers completely

RULES CONCERNING COLLECTION OF WARD(S) DURING THE SCHOOL HOURS

1. First of all, it is not at all desirable to collect the ward from the school during the school hours for whatsoever the reason may be.
2. A child can be collected from the school during the school hours either by the parents/guardian or through an authorized escort only on a genuine medical emergency case. The application for such purpose must contain the details of the escort duly attested by the concerned parent/guardian in this diary, too.

PARENTS-TEACHERS MEETING (PTM)

Parents-Teachers Meetings are conducted in the school as per schedule published in the school diary, for the following purposes :

- i) In order to make the parents aware of the performance and progress of their ward.
- ii) To exchange the proper feedback from both the ends for constructive action.
- iii) To bridge the communication gap, if any.

SCHOOL UNIFORM

Summer Uniform (April - October)

On Mon, Tue, Thu & Fri:

Girls: Classes Nursery- VIII: Dark steel grey, pleated tunic with half-sleeved prescribed check-shirt.

Classes IX-XII: Dark steel grey divided-skirt, half-sleeved prescribed check-shirt.

Boys: Classes Nursery-VIII: Dark steel grey half-pants with half-sleeved prescribed check-shirt.

Classes IX-XII: Dark steel grey full-pants with half-sleeved prescribed check-shirt.

Shoes & Socks for both Boys & Girls :

Classes Nursery-III : Campus Trendz Velcro Black shoe, dark steel grey socks with white strips.

Classes IV-XII : Campus Trendz Black shoes with laces, dark steel grey socks with white strips.

On Wed & Sat:

Girls: Classes Nursery- VIII : White pleated tunic, white half-sleeved prescribed shirt.

Classes IX-XII: White salwar-kameez, white chunni.

Boys: Classes Nursery - VIII- White half-pants, white half-sleeved shirt.

Classes IX-XII: White full-pants, white half-sleeved shirts.

Shoes & Socks for both Boys & Girls :

Classes Nursery-III : Campus Trendz Velcro Black shoes with white socks.

Classes IV-XII : Campus Trendz Black shoes with laces along with white socks.

On all days:

School tie (House-wise) and prescribed belt.

Hair style: No fancy hair-style for both Boys & Girls.

Girls: Hair must be fastened with dark steel-grey/black hair-band/ribbons in one/two pony-tails/plaits.

Boys: Must put on simple gentle-man hairstyle. (pl. refer to the school website)

Winter Uniform (November – March)

(in addition to the summer uniform)

Classes Nursery to IV: Sleeveless V-neck sweaters or pullovers of dark steel grey colour.

Classes V to XII: Sleeveless V-neck sweaters of dark steel grey colour or two buttoned blazers of navy blue colour or both, if required.

* Full pants w.e.f. 1st working day of November for Boys.

* Long leggings/tights/wollen socks w.e.f. 1st working day of November for Girls.

* Wearing blazers and sweaters is **compulsory** for classes V-XII w.e.f. 1st working day of December.

COLLECTION OF FEES

1. The Fees for each month must be deposited in the **Bank Extension Counter** or in the **office of the school** during the official transaction hours on or before 15th day of every month (applicable to Non-JSPL only, as for the JSPL employees the fee is deducted from the salary). Parents are requested to deposit the fees as per schedule to avoid extra payment of late fees which is charged @ Rs. 10/- (Rupees Ten only) per week, if the amount is not deposited on the due date(s) and in time. In case, the 15th day appears to be an off day, the fees will be collected on the next working day.
2. If a child's name remains on the Fee defaulters' list for two consecutive months, his/her name gets struck off the rolls.
Re-admission of such a child is done only after the payment of the outstanding dues, with fine and a re-admission fee Rs.1000/-.
Re-admission is granted subject to availability of seats.
3. The School Management reserves the right to revise the fees. Apart from the school fees, as determined by the school authorities, the students will be required to pay for Excursion, Educational Tours and Adventure sports as and when organized by the school.
4. Fees to be paid for issuance of duplicates of the following :
 - (a) Fee receipt - Rs. 5.00
 - (b) Marksheet - Rs. 50.00
5. **FEES WILL BE COLLECTED ON ALL THE WORKING DAYS BETWEEN 7:30 AM & 1:00 PM.**

BUS FACILITY:

Bus facility is provided to the students who apply for it. Bus pass-cum-identity card is provided subject to the availability of seats on first-come-first-serve basis. It is mandatory for the bus commuters to produce the bus pass as and when asked. The students will be picked up and dropped at the approved bus stoppages only. The school reserves the right to prescribe / change the bus routes as and when needed.

If any student is found availing bus facility without bus-pass and not making regular payment of bus fees, the same will be treated as a gross indiscipline and the concerned student(s) may be charged with bus fees for the entire session and strict disciplinary actions may be taken against him/her/them.

CANCELLATION / WITHDRAWAL OF BUS FACILITY

If a student wishes to stop availing the School Bus facility, he/she has to give one month's notice or has to pay one month's bus fee, in lieu, thereof. Adequate reasons, there of, should be made to such withdrawals.

On the event of cancellation of bus pass, an amount of Rs. 50/- has to be paid for issuance of a New Identity Card. On such matters, the final decision of the Principal will be binding.

ACADEMICS

1. **Session :** The academic session begins from 25th March and ends on 24th March of the next year.
2. **Schedule for the Examination :**
 - A. The assessments / pen & paper tests are very important and compulsory. Hence, the school conducts assessments / tests in one of the subjects as per schedule published in the school diary. The school does not re-conduct any assessment/test separately for any student under any circumstance and no request for the same from the Parents/students is entertained.
 - B. The result of Annual Examination/Assessment is declared in the third week of March.
 - C. The dates for Final Assessment / Examination & declaration of results for classes X & XII are as per the directives of the Board.
3. **Assessment / Examination:**
 - A. For classes Nursery & KG : The students are assessed on the basis of their quality of performance in various domains / day-to-day activities conducted by the school.
 - B. For classes I - III : Grades are awarded to the students. No marks and ranks are awarded nor reflected in the Progress Report. Effort grades are awarded exclusively on the basis of their performance in Monday Tests.
 - C. For classes IV & V : Promotion to the next higher class is granted on review of the overall performance of the students in the whole academic year as per the guidelines of CBSE.
 - D. For classes VI-X : Promotion to the next higher class is on the basis of Continuous and Comprehensive Evaluation as per the guidelines of CBSE.
 - E. For class XI : Promotion of the students of class XI to their next higher class is considered on the whole year's academic performance, as per the guidelines issued by CBSE.
 - F. For Class XII : The examination is conducted by the Board.

G. Criteria for exemption : Exemption from any assessment like FAs/tests are granted to such students who re-present the school / state / nation in different games and co-curricular activities with due approval from the Principal.

4. Attendance :

- a) It is compulsory for every student to complete at least 85% of attendance in an academic year in order to make himself/herself eligible to appear in his/her final examination. Leave on account of illness etc. is also considered as absence for this purpose and no relaxation is granted in such cases.
- b) Attendance is compulsory on the following days:
(in addition to regular classes)
- i) Independence Day
 - ii) Republic Day
 - iii) School Founder's Day
 - iv) Reopening Day
 - v) Annual Function and prize distribution ceremony
 - vi) Annual Sports Meet and all the other days on which Inter House matches are held
 - vii) Any other School function/day deemed important by the school.

No leave is granted for these days and the defaulters will be penalized.

CO-CURRICULAR ACTIVITIES

In order to infuse an all-round development of personality in the students, the School organizes wide range of co-curricular activities as stated below.

A) Inter House Competitions such as:

- | | | |
|-----------------------|-------------------|-------------------|
| 1. Calligraphy | 2. Clay Modelling | 3. Debate |
| 4. Drawing & Painting | 5. Elocution | 6. Essay Writing |
| 7. Ikebana | 8. Mehendi | 9. Poetry Writing |
| 10. Quiz | 11. Rangoli | 12. Recitation |
| 13. Spell Bee | | |

B) Inter House Sports events :

- | | | |
|---------------|---------------|--------------|
| 1. Basketball | 2. Carrom | 3. Chess |
| 4. Football | 5. Javelin | 6. Long Jump |
| 7. Shotput | 8. Volleyball | |

C) Other activities such as:

- | | |
|-----------------------------|--|
| 1. Aero Modelling | 2. Art & Science Exhibition |
| 3. British Council Activity | 4. Consumers Club |
| 5. Craft activities | 6. Dramatics Club |
| 7. Dance & Music | 8. Eco-Club |
| 9. Excursions & Tours | 10. Horse Riding |
| 11. Jr. Red Cross Society | 12. NCC 13. NSS |
| 14. Shooting | 15. UNESCO activity |
| 16. Yoga | 17. International Award for Young People |

For conducting Inter House Competitions, the School divides the students into six Houses viz.

1. AZAD
2. NEHRU
3. RAMAN
4. RAMANUJAN
5. SAROJINI
6. TAGORE

For inculcating the ability of organizing and conducting various activities among the students, the school organizes a Prefectorial Board comprising the following portfolios:

1. HEAD GIRL / HEAD BOY
2. DY. HEAD GIRL / DY. HEAD BOY
3. HOUSE CAPTAINS
4. HOUSE PREFECTS
5. SECRETARY & DEPUTY SECRETARY FOR SPORTS / CULTURAL / NSS/
LITERARY / COMPUTER LITERACY / SCIENCE CLUB / ECO CLUB /
Jr. RED CROSS SOCIETY / CONSUMER CLUB / UNESCO / BRITISH
COUNCIL & DRAMATICS

NATIONAL CADET CORPS (NCC)

The School has its National Cadet Corps (Army wing) under Battalion No. CG-28 for training the boys and girls to imbibe in them a sense of patriotism & discipline. It organizes activities such as parasailing, N.C.C. Day, Camping, shooting, trekking etc. It also trains the cadets to obtain N.C.C. 'B' & 'C' Certificates.

NATIONAL SERVICE SCHEME (NSS)

The School has incorporated NSS activities to be rendered by the students of classes IX to XII in order to train them up in various types of social services for at least 150 hours in an academic session.

SCHOOL BAND

The OPJS School Band i.e. the Musical Kaustav Band comprises of incredibly dedicated students from classes IV-IX & XI and the Band Instructor. The selected students are trained to play the band rhythmically. The goal of the band is to remain united towards common purpose, excellence on the stage, on and off the field, speaks not only for our superior rating performances but also keeping the discipline and spirit of the school. It has been providing quality performance to audience during various occasions.

PARENTS ARE REQUIRED TO

1. Read all the instructions published in the school diary.
2. Label all the belongings of their ward(s) with his / her name; especially, the sweaters, uniforms, blazers, tiffin boxes, water bottles, pencil boxes etc.
3. Prohibit the students from carrying valuable items like cell phone, Gold Ornaments or Electronic gadgets, Calculators, Toys, Scissors etc. to the school.
4. Leave their children undisturbed by not taking them away during the working days of the school and the School hours.
5. Check the school diary daily and ensure that the ward has done the assigned home task.
6. Encourage their children to speak in English during and beyond the school hours, too, as the medium of instruction in the School is English.

7. Communicate suggestion to the teacher(s) regarding their ward's performance/conduct through his/her school diary or during Parents Teachers Meeting.
8. Refrain from interfering with the school administration in any manner. In case of any problem, they can discuss the matter with the Principal during the visiting hours, or at any other time with prior intimation.
9. Check hair-cut, uniform, handkerchief, bags etc. of their ward(s) before they send them to the School.
10. Avoid meeting the Teachers/Students during the School hours without the prior permission of the Principal.
11. Refrain from persuading the teachers to hold private tuitions for their children. It may be noted that no teacher of our school is permitted to hold private tuitions in any manner.
12. Instruct their representative escorting their wards to park their vehicle in parking area in the premises of the school whenever they come for any kind of work.
13. Instruct their representatives commuting on daily basis in their private vehicles to park their vehicle in the parking space of the school after getting the Identity-Card Pass issued right from day-one.
14. Avoid bringing any friend or relative for showing them the school. In case of exigencies, permission must be obtained from the office of the Principal at least 12 hrs. before the visit.
15. Mention the admission number of their ward as and when they approach the office of the school for any kind of work.
16. Eschew sending any unauthorised escort by trying to authorise him/her over phone to collect your ward from the school.
17. Give utmost importance to the calls received from the school and attend the same as per the scheduled time.

WITHDRAWAL

A Transfer Certificate is issued only when the:

- * Written withdrawal notice from the Parent is received by the school.
- * Requisite fee, along with other dues, if any, is deposited by the applicant.
- * Processing Time for preparation of Transfer Certificate: 72 hrs (3 working days) from the date of receipt written application.

GROUND ON WHICH SCHOOL CAN ASK FOR WITHDRAWAL OF STUDENT

1. Gross Indiscipline.
2. Un-satisfactory progress in studies
3. More than one year's detention in the same class.
4. Non-payment of fee for a quarter by the end of the following month.
5. Shortage of attendance by 15% during the academic year.

MEDIUM OF INTERACTION

All the students are expected to talk to their teachers and friends in English during school hours. This habit will help them to enrich their standard of English and also to understand the lessons well.

Politeness and good manners are expected to be used while interacting with fellow students, staff, parents and visitors.

AWARDS

School is the second home of a child where he/she spends the major part of his/her ages of preparation and formation for the competitive future. Hence, our school organizes various curricular & co-curricular activities which include academic, games and sports, yoga, horse riding, trekking, NCC, literary competitions, functions, study tours etc. for the all round development of personality of the students. Instinctively, some students respond and perform extraordinarily well while others take some time to do equally well. Hence, the extraordinary performers are highly rewarded while the others long for it. Those extraordinary achievers are awarded with special honours which are other than the prizes & medals given away on different occasions. Following is the set of such 'Awards'.

For Classes Nursery to III:

- * Most well-dressed student of the Class
- * Best in academic * Best in Co-curricular activities
- * Well disciplined * Most friendly among the students
- * 100% attendance Award * Best in Sports
- * Best All-rounder * Best in Handwriting
- * Best in Drawing & Colouring

For Classes IV to XII:

- * Patron's Gold Medal for the Best all-rounder Girl.
- * Patron's Gold Medal for the Best all-rounder Boy.
- * Scholar badge / scholar tie / scholar gold medal or trophy will be awarded only if the student continues in the school.
- * Chairman's Marker Cup for proficiency in Mathematics in three categories viz.
(a) IV & V (b) VI to VIII (c) IX & X #
- * Principal's Marker Cup for proficiency in Science subject in three categories viz.
(a) IV & V (b) VI to VIII (c) IX & X #
- * Principal's Marker Cup for proficiency in EVS/Social Science subject in three categories viz.
(a) IV & V (b) VI to VIII (c) IX & X #
- * ED's Marker Cup for languages separately viz. English, Hindi and Sanskrit in three categories viz.
a) IV to V (b) VI to VIII (c) IX & X #
- * Marker Cup for proficiency in English, Hindi, IP, Physics, Chemistry, Biology, Mathematics, Business Studies, Economics & Accountancy
(a) XI

- * Individual trophy for the best athlete boy/girl in two categories viz.
(a) VI to VIII (b) IX to XII
- * Scholar Badges for the scholastic achievers on the basis of a year's academic performance.
- * Scholar Tie for the students who have received scholar badges for two consecutive academic sessions.
- * Scholar Gold Medal for the achievers of Scholar badge for four consecutive years.
- * Scholar Gown for the achievers of the scholar badge for seven consecutive years.
- * Roll of Honour to the outstanding students excelling in academics/games and in other activities, win at least seven scholar badges, completes education in the school for at least ten years will be invited to sign the school's Roll of Honour and will be eligible for the membership of School Advisory Board after completion of his/her graduation if found suitable otherwise.
- * 100% Attendance award.

based on SA-I marks.

CRITERIA FOR SCHOLAR BADGES

Class : IV & V (on overall basis)**

- * 'A+' grade in each of English, Hindi, Maths & EVS.
- * Minimum 95% attendance.

Class : VI to VIII (on overall basis)**

- * 'A1' grade in scholastic areas viz. English, Hindi, Social Science, Maths, Science & 3rd Language
- * Minimum 95% attendance.

Class : IX & X

- * 'A1' grade in scholastic-A viz. English, Hindi/Sanskrit, Maths, Science, & Social Science
- * 10 points in CGPA (Cumulative Grade Point Average).
- * 'A' grade in scholastic-B.
- * Minimum 95% attendance.

Class : XI

- * Minimum 75% marks in Languages and Minimum 80% in any three optional subjects offered.
- * 'A' / 'B' grade in General Studies.
- * Minimum 95% attendance.
- * Minimum 80% in aggregate.

** Average of First & Second Term.

CRITERIA FOR EXTRA ORDINARY CONTRIBUTION MADE TO SCHOOL

- * Must be the student of class XII.
- * Must have ensured minimum 90% attendance during the current academic year.
- * Must have studied in the school for a period of 5 years.
- * Must have rendered highly commendable contribution to the school.

OVERALL BEST HOUSE

Best house running shield will be awarded as per the overall house performance in academics, sports and literary activities during the session.

DISCIPLINARY ACTIONS

In the process of putting on the attire of fully matured personality it is quite conspicuous a fact that he/she may commit a number of errors and then rectify them towards converting failure into success. Therefore, in order to grow a stronger self-realization of one's own errors and to help refrain from the repetition of the same, the school has devised certain remedial measures.

Disciplinary Actions will be taken against the students who are found to be :

- * Habitually late
- * Habitually Careless
- * Indisciplined behaviour
- * Stealing others belongings
- * Causing damage to school property
- * Irregular in completing assignments
- * Slovenly dressed while in school uniform
- * Showing vindictive and aggressive attitude
- * Showing disrespect towards rules and regulations of the school

At the first instance, a small yellow card will be pasted on the diary of the student. This yellow card may be withdrawn when some improvement is noticed in the student. A second yellow card will be issued if the student doesn't show any improvement within the stipulated period of time from the date of issue of the first yellow card. The student(s) receiving such second yellow cards will be under intensive observation for one more week. Further, a red card will be issued to the concerned student(s) under intimation to his/her parents who will also be summoned by the school if no improvement is noticed in him/her. If the parents do not turn up as per the call received from the school, it will be treated as indiscipline.

The issuance of a second red card may lead to a strict disciplinary action like suspension/not allowing to appear in assessments / tests / expulsion from the school.

AN EX-PARTE DECISION MAY BE TAKEN AGAINST THE STUDENT WHOSE PARENTS DO NOT RESPOND TO THE SUMMON ISSUED BY THE SCHOOL AUTHORITIES.

In case of serious offences, which reflect adversely on a student's conduct, two Red cards can be directly issued. Such Red cards will not be withdrawn under any circumstance. The students may be directly issued Red cards showing disobedience, telling lies, distributing prohibited eatables such as sweets/ice-creams/cold-drinks or any such other unwanted food-stuffs, and also for producing false medical certificates.

SOP FOR PARTICIPATION IN SPORTS & GAMES

"Winners never quit, Quitters never win".

- (1) The intimation regarding the list of events and the selections will be made in the school assembly, and the same will be displayed on the Sports Notice Board. Students need to check the notice board.
- (2) The aspirants have to give their names to the respective House Wardens.
- (3) All the selections will be done as per the schedule published in the school diary.
- (4) Selections of sports events and matches will be done in the afternoon between 1:00 PM and 2:00 PM.
- (5) The first level of selection will be done by the House Wardens with the help of House Tutors and House Prefects.
- (6) The presence of the students on the selection days is deemed necessary.
- (7) The students selected for the semifinal round will be informed by the House Wardens.
- (8) The semifinals and finals of various sports activities will be jointly conducted by the Physical Education Teachers.
- (9) Running Shield will be awarded to the Best House in Sports as per the performance during the academic session.
- (10) Best Athlete Award will be given on the basis of the performance of the individual athlete in the Annual Athletic Meet .

AUDITORIUM RULES FOR STUDENTS

The following rules need to be strictly followed by the students (before/after/during):

- (i) The students should neither fiddle nor touch the fixtures of the auditorium. If required, the concerned staff of the auditorium can be contacted for help.
- (ii) As and when required, the students should move to the auditorium in an orderly fashion and get seated at their allocated areas.
They should continue to sit in the auditorium quietly and listen attentively till the end of the program. They must express their applause for any item in decent gesture. They should stay in their seats, unless otherwise directed.
- (iii) Carrying any food material including water, chocolates etc. to the auditorium is strictly prohibited. (applicable to parents, too)
- (iv) Photography in any form, using mobile phones / camera / handycam etc. is strictly prohibited inside the auditorium. (applicable to parents, too)
- (v) For rehearsal or any other program, the students should move along with their teacher.
- (vi) On all the main function days, nobody should enter into the auditorium without Invitation/Pass which is non-transferable. The pass is meant for Parents/Grand Parents of the students; but not for friends, relatives, brothers and sisters.
- (vii) All areas of the auditorium must be left in orderly, uncluttered condition.

TIPS ON PROPER UTILIZATION OF THE SCHOOL DIARY

1. All the rules and regulations printed in the diary must be read from time-to-time for proper awareness and strict compliance.
2. The information required at page nos. 4, 5 & other such pages must be filled in properly.
3. The present address and the phone number must be updated in the diary. The diary must not be used for rough work or any form of caricature.
4. Photograph of the student (in school uniform) / the escort / driver must be pasted at appropriate place holders.
5. Parent's/Guardian's signature must be collected at page no. 5 and other appropriate pages as and when needed.
6. The school diary should be used exclusively for the purpose of noting down the day-to-day lessons taught and the assignments given thereof.
