

ESTD - 1990

المدرسة الهندية الجديدة ذ.م.م
The New Indian School w.L.L.

(Affiliated to the Central Board of Secondary Education, New Delhi)

Affiliation No. : 5230003

P.O. Box: 33131, Isa Town, Kingdom of Bahrain

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ANNUAL REPORT
2023-2024



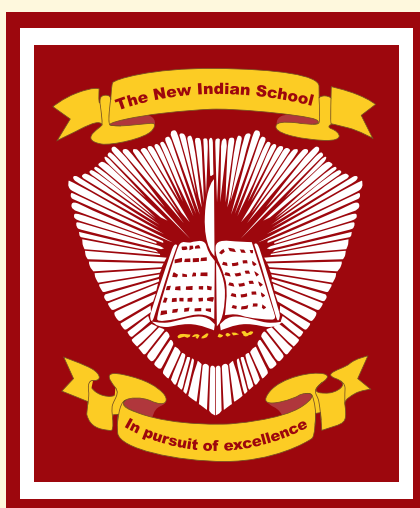
His Royal Highness
Prince Salman bin Hamad Al Khalifa
The Crown Prince and Prime Minister



His Majesty
King Hamad bin Isa Al Khalifa
The King of the Kingdom of Bahrain

**The New Indian School Management extends their
warm wishes & thanks to
His Majesty The King, The Crown Prince and Prime Minister
& the Royal family
for all the support and co-operation.**

**Many thanks to the Ministry of Education, Bahrain
for their overwhelming support.**



We express our committed allegiance to this Great Nation and its farsighted rulers for their remarkable and diligent efforts in combating the Covid-19 pandemic and we, from the core of our hearts, salute all the Medical, Police and Defence Staff for their untiring effort and service during these trying times.

We, the School Management, staff, parents and students of The New Indian School reiterate our continued support and cooperation to the Nation and pledge to follow its guidelines, rules and regulations continuously as before. We assure to extend our sincere efforts and support to help the Nation in its fight against this unexpected challenge.

**HAIL THE KINGDOM OF BAHRAIN!
LONG LIVE IT'S GREAT RULERS!**



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1.

VISION, MISSION & VALUES



OUR VISION

To create a challenging and learning environment for students through academic excellence and co-scholastic empowerment. To bring in the all-round development of the child's personality through co-curricular activities, sports, games, life skills and self-discipline.



OUR MISSION

The School seeks to:

Encourage the pupils to be self-sufficient, responsible, cooperative and caring through skill development & team learning.

Mould them into intellectually confident, actively compassionate & morally courageous individuals with scholastic and co-scholastic activities.

Inculcate secular outlook and instill team spirit through value education.

Focus on Academic success for Today, Preparation for Tomorrow and learning for a lifetime through holistic education.

Gift it's students "Roots to grow" & "Wings to fly" through cross curricular & collaborative learning.



VALUES

In our school, the children learn to be responsible society members and nation builders. The school teaches them moral values like honesty, loyalty, respect, self-reliance, self-discipline, patience, kindness, gratitude, forgiveness, personal responsibility and courtesy along with life skills and emotional management. We regularly employ inculcation to instill these values in students so that these values will be embedded in them and in that ongoing process they develop their personality and become matured members of the society.



2.

SCHOOL PRIORITIES AND KEY PERFORMANCE INDICATORS



Performance indicators for schools are a set of important tools to assist them in systematically reviewing their developmental priorities and the effectiveness of the major tasks conducted in order to refine the schools' developmental plans, all to enhance the teaching-learning effectiveness.

TEACHING AND LEARNING

The School follows the Central Board of Secondary Education system (CBSE). Student performance is the core business of the school and requires maximum attention. In accordance with the aims of the CBSE, the school provides students with opportunities for holistic development. The school formulates an assessment policy in alignment with the curriculum goals in order to effectively yield a useful feedback on students' performance and to enhance the effectiveness of the learning process.

Quality teaching promotes effective students' learning. Teachers adopt a student-centered approach and implement the school-based curriculum with lucid teaching objectives, appropriate teaching strategies and resources to promote effective class interaction and help students construct knowledge. Teaching is also directed to stimulate thinking, develop students' potential and foster their learning ability. Positive values and attitudes are also fostered in the process. Teachers cater to the needs of different learners, offer suitable feedback and at the same time, enhance their confidence and interest in learning. Teachers extend student learning through providing life-wide learning opportunities.

The School strives for student autonomy in the learning process by encouraging them to actively engage in sharing, collaboration and exploration, thus enabling them to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment. Appropriate contingency and follow up measures are taken to provide students with the safe and orderly learning environment.



The following practices are undertaken to enhance the teaching-learning process systematically throughout the academic year and develop the potential of the students to the maximum :-

- a) Term-wise planning of syllabus for all classes
- b) Departmental Meetings
- c) Class Observations
- d) Lesson Plan Evaluation
- e) Demo-Day on a monthly basis
- f) Audio-Visual Classes
- g) Implementation of Innovative teaching methodology when and wherever possible.
- h) Note book checking
- i) Regular Staff Meeting
- j) Workshops and Seminars
- k) Assemblies
- l) Whole School Reading Together- 18th of every month
- j) Language Reading Day- 8th of every month
- k) Mindsport / Quiz Time - 22nd of every month



3.

SYNOPSIS ABOUT THE SCHOOL



The New Indian School established in 1990 is one of the leading CBSE Schools in the Gulf region with classes from Kindergarten to Senior Secondary and caters to the needs of about 3600 students of different nationalities by imparting education of international standards with staff strength of 180, both teaching and non-teaching staff.

The School motto is “In pursuit of Excellence” and the vision of the school is to propagate good education by inculcating in students a broad-based secular outlook without compromising with their social and religious obligations. The School aims at ensuring the all-round development of the child’s personality through character information and self-discipline.

The School is founded by our Chairman Late Dr. T.T. Thomas, a longtime resident of Bahrain and a successful entrepreneur and philanthropist. After his demise in 2018, Dr. Jaan. M.Thomas Thottumalil, son of Dr. T.T. Thomas has taken over the administration of the school as the Chairman of the school. He is a highly educated and experienced person with innovative ideas and plans for the future of the school. He is ably supported by Mr. Joby. K. Augustine, the Director of the school and a senior team of educationists.

The quality of education imparted is further enhanced by the maintenance of an ideal teacher, student ratio with greater opportunity for individual attention and care by a committed and dedicated teaching faculty. This also helps in maintaining excellent discipline in the school as each teacher knows each child under his/her care and this is able to interact not only academic way but also provide counseling as and when necessary. The conduct of regular open house meeting provides closer interaction between teachers and parents which helps the school in building up a congenial environment.



The academic atmosphere is developed in spacious well-equipped classrooms, a comprehensive library, reading room and laboratories for science and computer centre, and a multipurpose hall. The teaching faculty, which is highly qualified and experienced, have a modern approach towards imparting knowledge and they regularly update their skills through in-service training programmes, workshops and seminars conducted by experts in their respective fields.

The medium of instruction is English with other languages such as Arabic, Hindi, French, Malayalam and Tamil also being taught as second and third languages.

Every effort is made to develop the child to the fullest through academic, non-academic and extra-curricular activities. Education is not confined to the four walls of the classrooms. Children are regularly taken on educational tours and they participate actively in inter-school sports, cultural and academic activities where they win many laurels. Sports form an integral part of the curriculum and students enjoy, both outdoor and indoor sports facilities.

At the plus two level Science, Commerce and Humanities courses are offered to enable students to choose the stream that best suits their career options.

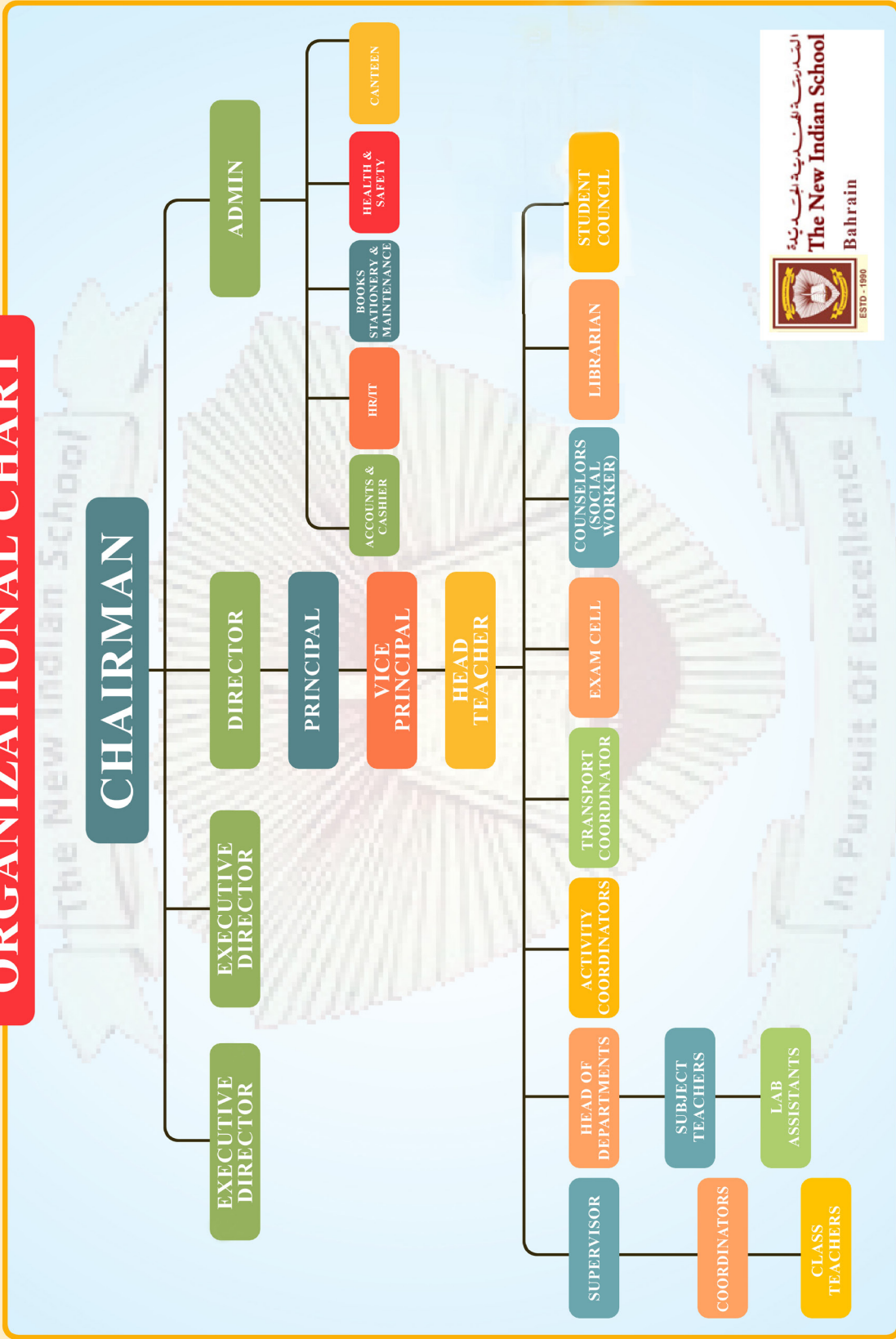


4.

THE ORGANIZATIONAL STRUCTURE OF THE SCHOOL



ORGANIZATIONAL CHART





Always with us...



**Our Beloved Founder Chairman
DR. T. T. THOMAS
(1941 - 2018)**

The New Indian School, Kingdom of Bahrain fondly remembers and salutes our Dear Sir for his incomparable contributions in the field of Education and Philanthropy and his love for the School and humanity in general.

**“As for you, go your way till the end.
You will rest, and then at the end of the days you will rise
to receive your allotted inheritance.”
Daniel 12:13 (NIV)**



5.

BOARD OF DIRECTORS



BOARD OF DIRECTORS

Dr. Jaan M. Thomas Thottumalil

Chairman

Mr. Ganesh Ravi Pillai

Executive Director

Mrs. Jemi Thottumalil Thomas

Executive Director

Mr. Joby K. Augustine

Director



6.

**DATA
(ADMINISTRATION,
TECHNICIANS, TEACHERS,
STUDENTS
AND ALL EMPLOYEES)**



1. Dr. Jaan M. Thomas Thottumalil (Chairman)
2. Mrs. Jemi Thottumalil Thomas (Executive Director)
3. Mr. Joby. K. Augustine (Director)
4. Mr. K. Gopinath Menon (Principal)
5. Mr. Paramasivam Mohan (Vice Principal)
6. Dr. George Mathew (Vice Principal)
7. Mrs. Susy T. Paul (Head Teacher)
8. Mrs. Catherine Gracias (Supervisor - KG)
9. Mrs. Suja Abi. Thomas (Supervisor - I-V)
10. Mrs. Valen Pinto (Coordinator- IV & V)
11. Mrs. Ancy P. Joseph (Supervisor - VI-VIII)
12. Mrs. Kala Balachandran (Supervisor - IX & X)
13. Ms. Soumi Mondal (Activity Coordinator)
14. Mrs. Reena Sam (Coordinator - KG)
15. Mrs. Sheela Suresh (HOD -English)
16. Mrs. Vanitha Rajusth (HOD - Hindi)
17. Mrs. Saritha Sasidharan (HOD - Malayalam)
18. Mr. G. Mohammed Shafi Shariff (HOD - French)
19. Mrs. Thangavinoja Ramesh (In-charge- Tamil)
20. Mrs. Sheeba Varghese (HOD -Mathematics)
21. Mr. Shaji sam T. L. (HOD- Physics)
22. Mrs. Nithyasri Nagarajan (HOD- Chemistry)
23. Mrs. Lincy Joby ((HOD- Biology)
24. Mrs. Vijitha Suraj Nair (HOD- Social Science)
25. Mrs. Roshni Radhakrishnan (HOD - Commerce)
26. Mrs. Jones Sujitha Gragori (HOD - Computer Science)
27. Mrs. Thuraiya Abdul Hussain (In-charge- Arabic Junior Section)
28. Mrs. Sawsan Fardan Abdulla (In-charge- Arabic Senior Section)
29. Mr. Joy G S (HOD – Physical Education)
30. Mrs. Suzy E. Zacharia (HOD - Guidance and Counselling)



Faculty of English

1. Mrs. Sheela Suresh (HOD)
2. Dr. George Mathew
3. Mrs. Sindhuja C.B
4. Mrs. Seethalakshmi
5. Mrs. Anoo Zachariah
6. Mrs. Archana S Nair
7. Mrs. Shyji Joseph
8. Mrs. Srelekha R
9. Mrs. Akeena Alappat
10. Mr. Likson Lazar
11. Mrs. Linat Thomas
12. Mrs. Raagi
13. Mrs. Suja Abi Thomas
14. Mrs. Velan Pinto
15. Mrs. Mariam Steffi Johnson
16. Mrs. Monisha Ratheesh
17. Mrs. Anusree K

Faculty of Mathematics

1. Mrs. Sheeba Varghese (H.O.D)
2. Mr. Veerakumar Santharaman
3. Mrs. Anu George
4. Mrs. Sheeja Kunjappi
5. Mrs. Soniya Jose
6. Mrs. Thanga Vinoja Ramesh Babu
7. Mrs. Sreeja Sanju
8. Mrs. Bijuna M R
9. Mrs. Archana Asokan
10. Mrs. Rashmi Pradap Chandran
11. Mrs. Joicy C D
12. Mrs. Subha Muralidharan
13. Mrs. Shanon Alice Baiju
14. Mrs. Sibi Jalal
15. Mrs. Nikhila Sunish

Faculty of Hindi

1. Mrs. Vanita. J. Rajusth (HOD)
2. Mrs. Anjum Farooqui
3. Mrs. Mamta Ainani
4. Mrs. Anjali Sinha
5. Mrs. Divya Ramesh
6. Mrs. Poonam Yadav
7. Mrs. Soumya Bhasuran
8. Mrs. Snehlata Pandey
9. Mrs. Indu Sharma
10. Mrs. Pooja kumari
11. Mrs. Pooja Singh
12. Mrs. Danish Rizvi
13. Mrs. Prachi
14. Mrs. Rupali Bhatt
15. Mrs. Chetna Nilesh
16. Mrs. Saba yaseen
17. Mrs. Anjali Rawat

Faculty of Arabic

1. Mrs. Thurayah Hussain Ali
2. Mrs. Mariam Ahmed Ebrahim
3. Mrs. Fatima Rashid
4. Mrs. Sausan Fardan
5. Mrs. Sana Fardan
6. Mrs. Fatima Hussain

Faculty of Computer Science

1. Mrs. Jones Sujitha G (HOD)
2. Mrs. Ruby Paul
3. Mrs. Jyothilakshmy Vilas
4. Mrs. Preethi Jayanthi
5. Mrs. Ramya Gangadharan
6. Mrs. Reshmi Sreekanth
7. Mrs. Ponnu Prashanth
8. Mrs. Ashfina Ashraf
9. Mrs. Shalini Jamalpurum



Faculty of Science

Department of Physics

1. Mr. Shajisam Thankappan Lalitha (HOD)
2. Mrs. Susy T. Paul (Head Teacher)
3. Mrs. Greeni Biju
4. Mrs. Reshma Dhanesh
5. Mrs. Ann Rebecca Shaji
6. Mrs. Surya Krishnan
7. Mrs. Sherin Marium Samuel
8. Mrs. Jini Rappai
9. Mrs. Riya Mary John
10. Mrs. R. Uma Maheswari
11. Mrs. Sajna Ansar

Department of Chemistry

1. Mrs. Nithyasri Nagarajan (HOD)
2. Mrs. Lesheeja Shajisam
3. Mrs. Kala Balachandran
4. Mrs. Shanipriya Rajesh Edachali
5. Mrs. Atish Sharma
6. Mrs. Jisha Shibu
7. Mrs. Kiranmayi Adoni
8. Mrs. P. Vasantha
9. Mrs. Merlin Ajish

Department of Biology

1. Mrs. Lincy Joby (HOD)
2. Mrs. Krishnapriya Sudeep
3. Mrs. Preetha Binu
4. Mrs. Sindhu Renjith Kumar
5. Mrs. Arya Rajesh
6. Mrs. Joice Jiji Punnoose
7. Mrs. Bindu Lathing Kumar

Laboratory Assistant

1. Mrs. Asha Joshy
2. Mrs. Geethu Gopinathan

Faculty of Commerce

1. Mrs. Roshni Radhakrishnan (HOD)
2. Mr. Paramasivam Mohan
3. Mrs. Sherin Varghese
4. Mrs. Saritha Sethumadhavan
5. Mrs. Sarija Shijoy
6. Ms. Nisha Mathew
7. Dr. Sruthy Radhakrishnan
8. Mrs. Sharon Mathew
9. Ms. Amala C Mathew

Faculty of Social Science

1. Mrs. Vijitha Suraj Nair (HOD)
2. Mrs. Soumi Mondal
3. Mrs. Ancy Joseph
4. Mrs. Nishana Mohammed
5. Mrs. Maimona Masroor Khanam
6. Mrs. Niraimathi Ramakrishnan
7. Mrs. Bhavya Rajesh
8. Mrs. Praseetha Praveen
9. Mrs. Sini Babu George
10. Mrs. Nausheen Salma
11. Mrs. Sanju P Sivadas
12. Mrs. Haseeba Meenanikkottil
13. Mrs. Archana Sailaja Kumari Pushpakaran
14. Mrs. Bindu Reghu

Faculty of Malayalam

1. Mrs. Saritha Sasidharan (HOD)
2. Mrs. Shimna Cherukattil
3. Mrs. Sabina Manikkoth

Faculty of French

1. Mr. G Mohammed Shafi Shariff (HOD)
2. Ms. Sandra Lawrence
3. Ms. Catherine Sheena



Faculty of Tamil

1. Mrs. Thanga Vinoja Ramesh
2. Mrs. Sreelekha Raveendran

Faculty of Kindergarten Section

1. Mrs. Catherine Gracias (Supervisor)
2. Mrs. Reena Sam (Coordinator)
3. Mrs. Udaya Pradeep
4. Mrs. Rekha Jain
5. Mrs. Babita Goswami
6. Mrs. Shenbagasree
7. Mrs. Sarjana Gautam
8. Mrs. Rajitha John
9. Mrs. Suhasini Rajam
10. Mrs. Rubaiya Fatima
11. Mrs. Najma Niyas
12. Mrs. Praniti Jena
13. Mrs. Rajalakshmi Borah
14. Mrs. Mariam Asif
15. Mrs. Sahla Nasreen
16. Mrs. Deepthi Lawrence
17. Mrs. Sajna Ajeesh
18. Mrs. Usha Jeevan
19. Mrs. Jincy Biju
20. Mrs. Lisha Rajilal
21. Mrs. Priya Manoj
22. Mrs. Nisha Bimal
23. Mrs. Maggie Stanley
24. Mrs. Ruchika Sharma
25. Mrs. Liji Rousean
26. Mrs. Sherin Sidhik
27. Mrs. Sayli Kulkarni
28. Mrs. Anjali Shetty
29. Mrs. Gira Tripathi
30. Mrs. Jisha Vinu
31. Mrs. Lydia Philip

Faculty of Primary Section

I - III

1. Mrs. Suja Abi Thomas (Supervisor)
2. Mrs. Asha Benet
3. Mrs. Neena Lijo
4. Mrs. Princy
5. Mrs. Sharon Merry Sam
6. Mrs. Greeshma Ra'chel James
7. Mrs. Aiswarya Jagadeesh
8. Mrs. Jintumol Abraham
9. Mrs. Salma Shajahan
10. Mrs. Swathi M
11. Mrs. Ninu Simon
12. Mrs. Haleema Sadiya
13. Mrs. Nazneen Irfana
14. Mrs. Sreeja Kannassan Veedu
15. Mrs. Chithra Praveen
16. Mrs. Divya C V
17. Mrs. Jayashree Anil
18. Mrs. Aswani Nigesh
19. Mrs. Mamatha Radhakrishna
20. Mrs. Dolly Joseph
21. Mrs. Rejitha Jijo
22. Mrs. Susan Rajan
23. Mrs. Deepa Divakaran Nair
24. Mrs. Reema D'costa
25. Mrs. Femin N I
26. Mrs. Smitha Suresh
27. Mrs. Kathu Sachindev
28. Mrs. Pallavi Subash
29. Mrs. Mariam Sunil
30. Mrs. Elezabeth
31. Mrs. Lissy Sabeetha
32. Mrs. Boney Jithin
33. Mrs. Femi John
34. Mrs. Jesna
35. Mrs. Chinthu



Faculty of Art & Craft

1. Mrs. Pallavi Kulkarni
2. Mrs. Shalini Damodar

Faculty of Physical Education

1. Mr. Joy G S (HOD)
2. Mr. Jude James
3. Mrs. Sharmila Shailesh
4. Mrs. Geethapriya Suresh
5. Mrs. Masooma Ali Almadhoob
6. Mrs. Bisma Mukhtar Mir
7. Mrs. Thasmila Thanduparakkal

School Counselors

1. Mrs. Suzy Zacharia
2. Mrs. Azhar Ebrahim
3. Ms. Leena Abraham

Librarian

Mrs. Sreeja S. Nair

Non-Teaching Staff

Accountant

Mrs. Laila Shamsudheen

Cashier

1. Mrs. Navya Iype
2. Mr. Jithin Joseph

Network Administrator

Mrs. Sreeranjini

Receptionist

1. Mrs. Nimmy George
2. Mrs. Elizabeth Prasad

Admin Staff

1. Ms. Razia
2. Mr. P. Sunny Abraham

Drivers

1. Mr. Hani Ahmed
2. Mr. Hussain Mohd Al Khadeem
3. Mr. Mohd Abdul AmeerMadan
4. Mr. Hussain Makhi
5. Mr. Mohammed Ahmed
6. Mr. Isa Abdul

Janitor

1. Mr. Narayanan
2. Mr. Nidhin K. K
3. Mr. Ahsan

Nanny

Mrs. Seetha Balakrishnan

Security

1. Mr. Hasan Ali
2. Mr. Ahmed
3. Mr. Hussain Al



THE NEW INDIAN SCHOOL W.L.L.
KINGDOM OF BAHRAIN
STUDENT DETAILS, 2023-2024

CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
LKG A	35	17	18	3	1	14	17
LKG B	32	16	16	2	1	14	15
LKG C	36	17	19	2	2	15	17
LKG D	35	15	20	1	1	14	19
LKG E	37	17	20	1	2	16	18
LKG F	37	17	20	2	2	15	18
LKG G	37	17	20	1	2	16	18
LKG H	21	10	11		1	10	10
TOTAL	270	126	144	12	12	114	132
HKG A	36	17	19	2	2	15	17
HKG B	35	18	17	1	2	17	15
HKG C	37	19	18	2	2	17	16
HKG D	36	19	17	1	2	18	15
HKG E	36	19	17	1	3	18	14
HKG F	36	17	19	1	3	16	16
HKG G	36	18	18	2	2	16	16
HKG H	36	16	20		2	16	18
HKG I	37	19	18		2	19	16
HKG J	36	17	19		2	15	19
TOTAL	361	179	182	10	22	167	162
I-A	36	16	20	2	1	14	19
I-B	37	18	19	2	1	16	18
I-C	37	19	18	2	1	17	17
I-D	36	19	17	2	1	17	16
I-E	37	22	15	2	1	20	14
I-F	37	21	16	1	1	20	15
I-G	33	17	16	1	1	16	15
I-H	37	20	17	1	2	19	15
I-I	38	19	19	1	2	18	17
I-J	36	19	17	1		18	17
TOTAL	364	190	174	15	11	175	163
CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
II-A	34	15	19	1	0	14	19
II-B	37	18	19	1	0	17	19
II-C	36	18	18	1	0	17	18
II-D	36	17	19	0	0	17	19
II-E	34	16	18	2	0	14	18
II-F	36	16	20	1	1	15	19



II-G	35	18	17	1	1	17	16
II-H	27	13	14	2	0	11	14
II-I	29	12	17	0	2	12	15
TOTAL	304	143	161	9	4	134	157
III-A	35	15	20	1	0	14	20
III-B	33	17	16	1	0	15	17
III-C	33	18	15	1	0	17	15
III-D	35	18	17	0	0	18	17
III-E	35	17	18	0	1	17	17
III-F	33	17	16	0	1	17	15
III-G	35	16	19	0	1	16	18
III-H	34	14	20	1	1	13	19
III-I	33	19	14	1	1	18	13
TOTAL	306	151	155	5	5	145	151
IV-A	35	15	20	1	0	14	20
IV-B	36	18	18	0	1	18	17
IV-C	35	18	17	0	1	18	16
IV-D	37	18	19	1	0	17	19
IV-E	35	15	20	0	0	15	20
IV-F	36	17	19	1	0	16	19
IV-G	37	18	19	0	0	18	19
IV-H	36	18	18	0	1	18	17
IV-I	37	16	21	1	0	15	21
TOTAL	324	153	171	4	3	149	168
V-A	38	17	21	0	2	18	19
V-B	37	18	19	0	1	18	18
V-C	37	15	22	2	1	13	21
V-D	37	16	21	1	1	15	20
V-E	37	18	19	2	0	16	19
V-F	37	17	20	1	0	16	20
V-G	36	16	20	1	0	15	20
TOTAL	259	117	142	7	5	111	137

CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
VIA	35	15	20	2	1	13	19
VIB	36	16	20	1	2	15	18
VIC	37	21	16	1	2	20	14
VID	34	16	18	1	1	15	17
VIE	36	17	19	2	0	15	19
VIF	34	19	15	1	1	18	14
VIG	34	16	18	1	1	15	17
TOTAL	246	120	126	9	8	111	118



VII A	34	18	16	1	2	17	14
VII B	36	19	17	0	1	19	16
VII C	36	17	19	2	1	15	18
VII D	35	18	17	1	1	17	16
VII E	34	16	18	1	1	15	17
VII F	35	18	17	3	0	15	17
VII G	36	19	17	0	0	19	17
TOTAL	246	125	121	8	6	117	115
VIII A	36	14	22	0	1	14	21
VIII B	38	21	17	0	2	21	15
VIII C	37	17	20	1	1	16	19
VIII D	37	17	20	0	1	17	19
VIII E	35	18	17	0	0	18	17
VIII F	36	20	16	0	0	20	16
VIII G	38	23	15	0	0	23	15
TOTAL	257	130	127	1	5	129	122
IX A	36	17	19	1	2	16	17
IX B	37	19	18	2	1	17	17
IX C	35	20	15	1	1	19	14
IX D	37	16	21	2	0	14	21
IX E	36	20	16	1	0	19	16
IX F	36	22	14	0	0	22	14
TOTAL	217	114	103	7	4	107	99
CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
X A	34	18	16	1	1	17	15
X B	31	16	15	1	0	15	15
X C	30	16	14	0	1	16	13
X D	32	17	15	0	0	17	15
X E	33	18	15	0	0	18	15
X F	34	18	16	0	0	18	16
TOTAL	194	103	91	2	2	101	89
XI A	35	15	20			15	20
XI B	34	13	21	1		12	21
XI C	35	15	20			15	20
XI D	38	16	22		4	16	18
XI E	35	14	21		3	14	18
XI F	35	16	19		3	16	16
TOTAL	212	89	123	1	10	88	113
XII A	36	19	17			19	17
XII B	37	15	22		1	15	21
XII C	36	16	20		1	16	19
XII D	28	14	14	2	1	12	13
XII E	29	15	14	1		14	14
XII F	28	15	13			15	13
TOTAL	194	94	100	3	3	91	97
GRAND TOTAL	3754	1834	1920	93	100	1739	1823



7.

Job Descriptions



SCHOOL PRINCIPAL

The Principal will report to the Chairman / Director.

Job Overview

The position of school Principal consists of planning, directing, or coordinating the academic, clerical, or auxiliary activities of public or private schools.

Responsibilities and Duties

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff.

- Head of the Institution.
- Strategic direction and shaping the future of the school.
- Setting up of the academic structure for the smooth functioning.
- Curriculum Development and Implementation to ensure quality student learning outcomes.
- Giving academic guidance and support to the teachers in various aspects.
- To come up with new initiatives to measure student learning, instructional improvement and to drive planning.
- Develop and communicate a shared vision and common understanding of effective classrooms and instruction in the school.
- Identify the annual objectives for the instructional, extra-curricular, and athletic programmes of the school.
- Organizing and conducting effectively all the school events during the year.
- Staff Management
- Provide activities which facilitate the professional growth of the school staff and enhance the quality of the instructional programmes.
- Ensure that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school programme.
- Supervise the instructional programmes of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials.
- Lead a system of faculty / staff monitoring whereby all receive systematic feedback on their professional performance.



- Maintain positive, cooperative and mutually supportive relationships with staff, parents & students.
- Develop budgets and financial forecasts for the purpose of providing financial guidance and recommendations.
- Facilitate communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Implement policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Manage school administrative functions for the purpose of maintaining safe and efficient school operations.
- Counseling Students, Teachers and Parents whenever the need arises.
- Interaction with Parents & other stake holders.
- Any other matter that comes under the activities of the Head of the institution.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work.
- Supervise and approve field trips, staff development activities, assemblies, report card distribution, parent/teacher conferences, and other special events.
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives;
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Counsel and provide guidance to students regarding personal, academic, vocational, or behavioural issues.
- Enforce discipline and attendance rules.
- Establish, coordinate and oversee particular programmes to evaluate student academic achievement.
- Observe and evaluate curricula, teaching methods and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with local regulations.
- Recruit, hire, train and evaluate the teaching faculty.
- Set educational standards and goals, and help establish policies and procedures to carry them out.



Qualifications and requirements

- A Master's Degree or equivalent Degree in Education.
- Ability to give full attention to what other people are saying, and to use logic and reason to identify the strengths and weaknesses of alternative solutions.
- Ability to consider the relative costs and benefits of potential actions to choose the most appropriate one.

Competencies

- Leadership – Job requires a willingness to lead, take charge and offer opinions and directions.
- Dependability – Job requires being reliable, responsible and dependable, and fulfilling obligations.
- Cooperation – Job requires being pleasant with others on the job and displaying a good-natured & a cooperative attitude.



VICE PRINCIPAL

The Vice Principal will report to the Principal and the Senior Management team on important decision making matters.

Job Overview

To perform those tasks assigned by the Management and Principal and assist the Principal in the development and continuous implementation of school programmes which promotes the educational well-being of each student in the school.

Responsibilities and Duties

- Assist in the establishment of goals and objectives for the school.
- Provide leadership in planning, implementing and evaluating instructional programmes.
- Provide leadership in teaching techniques, innovation and class organization.
- Assist in the process of interviewing, evaluating, and selecting new staff members.
- Ensuring that staff are aware of current educational developments and are kept up-to-date through an ongoing programme of continuous professional development.
- Assist in the direction, supervision, and evaluation of the building instructional programme.
- Assists in the maintenance and improvement of the quality of the instructional programmes.
- Assist in the planning and implementing of programmes for the health, safety and welfare of the students.
- Supervise extra and co-curricular activities of the school. Supervise and administer the coordinators and ensures professional planning and implementation of all intra and outdoor programmes.
- Enforce and establish disciplinary procedures in the school. Take initiatives to familiarize students, staff, and parents with the disciplinary procedures.
- Assists in the communication between the school and the community.
- Participate in decision making, planning and evaluation of all school programmes.



- Offer periodic professional development programmes to faculty members.
- Offer value education and life skills training to students at regular intervals.
- Supervise the distribution of duties to teachers by Heads of the departments and supervisors/coordinators and offer valid suggestions/corrections as and when required.
- Assist and supervise in the counseling as well as grooming procedures of students. Help students in their stress related problems and offer genuine concern and correction.
- Offer suggestions and creative administrative inputs to Management in connection with the general administration of staff and students.

Qualifications and requirements:

- A Master's Degree or equivalent with a Degree in Education.
- A valid administrative certificate.
- A minimum of five years experience as a teacher or administrator.

Competencies:

- Leadership – Job requires a willingness to lead, take charge and offer opinions and direction.
- Dependability – Job requires being reliable, responsible and dependable, and fulfilling obligations.
- Cooperation – Job requires being pleasant with others on the job and displaying a good-natured & a cooperative
- Personality – Well dressed and pleasant with strong inter-personal skills.
- Communication skills – Should possess strong written and spoken communication skills.
- Computer literate – Job requires minimum computer skills to plan and execute required responsibilities on a daily basis.
- Lead a system of faculty / staff monitoring whereby all receive systematic feedback on their professional performance.



HEAD TEACHER

The Head Teacher will report to the Principal / Vice Principal.

Job Overview

A Head Teacher shall be responsible to coordinate with the Vice Principals.

Responsibilities and Duties

- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them.
- Planning and designing the class time table for teaching fraternity.
- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school, taking account of their teaching and other duties.
- Drafting and allocating both internal and external examination duties.
- Ensuring that teachers at the school receive information so as to carry out their professional duties effectively.
- Assist in the process of interviewing, evaluating, and selecting new staff members.
- Ensuring that staff are aware of current educational developments.
- Maintaining the teaching staff attendance register.
- Assign duties to teachers in organizing and executing school activities like Annual day, Sports day etc.
- Evaluating teachers' lesson plans and observing classes frequently.
- Checking daily teaching record.
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal, continuing professional development.
- Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.
- Ensuring that the progress of pupils of the school is monitored and recorded.



- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning.
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development.

Qualifications and requirements

- A Master's Degree or equivalent with a Degree in Education
- Coordinate with the Vice Principals on all matters in the school both, the scholastic and co-scholastic areas.
- Be a facilitator to all teachers and assist them for all needs as well as support them in teaching-learning process.
- Be accountable and possess emotional maturity to handle things of all aspects competently.



SUPERVISOR

The Supervisor will report to the Head Teacher / Vice Principal / Principal.

Job Overview

School supervisors are in-charge of the day-to-day operations of Kindergarten to 12th Grade.

Responsibilities and Duties

- A school supervisor is responsible to monitor students' progress.
- Responsible to keep teachers trained and motivated.
- Communicate effectively with parents with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Responsible to formulate mission statements.
- Visit classrooms to evaluate teaching methods.
- Provide performance standards for teachers and other employees.
- Prepare reports on student attendance and performance.
- Responsible to manage teachers, coaches, librarians, counselors, support staff and other employees.
- Supervisors must be aware of concerns from parents, teachers and the community representatives.
- Preparing the arrangements for examinations and assessments.
- Responsible for developing academic programmes.
- Establishing performance goals and objectives for the school and for teachers and keeping records.
- Initiating test preparation for students and teachers.
- Responsible for disciplining students.

Qualifications and requirements

- School supervisors typically hold a Master's Degree in Education administration or education leadership with a degree in education.
- To motivate the team, be a team player and ensure all activities of both scholastic and non-scholastic.
- Effective communicator, possess resilience & emotional maturity and work as a team leader who uses strengths of everyone to find alternative solutions.



COORDINATORS

The Coordinator will report to the Principal/Vice Principal / Head Teacher.

Job Overview

Successful Academic Coordinators perform various tasks to ensure that teachers and curriculum meet performance standards.

Responsibilities and Duties

- Coordinate with the class teachers and the subject teachers.
- To act as a facilitator in school; able to translate the school's vision for creative learning into practical implementation and responsible for the students' care, welfare and academic progress.
- To take overall responsibility of school programmes & extra-curricular activities, school exams and competitive exams.
- Delegating & assigning duties with the guidance of the Head Teacher to the teachers for various class activities as well as competitions.
- Conduct weekly staff meeting to discuss weekly strategies and monthly plan.
- Assist in completing all administrative tasks and maintaining the respective records.
- Discuss with students and parents any difficulties in regard to academic, social, or behavioural matters or concerns, and communicate with teachers, when and if appropriate, on these matters.
- Supervise and guide teachers to prepare end terms results.
- To coordinate and communicate with Principal / Vice Principal / Head Teacher regarding students' behaviour, difficulties etc.
- Check Attendance register at the end of each month and report problems to Vice Principal regarding long absentees and follow-up with class teachers.
- Induct students who join during the year and ensure that the students are familiar with the school's facilities, practices and procedures.
- Coordinate various faculty searches and maintain faculty search database.
- Assist in screening and selecting faculty applications.
- Manage orientation, training and relocation for new faculties.
- Provide support and guidance to academic trainees.
- Collaborate with faculty to conduct new student workshops.
- Assist in selecting right student leaders.



- Assist in managing schedule, rooms and instructional supplies for workshops and other study programmes.
- Develop and manage comprehensive academic support programmes.
- Provide guidance to students on academic goals and educational issues.
- Prepare and maintain student records according to policies and administrative regulations.
- Work with parents, teachers and counselors to address students' behavioural, academic, and other problems.
- Assist in updating lesson content and instruction methodology.
- Coordinate with teachers to develop lesson plans and materials.
- Assist in development of training modules and programmes.

Qualifications and requirements

- A Bachelor's / Master's Degree with a degree in Bachelor of Education.
- Ability to organize , motivate and inspire the students and be student centered in all aspects of teaching-learning , scholastic and non-scholastic processes.
- Have a positive impact on students and connect well with parents, students and teachers in all academic and non-academic matters.



HEAD OF THE DEPARTMENTS

The H.O.D will report to the Principal / Vice Principal / Head Teacher.

Job Overview

Effectively and efficiently use available resources, to support learning outcomes for students.

Responsibilities and Duties

- To provide effective communication and guidance to staff.
- To provide strong academic leadership.
- To co-ordinate the teaching learning process, compile the question papers, assign duties to the subject teachers.
- To co-ordinate marking schemes.
- To give guidance for the preparation of year plan and weekly plan.
- To plan and approve activities for the lessons.
- To check and correct notes prepared by teachers.
- To check the students' note books weekly or monthly.
- To conduct department meetings & to lead and co-ordinate the professional development needs of the department.
- To liaise with the Principal / Vice Principal in organizing demo classes for the recruitment of staff.
- To ensure that students' needs are met.
- To contribute to the development of whole school curriculum.
- To implement national and local curriculum objectives.
- To assess, record and analyze the achievement of students.
- To demonstrate effective working relationships with: Department staff, Senior Management, Support staff, other H.O.Ds and Parents.
- Evaluating teacher's lesson plans and observing classes frequently.

Qualifications and requirements

- A Master's degree or equivalent with a Bachelor's in Education.
- Update with latest trends in content and teaching learning process and provide educational and moral support to every teacher.
- Organize and conduct sessions for teachers and empower them.



CLASS TEACHER

The Class Teacher will report to the Supervisor /Head Teacher / Vice Principal / Principal.

Job Overview

A Class teacher shall be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.

Responsibilities and Duties

- Be responsible and accountable for achieving the highest possible standards in work.
- Be the custodian of the class and act as a catalyst between the school and the parents.
- Manage the morning assembly , monitor and assist the children in all manners.
- Maintain daily teaching records, attendance registers, marks registers, daily appraisal forms, student personal and academic data with descriptive indicators.
- Take responsibility for promoting and safeguarding the welfare of children, cleanliness and safety.
- Communicate effectively with parents with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Be responsible for the preparation and development of teaching materials, teaching programmes.
- Be accountable for the attainment, progress and outcomes of pupils.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and studies.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding of pupils.
- Participate in arrangements for examinations and assessments.



- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organization of the school.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers.
- Be responsible for improving teaching by participating fully in training and development opportunities identified by the school.
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in attendance and punctuality.
- Motivate the students to actively participate in all co-curricular activities.
- Counseling the students.
- Perform any reasonable duties as requested by the Head Teacher.

Qualifications and requirements

- A Bachelor's / Master's Degree with a degree in Bachelor of Education
- To listen , inspire students and trigger their hidden potential.
- To develop a good and healthy rapport with students and parents.
- Ability to support the students and understand every child & play multifarious roles to assist them.
- Have the attitude to assist them in all needs whenever and wherever possible.



8.

EDUCATIONAL SYSTEM & EDUCATIONAL PROGRAMMES



EXAMINATION SYSTEM & ASSESSMENT SCHEME OF EVALUATION SCHOLASTIC ASSESSMENT- 2023-2024

FOR KG - VIII

TERM 1- APRIL TO JUNE

TERM 2- SEPTEMBER TO DECEMBER

TERM 3- JANUARY TO MARCH

The percentage of marks required for a pass for Class KG – VIII is 33% based on the Cumulative of I Terminal Examination, II Terminal Examination and Annual Examination as per the weightage.

FOR KG - VIII

EXAMINATIONS	WEIGHTAGE OF MARKS
I Terminal Examination	30 %
II Terminal Examination	30 %
Annual Examination	40 %

PERIODIC TESTS

Three Periodic Tests will be conducted in the academic year along with class tests in between the Terminal Examination. The weightage of the periodic test marks will be considered for the Cumulative Assessment.

INTERNAL ASSESSMENT

Notebook submission – This will cover regularity, assignment completion, neatness and upkeep of notebook. Speaking and Listening Skills, oral questions, projects and laboratory activities, map work will also be included in internal assessment.



FOR VI - VIII

FOR VI - VIII						
Subjects	TERM - 1		TERM - 2		TERM - 3	
	20 marks Periodic Assessment + 60 marks for Written Exam		20 marks Periodic Assessment + 60 marks for Written Exam		20 marks Periodic Assessment + 60 marks for Written Exam	
	20 Marks	60 Marks	20 Marks	60 Marks	20 Marks	60 Marks
Language 1	<ul style="list-style-type: none"> ● Periodic Test – 10 marks ● Notebook Submission – 5 marks ● Subject Enrichment activities – 5 marks 	Written Examination – 60 marks	<ul style="list-style-type: none"> ● Periodic Test – 10 marks ● Notebook Submission – 5 marks ● Subject Enrichment activities – 5 marks 	Written Examination – 60 marks	<ul style="list-style-type: none"> ● Periodic Test – 10 marks ● Notebook Submission – 5 marks ● Subject Enrichment activities – 5 marks 	Written Examination – 60 marks
Language 2						
Language 3						
Mathematics						
Science						
Social Science						

FOR IX & XI

EXAMINATIONS	WEIGHTAGE OF MARKS
I Terminal Examination	25 %
II Terminal Examination	25 %
Annual Examination	50 %

For class XI in subjects involving practicals, the student must pass in theory (taken on Cumulative basis) as well as in practicals separately.



FOR IX & X

Total 100 Marks

	Total 100 Marks			
Subjects	80 Marks (Annual Exam- IX, Board Exam-X) Student has to secure 33% marks out of 80 marks in each subject	20 Marks (Internal Assessment) Student has to secure 33% marks out of overall 20 marks earmarked in each subject		
		Periodic Test (10 Marks)	Notebook Submission (5 Marks)	Subject Enrichment Activity (5 marks)
		(i)	(ii)	(iii)
Lan- guage 1	Examination for 80 marks in each subject covering 100% syllabus of the subject taught in that grade only. Marks and Grades both will be awarded for individual subjects.	Periodic written test, restricted to three in each subject in an academic year. Average of the best two tests to be taken.	This will cover: Regularity Assignment Completion Neatness & upkeep of notebook	Speaking and listening skills
Lan- guage 2				Speaking and listening skills
Science				Practical Lab Work
Maths				Maths Activities
Social Science				Map Work and Project Work



GRADING SCALE FOR SCHOLASTIC AREAS (CLASSES KG - V)

A+	(90% - 100%) Outstanding
A	(75% - 89%) Excellent
B	(56% - 74%) Very Good
C	(35% - 55%) Good
D	(Below 35% Scope for improvement (Average))

(CLASSES VI - X)

MARKS RANGE	GRADE
91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
32 & Below	E (Needs improvement)

CO - SCHOLASTIC ACTIVITIES - KG - VIII

For the holistic development of the student, co-curricular activities in following areas be carried out by the teachers and will be graded term-wise on a 3 point grading scale (A-Outstanding, B-Very Good and C- Fair). The attributes of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

(a) Work Education

(b) Art Education

(c) Health and Physical Education

Discipline (Classes KG- VIII): The students will also be assessed for discipline which will be based on the factors like attendance, sincerity, behavior, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3 point grading scale (A-Outstanding, B-Very Good and C-Fair)



CO - SCHOLASTIC ACTIVITIES - IX, X

For the holistic development of the student, co-curricular activities in the following areas will be carried out by the teachers and will be graded term-wise on a 5 point grading scale(A-E) and will have no descriptive indicators. The aspect of regularity, sincere participation, output and teamwork will be the generic criteria for grading in the following co-scholastic activities:

(a) Work Education

(b) Art Education

(c) Health and Physical Education

Discipline (Classes IX, X): The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 5 point grading scale (A-E)

PROMOTION POLICY FOR K.G - V

1. Every student is required to get a minimum of 35 % or above in all the subjects.
2. A student getting below 35% in Scholastic area in one or more subjects will have to qualify in the improvement examination.
3. Minimum of 75% attendance is compulsory for promotion as per the CBSE guidelines.

PROMOTION POLICY FOR VI - IX

1. Every student has to secure 33% marks out of 80 marks in each subject and 33% marks out of overall 20 marks earmarked in each subject. ie, 33% marks for theory and 33% marks for internal assessment.
2. A student securing 33% or below in scholastic areas in one or more subjects will have to qualify in the improvement examination.
3. Minimum of 75% attendance is compulsory for promotion as per the CBSE guidelines.



STD X

All students have to appear for the Board Examination conducted by the Central Board of Secondary Education.

SENIOR SECONDARY (XI - XII)

The academic session consists of three terms. I Terms will be from April - June, II Term from September - December and III Term from January -March. The syllabus of the full academic session will be included in the Annual Examination as per the Board pattern.

PROMOTION NORMS FOR GRADE XI

Minimum 33% marks in each of the five subjects in aggregate (20% I Term, 20% II Term and 60% III Term)

For all subjects having practical, a candidate must obtain 33% marks in practical and 33% marks in theory separately, in addition to 33% marks in aggregate, in order to qualify in that subject.

A compartment exam will be administered for one subject only and it would be mandatory for the student to secure 33% marks for promotion to Grade XII. Student securing less than 33% marks in two or more subjects in main exam / less than 33% in compartment exam will not be considered for promotion.

HONOUR SOCIETY AWARD (KG - V)

- 1) A Student securing 90% and above on an aggregate percentage will be qualified for honour society certificate.
- 2) It is compulsory for a student to appear for all examinations and tests.

HONOUR SOCIETY AWARD (VI - VIII)

- 1) A Student securing 90% and above on an aggregate percentage will be qualified for honour society certificate.
- 2) It is compulsory for a student to appear for all examinations and tests.

HONOUR SOCIETY AWARD (IX - XII)

- 1) A Student securing 85% and above on an aggregate percentage will be qualified for honour society certificate.
- 2) It is compulsory for a student to appear for all examinations and tests.



9.

TEACHING STATISTICS OF THE FOUR MANDATORY SUBJECTS



ENGLISH

1. Introduction

English has become an important language in the world. Teachers from second language learning countries are creating innovative methodologies to teach the language in the classroom effectively. To substantiate the statement, Pollock (2007) stated that teachers now rejoice multiplicity and open the doors of public schools to all children, despite their culture, socio-economic status or ability. As classroom set-ups have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language learning process. Pollock (2007) believed that in order to be successful teachers, they need to incorporate different learning tools keeping in mind the effective teaching methods that are already in use.

2. Importance of English

Acquiring English language has become a predominant factor for a nation's development as well as an individual's development. To improve the communicative skills of the learners, innovative teaching methodologies should be used or introduced to make the learning process interesting. Creativity is a prime factor of any student to develop her/ her lateral thinking in terms of learning a language. An English learning classroom should be created using interesting teaching methodologies to mesmerize and encourage students to learn the second language explicitly and implicitly. Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence.

3. Aims

It is important to use relevant and required teaching methods by evaluating students' level of understanding in learning English as a second language. Hence focus has been laid on the use of creative teaching methodologies in the second language classroom such as using newspaper, clipping from movies, advertisements, and innovative tasks etc.



4. Improvement of Qualities in Teaching

The teacher should possess some of the qualities while teaching his/her students. The teacher's personality, attitude, dexterously handling teaching materials, knack in answering students' questions, and ability to teach by using techniques instill interest among students. Traditional methods cannot be written off from the classroom at any point of time, but including some of the interesting and innovating teaching methodologies will make students to be focused on the learning process. Cognitive development teachings can be done in the class through tasks like Sandblot task, newspaper task, advertisement tasks etc., to develop their problem solving ability and lateral thinking skills, otherwise students' individuality and their learning capacity might not be evaluated by the facilitator. DeKeyser (1998) emphasized that the practice of using tasks would go beyond behavior and include various engaging activities that emphasize form-meaning, mappings for day-today communication.

5. Innovative Methodologies in Teaching English

Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc., should be used as tools in the classroom. Skill based learning, knowledge based learning are essential for the growth and development of students. Language can be learnt only through practice. Practical knowledge of learning a language is an experimental approach for second language learners. Such learners should experiment their knowledge by communicating with others confidently. Their errors can be rectified or pruned through this practice. Teachers should develop students' confidence, independence, interest, and aid them to realize that their first language knowledge repository would be helpful to learn the second language confidently.

6. Acquiring English Language through Teaching and Technology

Teachers should discover activities and tasks that are filled with edutainment. Introducing various tasks would help learners to understand the use of language in real-life situations by engaging them in doing many activities in the classroom. In the present age, students' acquisition of a language is measured in terms of their ability to communicate in the language rather than examining their grammatical



skills. Many educational institutions have taken an extreme step by including a network of computers and related software, cassette players, and slide projectors as a part of English learning process. English plays an important place in every student's life directly or indirectly. Though, chalk and board method is unbeatable, using technological tools in the process of learning English benefits learners voluminously. No more English is considered as a subject by learners, but it is considered as a language by students, thanks to globalization.

An emphasis, which formerly was on technology, has shifted to be on people and purposes. And as the Internet comes increasingly to be viewed from a social perspective, so the role of language becomes central. Indeed, notwithstanding the remarkable technological achievements and the visual panache of screen presentation, what is immediately obvious when engaging in any of the Internet's functions is its linguistic character. If the Internet is a revolution, therefore, it is likely to be a linguistic revolution.

7. Motivation and Self-confidence

Motivation and self-confidence are personality traits which would help students in acquiring a language successfully. They are helpful to develop oneself on the language acquiring process. Self-confidence is a powerful motivation process in acquiring a language especially a second language. The motivation is of two types: extrinsic and intrinsic motivations. Extrinsic motivation is a goal achievement oriented. A learner learns a language in order to get a job, or to get a degree, this mode of motivation is extrinsic motivation. Motivation and exposure to the language would make learners to learn the language. Teachers should motivate students and provide situation to develop self-confidence among them. Teachers should use tasks in the classroom to develop motivation and positive attitudes for the learners that would be suitable for all sort of learners.

8. Activity Based Learning in the Classroom

Every classroom is an important place to impart knowledge where teachers and students are collaborators. J. Richards

(2001) expresses that 'Learners roles in an instructional system are closely linked to the teacher's status and function.' Teachers should think of new and varied



activities to empower students to face many real challenges in their future life. Such activities make students to think and react proactively, innovatively and confidently. Performing the activities in the classroom will make students to have authorship over themselves and develop good rapport with teachers and fellow students. Classroom is a space especially means for learners and 'sensible' talking of students should be encouraged.

9. Conclusion

Learners' autonomy is an appreciable act and teachers should understand their students' strength and weakness in learning English as a language rather than a subject. A few prospects can be identified and implemented for a better learning atmosphere. They are

- ✓ Weekly lesson plan teemed with activities should be explained and presented to the students.
- ✓ Provide time to students to think, understand, and perform activities effectively with their competence level.
- ✓ Teachers should be sincere in delivering their work efficiently, keeping in mind primarily the development of Students.
- ✓ Teachers should share interesting facts and relevant information about all prescribed subjects in the classroom.
- ✓ Teachers play a pivotal role in creating and stimulating interest among students to have healthy and contextualized discussion from different angles.
- ✓ Teachers should think of practical activities that should be filled with humor and creativity.



KINDERGARTEN SECTION

TEACHING –ENGLISH			
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE
<ul style="list-style-type: none"> • Listening to Alphabets based on Phonic Sound 	<ul style="list-style-type: none"> • Alphabets through Pictures & Sounds. • Air writing of Alphabet. 	<ul style="list-style-type: none"> • Holding Pencil. • Sitting Posture. • Spot the difference. • Learning strokes to form alphabets. • Writing alphabets in the correct formation • Touching & feeling of objects. 	<ul style="list-style-type: none"> • Identify & work in areas of child's interest. • Identify the words seeing pictures. • Recognize and write the letters of the alphabet in upper and lower case form.T • To know the letters and the sounds they make.
<ul style="list-style-type: none"> • Listening & Forming of two and three letter words with sounds 	<ul style="list-style-type: none"> • Words through pictures & objects. 	<ul style="list-style-type: none"> • Writing alphabets in the correct formation. • Touching & feeling of objects. 	<ul style="list-style-type: none"> • To improve vocabulary. • Ability to discover new words. • Recognize sight words. • Spell his/her name.
<ul style="list-style-type: none"> • Listening to Rhymes 	<ul style="list-style-type: none"> • Rhymes based on actions. 	<ul style="list-style-type: none"> • To relax the minds and make the classroom more active 	<ul style="list-style-type: none"> • To make the classroom more interactive.
<ul style="list-style-type: none"> • Listening to songs on colours 	<ul style="list-style-type: none"> • Flash Cards. • Objects. • Cartoon Characters. 	<ul style="list-style-type: none"> • Relate to surroundings with different colour. • Activities based on colour. Drawing 	<ul style="list-style-type: none"> • Identify colours.

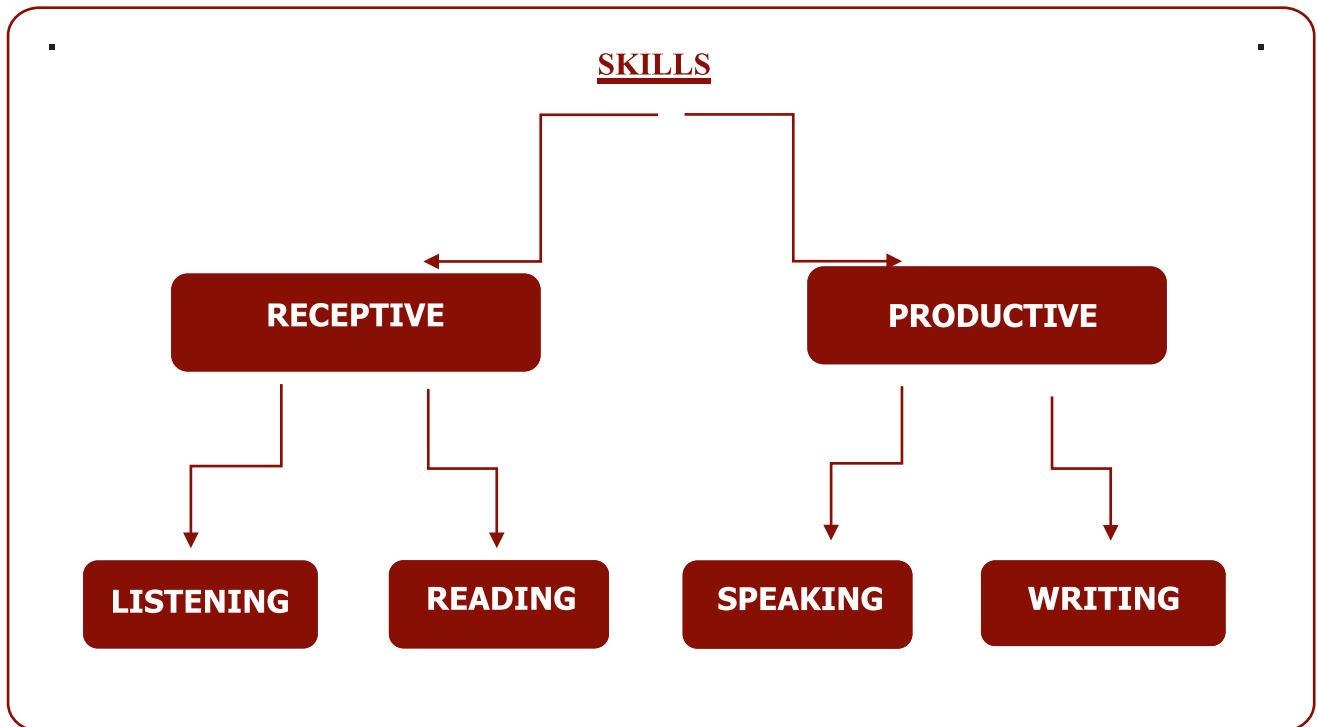


AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE
<ul style="list-style-type: none"> • Listening to four magic words 	<ul style="list-style-type: none"> • Flash Cards. 	<ul style="list-style-type: none"> • Relate words to situation 	<ul style="list-style-type: none"> • To improve speaking skills. To blend the words.
<ul style="list-style-type: none"> • Listening to words and Identifying vowels 	<ul style="list-style-type: none"> • Flash Cards. 	<ul style="list-style-type: none"> • To write words. • To write consonant-vowel-consonant words such as bat and fan 	<ul style="list-style-type: none"> • Identify the vowels.
<ul style="list-style-type: none"> • Reading sentence in text aloud. • Introduce new words (This/ That/These/ Those/In/On & Under) 	<ul style="list-style-type: none"> • Pictures related to sentences. 	<ul style="list-style-type: none"> • To write sentences. 	<ul style="list-style-type: none"> • To form simple sentences on their own. To read simple sentences.
<ul style="list-style-type: none"> • Listening & reading of a pair of words (opposites) 	<ul style="list-style-type: none"> • Flash Cards 	<ul style="list-style-type: none"> • To write opposites. 	<ul style="list-style-type: none"> • Identify words that have different meanings.
<ul style="list-style-type: none"> • Story Telling 	<ul style="list-style-type: none"> • Story with related pictures. 	<ul style="list-style-type: none"> • To act out the story or retell a story 	<ul style="list-style-type: none"> • To improve memory. To learn new words. To learn moral values.



I – V

Learning is acquiring the skill of listening, speaking, reading writing and thinking. All these skills play an important role in a students' life while learning as they are applicable to all the subjects.



With the help of these skills, children listen carefully and respond accordingly. Communication can be used for learning in pairs, small groups etc. which is linked to writing and reading.



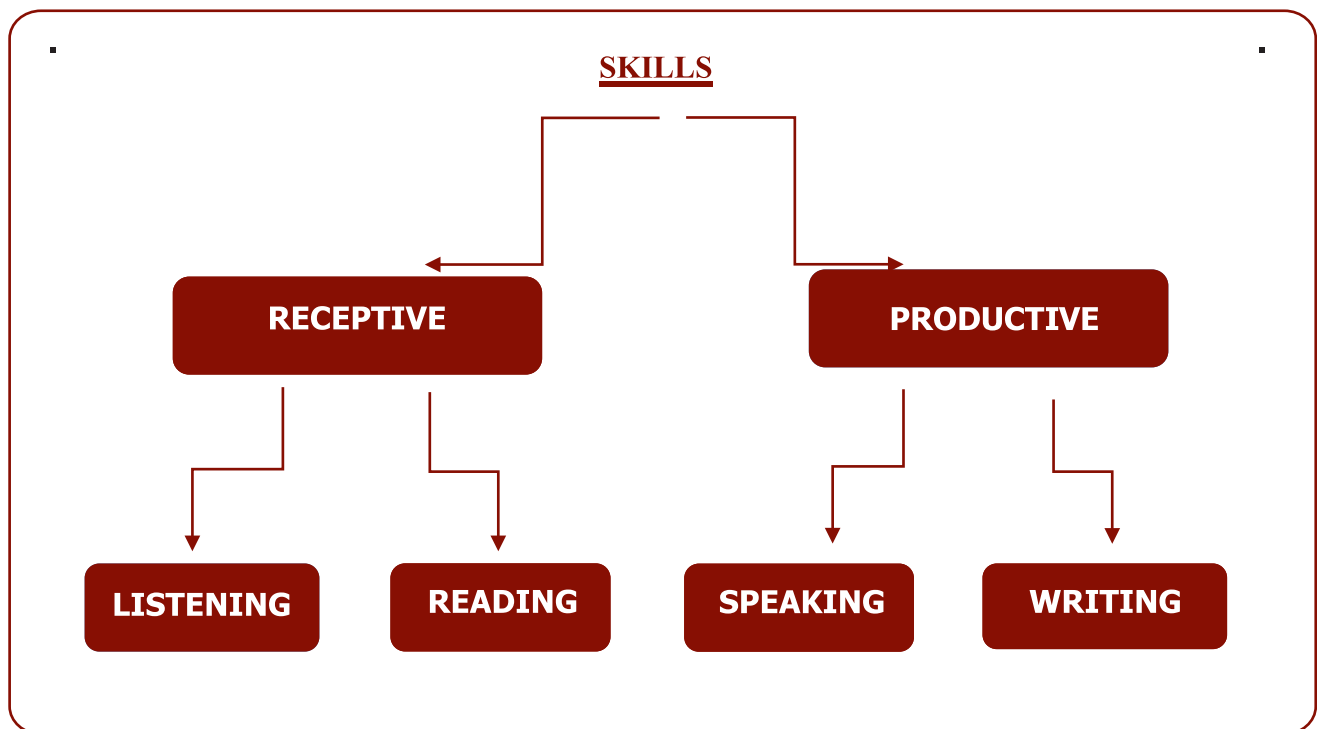
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
LSRW- Listening, speaking, reading, writing.	Use of dictionary, picture comprehensions, word games.	Worksheets/ Assignments.	Discussion- working with partners.	Downloading & listening Power Point Presentation/ phone
listening to text read aloud.	Highlighting key points through connecting story/ pictures.	Activity sheets	Group discussions.	
listening to and retelling directions.	Giving outlines/ steps to solve a problem through flowcharts/ objects.	Using manipulative like blocks/abacus.	Individual interaction	
Asking & answering questions (Quiz)	Through graphs/ diagrams.	Models/specimen	Silent reading/loud reading.	
Engaging in debates & discussion	Through charts.	Using flashcards/ pictures.	Speeches/ story telling/ sharing personal experiences.	
Giving verbal prompts	Illustrating through drawing / pictures	Using game format like quiz/ puzzle.	Recap: quiz/ puzzles/tests/word games.	
Talking/ discussing through steps (Text books)	Use of 2D or 3D objects.	Enacting a play/ story.	Giving praise/ appreciation.	
(Regularly)	(Regularly)	(very often)	(often)	

- Teaching and learning are actions necessary to accomplish a goal in Education.
- Teaching is perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching.
- Learning is the process of gaining knowledge or skill by instruction and study.
- Learning process involves the skill of listening, reading, writing, and thinking



Types of learning:

- **Verbal learning:** This type of learning involves the language we speak, the communication devices we use. Signs, pictures, symbols, words, figures, sounds, etc. are the tools used in such activities.
- **Concept learning:** It is the form of learning which acquires higher order mental processes like thinking, reasoning, intelligence, etc.
- **Principles:** Individuals learn certain principles related to science, mathematics, grammar etc. in order to manage their work effectively.
- **Problem solving:** This is a higher order learning process. This learning requires the use of cognitive abilities- such as thinking, reasoning, observation, imagination, generalization, etc.





VI-VIII

Learning is acquiring the skill of listening, speaking, reading writing and thinking. All these skills play an important role in a students' life while learning as they are applicable to all the subjects.

AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
LSRW-Listening, speaking, reading, writing.	Illustrating through drawing/pictures.	Worksheets/ Assignments	Discussion-working with partners.	Downloading & listening Power Point Presentation/ phone
Asking and answering question(quiz)	Giving outlines/ steps to solve a problem through a flow chart/ object.	Activity Sheets	Group discussion	
Talking/ discussing through steps (Textbooks)	Use of 2D or 3D objects.	Models and specimens	Silent reading/loud reading.	
Listening to songs. Poems, jokes, riddles, stories and tongue twisters.	Use of picture comprehension, word games.	Using flash cards/pictures.	Speeches/ Sharing personal experiences.	Providing audio-video input such as film clips, posters, ocutmentaries
Narrating short stories with their experience and composes slogans.	Highlighting key points through connecting story/pictures.	Using game format like quiz/ puzzle.	Quiz/Puzzles/Test/ Word games.	
	Through demonstration of experiments.	Enacting a story.	Giving appreciation records, reports and analyses the findings.	
			Investigatory projects.	



IX - XII

AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
LSRW-Listening, speaking, reading, writing.	Illustrating through drawing/pictures.	Worksheets/ Assignments	Discussion- working with partners.	Downloading & listening Power Point Presentation/ phone
Asking and answering question(quiz)	Giving outlines/ steps to solve a problem through a flow chart/ object.	Activity Sheets	Group discussion	
Engaging in debate and discussions	Illustrating through maps, graphs and diagrams.	Models and specimens	Individual interaction.	
Talking/ discussing through steps (Textbooks)	Use of 2D or 3D objects.	Seminar, Workshop, Symposium	Silent reading/loud reading.	Providing audio-video input such as film clips, posters, ocumentaries
Narrating short stories with their experience and composes slogans.	Highlighting key points through connecting story/pictures.	Using game format like quiz/puzzle.	Quiz/Puzzles/Test/ Word games.	
	Through demonstration of experiments.	Enacting a story.	Giving appreciation records, reports and analyses the findings Investigatory projects	
		Using practical and experimental skill. (Lab Activities)		



THE NEW INDIAN SCHOOL W.L.L.

KINGDOM OF BAHRAIN

NUMBER OF CREDIT HOURS AND COURSE DURATION (2023-2024)

ENGLISH

CLASS	NO.OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKING DAYS	TOTAL DURATION IN MINUTES/HOURS
IV	5	40	190	7600 MINUTES/ 127 HOURS
V	5	40	190	7600 MINUTES/ 127 HOURS
VI	5	40	191	7640 MINUTES/ 127 HOURS
VII	5	40	191	7640 MINUTES/ 127 HOURS
VIII	5	40	191	7640 MINUTES/ 127 HOURS
IX	5	40	194	7760 MINUTES/ 129 HOURS
X	5	40	181	7240 MINUTES/ 121 HOURS
XI	5	40	202	8080 MINUTES/135 HOURS
XII	5	40	213	8520 MINUTES/ 142 HOURS





ARABIC ISLAMIC BAHRAIN CITIZENSHIP

I-V

التعبير

القراءة

الاملاء

الاستماع

القواعد النحوية



المهارات الأساسية لمادة اللغة العربية من الصف الأول للصف الخامس

تكنولوجيا	أساليب المستخدمة	اللمس وحركي	بصري	سمعي
السماعة . الحاسوب لتنزيل القصص والأناشيد للنشاط استهلاكي .	العمل مع الزملاء . المناقشة مع التلاميذ . المسابقات والجوائز .	أوراق A4 . - بطاقات تعليمية استراتيجية التعلم التعاوني . مشهد تمثيلي للطلاب أدوات تعزيزية للدرس.	صور - بطاقات تعليمية - سبورة - الكتاب - ألعاب ودمى - وسائل تعليمية	استماع (تحدث قراءة كتابة)
السماعة . ألعاب تعليمية .	العمل مع الزملاء . المناقشة مع التلاميذ تقويمات .	أوراق - الكتاب - أنشطة - نص فهم المضمون .	صور معبرة - بطاقات - قراءة النصوص () الدروس المقررة - قصائد) .	القراءة والإستماع
السماعة الحاسوب صور.	المناقشة مع التلاميذ العمل الجماعي للمجموعات	عرض صور + التعبير تحليل القصة مقروءة.	التعبير الشفوي. التعبير الكتابي.	التعبير
السماعة والحاسوب	العمل الجماعي	بطاقات	الوسائل التعليمية السبورة - الكتاب اوراق عمل	القواعد النحوية
السماعة الكتاب	العمل الجماعي المسابقات والجوائز المعجم ((للمعاني والكلمات))	صور اسئلة شفويًا	الوسائل التعليمية صور السبورة الكتاب	الاناشيد + القصائد
السبورة والحاسوب	تصحيح الكلمات العمل الجماعي وملاحظة المعلم	السبورة والبطاقات	مشاهدة القاعدة الاملائية	الاملاء

خطة التربية الاسلامية في تدريس المراحل الآتية:

I-V

المهارات	عدد الحصص	الصفوف
التلاوة	1	I
العقيدة	1	II
العبادات	1	III
السيرة النبوية	1	IV
الاخلاق والتهديب	1	V



I-V للصفوف التالية

التكنولوجيا	اساليب المستخدمة	بصري حركي	سمعي	
جهاز تسجيل	الكتاب والسبورة	عرض صور من الواقع سبب نزول السورة ودلالة على عظمة الخالق	جهاز تسجيل وشريط سمعي	القران الكريم
جهاز تسجيل	بطاقات الكتاب السبورة	عرض بطاقات	استماع الى انشودة اركان الاسلام	العقيدة
جهاز تسجيل	الكتاب والسبورة	عرض صور تعبر عن عظمة الخالق	جهاز تسجيل	العبادات
جهاز تسجيل	الكتاب السبورة	صور بطاقات	قصة تتعلق بسيرة الشخصية التي يتحدث عنها الدرس	السيرة النبوية (سير وشخصيات)
جهاز تسجيل	الكتاب - مناقشة التلاميذ وتوجيه أسئلة بعد الانتهاء من الدرس	عرض صور وبطاقات دينية تهذيبية	القاء نشيدة/ سورة تتعلق بالدرس	الأخلاق والتهذيب



المهارات الأساسية لمادة اللغة العربية

VI-VIII

التعبير

القراءة

النصوص الأدبية

الاملاء

الاستماع

القواعد النحوية



المهارات الأساسية لمادة اللغة العربية

تكنولوجيا	أساليب المستخدمة	اللمس وحركي	بصري	سمعي
السماعة . الحاسوب لتنزيل القصاص والأناشيد للنشاط استهلاكي .	العمل مع الزملاء . المناقشة مع التلاميذ. المسابقات والجوائز .	أوراق A4 . - بطاقات تعليمية استراتيجية التعلم التعاوني . مشهد تمثيلي للطلاب أدوات تعزيزية للدرس.	صور - بطاقات تعليمية - سبورة - الكتاب - ألعاب ودمى - وسائل تعليمية	استماع (تحدث قراءة كتابة)
السماعة . ألعاب تعليمية .	العمل مع الزملاء . المناقشة مع التلاميذ تقويمات .	أوراق - الكتاب - أنشطة - نص فهم المضمون .	صور معبرة - بطاقات - قراءة النصوص) الدروس المقررة - قصائد) .	القراءة والإستماع
السماعة الحاسوب صور.	المناقشة مع التلاميذ العمل الجماعي للمجموعات	عرض صور + التعبير تحليل القصة مقروءة.	التعبير الشفوي. التعبير الكتابي.	التعبير
السماعة والحاسوب	العمل الجماعي	بطاقات	الوسائل التعليمية السبورة - الكتاب اوراق عمل	القواعد النحوية
السماعة الكتاب	العمل الجماعي المسابقات والجوائز المعجم ((للمعاني والكلمات))	صور اسئلة شفوياً	الوسائل التعليمية صور السبورة الكتاب	الاناشيد + القصائد
السبورة والحاسوب	تصحيح الكلمات العمل الجماعي وملاحظة المعلم	السبورة والبطاقات	مشاهدة القاعدة الاملائية	الاملاء

من الصف السادس الى الصف الثامن

المهارات الأساسية للغة العربية للصفوف التاسع VI-VIII للصفوف التالية

التكنولوجيا	اساليب المستخدمة	بصري حركي	سمعي	
جهاز تسجيل	الكتاب والسبورة	عرض صور من الواقع سبب نزول السورة ودلالة على عظمة الخالق	جهاز تسجيل وشريط سمعي	القران الكريم
جهاز تسجيل	بطاقات الكتاب السبورة	عرض بطاقات	استماع الى انشودة اركان الاسلام	العقيدة
جهاز تسجيل	الكتاب والسبورة	عرض صور تعبر عن عظمة الخالق	جهاز تسجيل	العبادات
جهاز تسجيل	الكتاب السبورة	صور بطاقات	قصة تتعلق بسيرة الشخصية التي يتحدث عنها الدرس	السيرة النبوية (سير وشخصيات)
جهاز تسجيل	الكتاب - مناقشة التلاميذ وتوجيه أسئلة بعد الانتهاء من الدرس	عرض صور وبطاقات دينية تهذيبيه	القاء نشيدة/ سورة تتعلق بالدرس	الأخلاق والتهديب



تعزيز روح الوطنية وروح الانتماء وغرس القيم والمبادئ لدى التلاميذ

VI-VIII

التكنولوجيا	الاساليب المستخدمة	اللمسي / حركي	بصري	سمعي
مسجل	المنافشة مع الطلاب مفاهيم الموضوع	انشطة بطاقات صور معبرة عن موضوع الدرس	عرض صور الرموز	استماع الى السلام الملكي
مسجل	السيبورة الكتاب بطاقات التعلم التعاوني	بطاقات وانشطة مشهد تمثيلي	صور وسائل تعليمية بطاقات	قراءة مستندات الدرس
مسجل	السيبورة الكتاب انشطة تمايزية	انشطة مجسمات تتعلق بالموضوع الدرس	عرض صور وبطاقات	استماع الى نص يتعلق بالدرس المعطاه



المهارات الأساسية للغة العربية للصفوف التاسع والعاشر

IX - X

الكتابة

القراءة

الترجمة

الاستماع

اقواعد النحوية النحوية



THE NEW INDIAN SCHOOL ,BAHRAIN

SUBJECT:- ARABIC

المهارات	عدد الحصص في الأسبوع	الصفوف
مهارات القراءة مهارات الكتابة القواعد النحوية الترجمة	5	التاسع
مهارات الكتابة القواعد النحوية الترجمة	5	العاشر



الاساسيه الحاسمه فى مدى نجاح جهود عمليه التربيه فى تشكيل اتجاهات الافراد ونظرتهم
الى الحياة.

TEACHING –ARABIC

التكنولوجيا	العاطفية	الحسي الحركي	البصرية	السمعية
<u>مسجل</u> <u>الحاسوب</u>	التقرب الى الطلبة من خلال المناقشة في اي مشكلة تخصهم *ربط البيئة بالمدرسة. *دمج الهواية بالتعليم. *كشف عنأسباب المشاكل للتلاميذ والتوصل الى كيفية حلها	استخدام الألغاز *انشطة تعزيزية+ نشاط تميز *مشاريع(تلخيص قصة +شرح ابيات القصائد استخدام التراكيب صور+القاعدة النحوية+جمل مبعثرة تمثيل مسرحية رسم	أستخدام الوسائل التعليمية *استخدام الخرائط المعرفية *استخدام القاموس البطاقات التعليمية قراءة القصص عرض لوحات نشاط استهلاكي تهيئة التلاميذ للحصة	الاصغاء بيقظة والانتباه الى النصوص الاستجابة الى المادة المسموعة والتفاعل معها مشاركة المتحدث والمستمع في الأنشطة الجماعية النائية والصفية واللاصفية



المهارات الاساسيه لمادة التربية المواطنة

تعزيز روح الوطنية وروح الانتماء وغرس القيم والمبادئ لدى التلاميذ

IX-X

التكنولوجيا	الاساليب المستخدمة	اللمسي / حركي	بصري	سمعي
مسجل	المناقشة مع الطلاب مفاهيم الموضوع	انشطة بطاقات صور معبرة عن موضوع الدرس	عرض صور الرموز	استماع الى السلام الملكي
مسجل	السيورة الكتاب بطاقات التعلم التعاوني	بطاقات وانشطة مشهد تمثيلي	صور وسائل تعليمية بطاقات	قراءة مستندات الدرس
مسجل	السيورة الكتاب انشطة تمايزية	انشطة مجسمات تتعلق بالموضوع الدرس	عرض صور وبطاقات	استماع الى نص يتعلق بالدرس المعطاه



استراتيجيات التعلم لمادة المواطنة

للصفوف التاسع والعاشر

IX-X

- 1- استراتيجيات التعاون المبنية على غرس روح التسامح والتضامن والعمل المشترك .
- 2- اعتماد استراتيجيات التحفيز والمشاركة .
- 3- عدم اهمال استراتيجيات النقل التعليمي – التعليمي .
- 4- اعتماد التخطيط والمراقبة والتقييم والتعديل .



أنشطة التعليمية :

- 1- **الوضعية الدالة :** استنفار معارف الطلاب القبلية ومعلوماته وتجاربه .
- 2- **الإدماج :** يقوم على التأليف بين عناصر منفصلة حتى تصبح وظيفية وذات معنى وغايته الوصول بالمتعلم .
- 3- **التحفيز:** هو أن يوضع الطالب في وضع استعداد للعمل وتستخدم في هذه المرحلة التقنيات والوسائل التعليمية .
- 4- **الهيكلية :** هي عماية تتطلب أنشطة متنوعة ومتدرجة وغايتها الفهم والتطبيق .
- 5- **النقل والإدماج :** هي المرحلة التي يكون فيها المتعلم قادرا على توظيف مكتسباته في وضعيات جديدة ومغايرة
- 6- **التقويم :** وهو يأخذ أثناء التعلم طابعا تكوينيا ووظيفته التشخيص والتعديل



THE NEW INDIAN SCHOOL W.L.L.
KINGDOM OF BAHRAIN
NUMBER OF CREDIT HOURS AND COURSE DURATION (2023-2024)

ARABIC

CLASS	NO.OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKING DAYS	TOTAL DURATION IN MINUTES/HOURS
IV	5	40	190	7600 MINUTES/ 127 HOURS
V	5	40	190	7600 MINUTES/ 127 HOURS
VI	5	40	191	7640 MINUTES/ 127 HOURS
VII	5	40	191	7640 MINUTES/ 127 HOURS
VIII	5	40	191	7640 MINUTES/ 127 HOURS
IX	5	40	194	7760 MINUTES/ 129 HOURS
X	5	40	181	7240 MINUTES/ 121 HOURS
XI	1	40	202	1200 MINUTES/ 21 HOURS
XII	1	40	213	1448 MINUTES/ 20 HOURS



MATHEMATICS

1. Introduction

Mathematics is one of the central strands of human intellectual activity.

It has its roots in everyday activities and forms the basic of our highly advanced technological developments.

It offers opportunities for opening the mind to new lines of creative ideas and challenging thoughts.

Mathematics is the mirror of civilization.

Social Aspects-The routine activities of daily life demand a mastery of number facts and number processes.

Certain decisions require sufficient skill and understanding of quantitative relation.

Many vocations need mathematical skills.

The children should gain an appreciation of the role played by mathematics in many fields of work since scientific knowledge and technology are linked with the progress and prosperity of a nation.

MAIN OBJECTIVES

Mathematics is an important component of school curriculum. Mathematics teach us how:

- to analyze a situation
- to come to a decision
- to check thinking and its results
- to perceive relationships
- to concentrate
- to be accurate and
- to be systematic in our work habits.
- to develop ability to perform necessary computations with accuracy and reasonable speed.



- to develop understanding of the process of measurements and of the skill needed in the use of instruments of precision.
- to develop ability to make dependable estimate and approximations.
- to devise and use formulae, rules of procedure and methods of making comparison.
- to represent design and spatial relations by drawings and arrange numerical data systematically and
- to interpret information graphically.

THEORY AND METHOD OF TEACHING

Mathematics has been always the most important subject in the school curriculum. Mathematics teaching should be more imaginative, creative and interesting for students. To enhance effective teaching-learning process, the teacher should possess skills to put together the whole structure of mathematics in the minds of his/her students, decide what kind of learning is worth, realize and make use of motivation and individual differences in learning. Plan the instruction so that an individualized discovery- oriented learning is fostered. Teach the child in the way he/she learns the best. In order to do that the teacher must understand how a child learns and the factors which affect learning:

- Guide the child by a self selected goal.
- The stages of cognitive development are important for teaching mathematics:

Stage-1 –sensory motors

Stage-2 –concrete thinking operations-until eleven or twelve years

Stage-3-formal thinking operations at the age of 14 or 15

Mathematical learning reveals mainly four levels:

- Readiness
- Experimentation
- Verbalization or symbolization
- Systematic generalization



METHODS

• PROBLEM SOLVING:

It is the method of thinking, of analyzing and of learning how to find the answer to a question or problem using known ideas. The process of problem solving involves sensing, accepting and defining a problem which is meaningful to children of the relevant age. Considering the relationships which exist among the elements of the situation, identifying data and information, making known and unknowns explicit, presenting data testing the result. Accepting the result and acting on it.

Problem- solving method is used:

- for helping children develop mathematical ideas
- for the application of known mathematical ideas in new situations
- for the analysis of the method of problem solving.

The basic techniques which help are the same for all the three categories. These are drawing a diagram, restating the problem in one's own words, dramatizing the situation or preparing a model, replacing the numbers by variables and rearranging data, estimating an answer, arguing backwards logically, that is from "to prove" to what is given" and discover the relationship between the known and the unknown

- INDUCTION METHOD- form of reasoning in which a general law is derived from a study of particular objects or specific objective. particular to general
- DEDUCTION-general to particular
- ANALYTIC METHOD - method of discovery. The solution or proof is arrived at through systematic reasoning
- SYNTHETIC METHOD- method of presenting facts already discovered in a logical format.
- HEURISTIC METHOD- discovery method – learning by doing method– activity approach



TECHNIQUES AND STRATEGIES OF TEACHING AND LEARNING

The teaching and learning of mathematics have always been a major concern in education. The national policy of education (1986) lays down the importance of mathematics as a vehicle for developing creativity. Mathematics teaching should be more imaginative, creative and interesting for the children. To make teaching more effective a teacher must understand how a child learns and the factors affect learning. Learning is a continuous development process. It is change in behavior brought about by things while facing situations that call for making discoveries, recognizing patterns and formulating abstractions or generalizations in Mathematics. A learner learns what he/she does himself / herself. Inefficient rote learning only results in frustration and dislike for the concept/ subject. A motivating experience stimulates the creative faculty of the child and encourages exploration and ensures the maximum development of the child's mathematical potential. Learning by doing is a sound teaching strategy and a highly motivating activity.

The necessary conditions leading to the acquisition of new responses are:

- Real situation: first hand experiences with concrete things
- Intuition ,exploration, discovery through investigation
- Formulation: verbal or symbolic representation based on logical reasoning
- Assimilation, classification, generalization or concept formation through thinking and reasoning.

The instructional aim at the development of all level of children is to

- Provide appropriate pre-requisites to organize and learn new information
- Use visual aids which create the mental image of ideas and represents and facilitates students thinking concretely by reducing the amount of abstraction.
- Use analogy, examples and illustrations.
- Ensure learner's active involvement in learning.
- Provide tasks for student's active involvement.

Students are first exposed to day to day life situation based on the topic and then the idea in the text book. Subsequently small groups are formed where each group



consists of low, average, and high achievers. Each group is asked to complete one task. Different levels of the cognitive process are involved in each task and by performing the task students are expected to attain understanding as well as to shape their cognitive process.

- Inculcate values by asking value based questions.
- Periodic assessment – which provides an opportunity to students revise and remember information. It helps to identify student's level of attainment and get an insight into their weakness. The results help to identify those who need remedial instruction or who can proceed further. For this purpose monitor the learning progress of the students and diagnose their learning difficulties. Again evaluate to get a systematic feedback (formative evaluation) by asking oral questions, giving class work, assignments, activities, quiz and using observation during the instructional phase. Finally determine the extent of student's achievements and competence in the unit taught by summative evaluation.

For effective instruction, objectives are formulated as:

- Knowledge / understanding skill.
- Application skill.
- Appreciation and interest.
- Attitudes.
- Personality and character.

TECHNIQUES

- Drill and practice
- Oral and written work
- Play way technique
- Unit planning and lesson planning
- Use of teaching aids
- Lab approach



SKILLS AND COMPETENCIES FOR EACH GRADE

- Teaching skill is a set of overt behaviors which has three components.
- Perception
- Cognition
- Action

CORE TEACHING SKILL

- Skill of questioning
- Probing and prompting skill
- Skill of refocusing , redirecting and increasing critical awareness
- Skill of explaining
- Skill of stimulus variation
- Skill of illustrating
- Skill of response management
- Skill of reinforcement

SPECIFIC TEACHING SKILL

Subject based teaching skills.

GRADE BASED TEACHING SKILLS

- Elementary level- teaches all or almost all subjects to a group of children. Teacher and students remain in the classroom for the entire day.
- Secondary level and senior secondary level - taught by-subject specialized teachers in scheduled class periods.

Use different teaching techniques to enable students to attain different type of objectives.

LEVEL OF OBJECTIVE	TEACHING SKILLS
Cognitive/ knowledge	Lecture/ discussion
Affective	Dramatisation
Psychomotor	Experimentation



TARGET GROUP SPECIFIC SKILLS

Different group of students (such as gifted, average and below average) demand specific teaching behaviors.

INTERDISCIPLINARY RELATION

- Mathematics is related to art, civics and citizenship, geography, communication English, physical education, history, science etc.
- The arts and mathematics involve students understanding and relationships between time and space, rhythm, and line through the experience of these abstract concepts of various mathematical ideas. Mathematically related aesthetic considerations such as golden ratio, are used across visual, performing and multi-modal art forms.
- Mathematics, including the use of conjectures and proof, has clear links to the development of structures and coherent argument in speaking, writing. Mathematical structure is strongly related to semantics syntax and language and to the propositions and quantifiers embedded in principled argument in natural languages.
- In health and physical education. Mathematics provides tools and procedures which can be used to model situations and solve problems in areas such as:
 - 1) Scoring different sporting events involving time, distance, weight and number as variables.
 - 2) Calculating percentage improvement in results from data collected through fitness testing or performance in physical activities.
- The knowledge and skills students engage within the various dimensions of mathematics support students in their studies of all aspects of science.

VALUES OF MATHEMATICS

Mathematics has got many educational values which determine the need of subjects in schools, which include its practical value, cultural value, and disciplinary values.

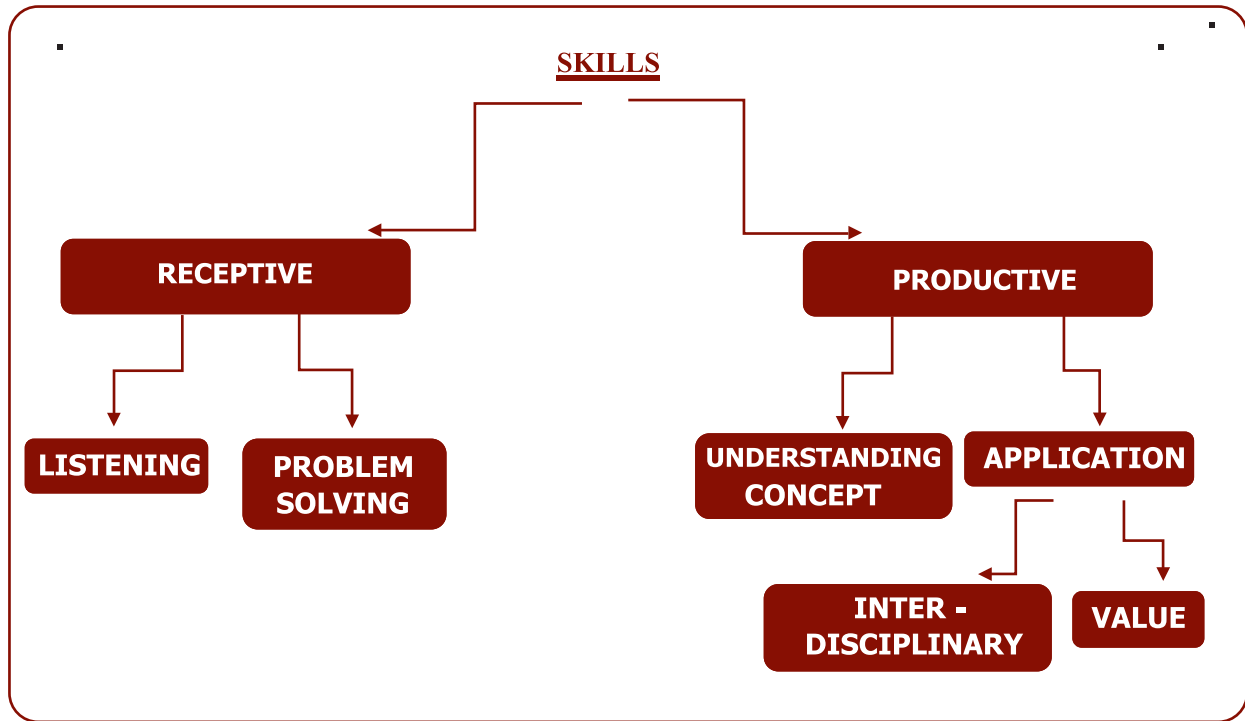


KINDERGARTEN SECTION

TEACHING –MATHEMATICS			
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE
<ul style="list-style-type: none"> Listening to numbers 	<ul style="list-style-type: none"> Number through Pictures 	<ul style="list-style-type: none"> Writing numbers in correct formation 	<ul style="list-style-type: none"> Identify numbers. Identify the numbers seeing the picture. Master oral counting
<ul style="list-style-type: none"> Numbers based Rhymes. Teaching Numbers to count 	<ul style="list-style-type: none"> Rhymes Based on actions 	<ul style="list-style-type: none"> To relax the minds and make the class room more active 	<ul style="list-style-type: none"> To make the classroom more interactive. Develop sense of numbers
<ul style="list-style-type: none"> Listening to draw objects based on numbers. Listening to identify sizes 	<ul style="list-style-type: none"> Numbers through objects. Concept of equality more and less. 	<ul style="list-style-type: none"> Write the numbers based on the object. Draw marbles to given numbers. Classify and count the Objects. 	<ul style="list-style-type: none"> Identify equality, more & less
<ul style="list-style-type: none"> Listening to draw shapes 	<ul style="list-style-type: none"> Flash Card based on shapes. Relate to shapes in the surroundings 	<ul style="list-style-type: none"> Draw Shapes. Sorting of Shapes from given picture 	<ul style="list-style-type: none"> Identify and describe shapes
<ul style="list-style-type: none"> Listening to identify different sizes and distance 	<ul style="list-style-type: none"> Concept of Big & Small. Concept of Near & Far. Material with Visual patterns 	<ul style="list-style-type: none"> Draw pictures related to Big & Small. Activities related to Big & Small. 	<ul style="list-style-type: none"> Identify different sizes.
<ul style="list-style-type: none"> Listening to the method of joining and removal 	<ul style="list-style-type: none"> Addition & Subtraction with Objects. Addition & Subtraction with Picture 	<ul style="list-style-type: none"> Draw shapes and do addition & Subtraction up to 10 	<ul style="list-style-type: none"> To represent situation that involve joining (Addition) & removal (Subtraction)
<ul style="list-style-type: none"> Listening to the method of writing numbers by word format 	<ul style="list-style-type: none"> Flash cards. 	<ul style="list-style-type: none"> Write the numbers words for the given numerals 	<ul style="list-style-type: none"> To identify connection between the word and the number.
<ul style="list-style-type: none"> Methodology of Teaching for the above is used regularly 			



I - III



With the help of these skills, children listen carefully and respond accordingly. Children adopt the methods taught and use them to solve the given problems.

- Teaching and learning are actions necessary to accomplish a goal in education.
- Teaching is perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes.
- Learning is the process of gaining knowledge or skill by instructions and study.



TEACHING –MATHEMATICS

AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
Listening , writing ,identifying, mental math session	Number grid, real objects.	Worksheet/	Discussion-working with partners.	Downloading and listening PowerPoint presentation
Problem solving techniques. explanation of new terms and methods involved.	Learning by seeing.	Activity sheets, puzzles.	Individual and group activities.	
Listening and learning, drill of tables to enhance multiplication and division.	Guidance to solve problems/	Activity sheets, puzzles.	Individual and group activities.	
Answering the questions asked in relation to the given problem/ topic.	Through diagrams, analytical charts, laptop.	Models.	Solving problems, written and oral.	
Engaging in discussions.	Through charts, white board illustrations.	Using flash cards.	Charts, flash cards.	Using recorded versions of how numbers and some mathematical terms should be pronounced.
Giving verbal prompts.	Through diagrammatic illustrations.	Using game formats like quiz/ puzzles.	HOTs, quick recapitulation to ensure retention.	
Discussions related to text book.	Use of 2-D or 3-D objects.	Playway method, text book exercise.	Giving praise and appreciation by conducting class quiz competition (mental and written).	
(Regularly)	(Regularly)	(Very often)	(often)	(often)



IV -V

TEACHING –MATHEMATICS (4 and 5)				
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
Giving oral reports and class presentations	Through charts and graphs	Worksheets/ assignments	Comparison of learning models based on math concept	Downloading and listening PowerPoint presentation
Encourage to repeat formulae and tables aloud	Color coded highlighting of points	Activity sheets	Giving accolades/ appreciation	
Make up a song using the subject material	Spend extra time in math labs	Using jigsaw puzzles	Synthesis/ recollection of concepts	
Talking/ discussions through steps	Use 3D and 2D models	Learns best with 3D material	Math quiz / puzzles like jigsaw	Information and communication technology
Encourage math quiz	Make use of flashcards	Using hands on activities to process learning	Group discussions	
Good at explaining ideas or concepts aloud	Use of calculators	Act it out	Class tests/result analysis and feedback	
Group discussions	Food Math for topics like fraction	Using manipulative like blocks/abacus	Internalizing values	
(Regularly)	(Regularly)	(Very often)	(often)	(often)



VI-VIII

TEACHING – MATHEMATICS (6,7,8)				
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
Collaborative learning and explaining maths concepts to each other	Illustrating through drawing and pictures.	Worksheets / Assignments.	Discussions / Sharing personal experience.	Downloading and listening PowerPoint presentation
Asking and answering questions.	Use of 2D or 3D objects.	Using manipulative skills like blocks / abacus.	Recap: quiz/ puzzles/tests/ word games.	
Good at explaining ideas out loud.	Use of calculators and computers.	Using jigsaw puzzles, tangrams.	Comparison of learning models based on mathematical concepts.	
Giving oral reports and class presentations.	Make use of flash cards, dice.	Using hands on activities in learning process.	Giving accolades/ appreciations.	Audio, Video, Animations
Encourage to repeat formulas, theorems aloud.	Color coded high lighting of points.	Build or make models.	Synthesis / recollection of concepts.	
Talking and discussions through steps.	Food math for topics like fractions.	Use manipulative like blocks / abacus.	Internalizing values.	
Make up a song using subject materials.	Spend extra time in maths lab.	Enacting a story.	Group discussions, class test, result analysis & feedback.	
(Regularly)	(Regularly)	(Very often)	(Often)	



IX-XII

TEACHING –MATHEMATICS (9,10,11,12)				
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
Explain the concepts.	Illustrating through drawing / pictures	Worksheets/ assignments	Discussion- working in pairs	Information and communication technology (ICT)
Read out the problems loud. Ask probing questions.	Giving outlines / provide steps to solve problems/ through flowchart / models	Activity sheets	Collaborative learning – group discussion/ differentiated learning.	
Review the pre-requisite knowledge.	Illustration through graphs and diagrams	Use of models	Reading questions and analyzing the situation	Smart board teaching
Make up and repeat the formulae.	Use of 2D or 3D objects	Seminar , work-shops , symposium	Giving test, result analysis and feedback.	Audio, Video, Animation
Get involved in a discussion of the materials.	Highlighting key points and note making	Using flash cards/ pictures	Quiz / puzzles / test	
Make sure to go over all important facts loud.	Through demonstration	Use of software programs to solve complicated word problems.	Comparison of learning models based on mathematics logical intelligence.	
	Use colour coded highlighting.	Using hands on activities in learning process.	Synthesis/ recollection of concepts/ internalizing values.	
	Mnemonics, acronyms, visual chains, and mind maps.		Giving appreciation/ accolades records, reports.	



THE NEW INDIAN SCHOOL W.L.L.
KINGDOM OF BAHRAIN
NUMBER OF CREDIT HOURS AND COURSE DURATION (2023-2024)
MATHEMATICS

CLASS	NO.OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKING DAYS	TOTAL DURATION IN MINUTES/HOURS
IV	6	40	190	9120 MINUTES/ 152 HOURS
V	6	40	190	9120 MINUTES/ 152 HOURS
VI	5	40	191	7640 MINUTES/ 127 HOURS
VII	5	40	191	7640 MINUTES/ 127 HOURS
VIII	5	40	191	7640 MINUTES/ 127 HOURS
IX	5	40	194	7760 MINUTES/ 129 HOURS
X	5	40	181	7240 MINUTES/ 121 HOURS
XI	7	40	202	11312 MINUTES/189 HOURS
XII	7	40	213	11928 MINUTES/ 198 HOURS



EVS / SCIENCE

Teaching – Learning process in Science

The science education is aimed for the learner to:

- know the facts and principles of science and its applications, consistent with the stage of cognitive development
- Acquire the skills and understand the methods of processes that leads to generation and validation of scientific knowledge.
- acquire the requisite theoretical knowledge and practical technological skills
- nurture the natural curiosity, aesthetic sense and creativity in science and technology
- Development of scientific attitude and scientific temper.
- Development of problem solving skill.
- Developing inter-disciplinary approach in learning process

An Overview of Science Learning in NIS

Various methodologies are adopted to make teaching –learning process more interesting and develop in students' scientific temper. Assessments are conducted in the form of periodic tests and term test as qualitative analysis. Higher order questions and lower order questions keep the system of learning more receptive. Situations related to real life are discussed as value based questions to bring life into teaching and get connected to the society. Children have a good understanding of living things in a range of habitats and can discuss strategies for improving and caring for the environment. Children can explain the application of science in familiar contexts and can identify how it contributes to society. Children are enabled to use and apply their scientific skills to design and make a variety of materials, though they should be afforded opportunities to engage in more open ended investigations.

A stimulating and well –resourced learning environment is provided, enabling pupils to develop their scientific skills and knowledge. The internal and external school environment promotes an appreciation of, and engagement in, science children are provided with opportunities to engage in a wide variety of field trips and nature walks like flower shows ,planetarium visits and benefits from talks

by visiting speakers .science is integrated very effectively with other curricular areas, particularly in 6th 7th and 8th classrooms. Children in all classes are enabled to work as scientists and to research both individually and collaboratively. We practices activity based learning to enhance the learning output. The traditional mode of teaching the course was not able to make a positive impact on learning. To meet the objective, different activities are designed and practice along with the class room teaching. The effectiveness of these activities is assessed through academic performance. Sample of work sheets are attached for reference.

6.1 FOOD: WHERE DOES IT COME FROM?

ACTIVITY 6.1.1

How to prepare sprouts from whole seeds?

What is required?

Dry whole seeds of gram/ moong, petridish and cotton wool.

How will you proceed?

1. Wash and soak the seeds in water for a day.
2. Drain excess water and leave the soaked seeds overnight in a petridish and cover the seeds with wet cotton.
3. Keep the cotton wet (it should not get dry).
4. After 2-3 days, do you see any new white structures emerging out of the seeds? Name the process involved?



(a)



(b)



(c)



(d)

Fig 6.1.1
Germination of

What have you learnt?

The seeds germinate after being kept in moist condition. This is the way a new plant develops from a seed.

Extension

1. Do all types of seeds form sprouts?
2. Name the conditions required for sprouting.
3. Use the sprouts of moong and gram to prepare a nutritious and tasty snack.

Notes



WHAT DO WE NEED?

Two test tubes, two thin glass tubes/plastic tubes/straws (6-8 inch long), lime water, water.

HOW DO WE PROCEED?

1. Take two clean test tubes and label them 'A' and 'B'.
2. Half-fill the test tube 'A' with tap water and take the same quantity of freshly prepared lime water in test tube 'B'.
3. Place the glass tube/plastic tube/straw in each test tube, taking care that one end dips properly in the solution.
4. Blow air (exhale) into test tube 'A' for 2-3 minutes. Shake the tube vigorously. Repeat the process 2-3 times and keep it in a test tube stand [Fig. 28.1 (a)].
5. Now, blow air into test tube 'B' for 2-3 minutes. Shake the tube vigorously. Repeat the process 2-3 times and keep it by the side of test tube 'A' [Fig. 28.1 (b)].
6. Observe both the test tubes and compare the colour of solutions in them.

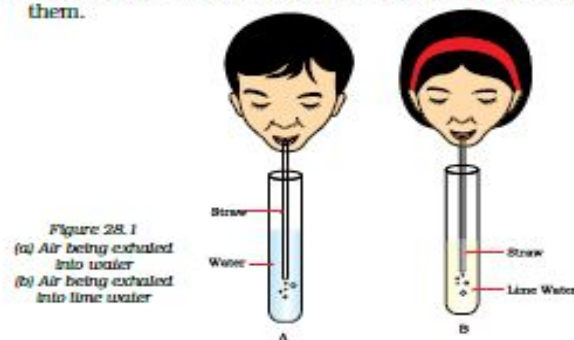


Figure 28.1
(a) Air being exhaled into water
(b) Air being exhaled into lime water

The New Indian School - activity sheet

WHAT DO WE OBSERVE?

The colour of water in test tube 'A' remains unchanged whereas the colour of lime water in test tube 'B' turns milky.

WHAT DO WE CONCLUDE?

Exhaled air contains carbon dioxide which turns lime water milky.

LET US ANSWER

1. What is lime water? Write the significance of taking lime water in the experiment.
2. Why does lime water turn milky in test tube 'B'?
3. What is the difference in the inhaled air and exhaled air?
4. Does the exhaled air contain only carbon dioxide?
5. Which gas in the inhaled air is necessary for respiration in human beings?
6. Are there organisms that can respire in the absence of oxygen? Name a few of them.
7. How are photosynthesis and respiration linked to each other?

Overall, our school teaching in science is of a very high standard. This is sustained by good-quality, differentiated class room planning. Teachers prepare well – structured, active and challenging lessons. Appropriate teaching methodologies, including investigations, experiments, lab facilities, smart classes, ICT learning, the use of the local outdoor environment and judicious use of textbooks, facilitate purposeful and progressive learning in science.



I - III

Teaching – Learning in Environmental studies - Classes I,II & III

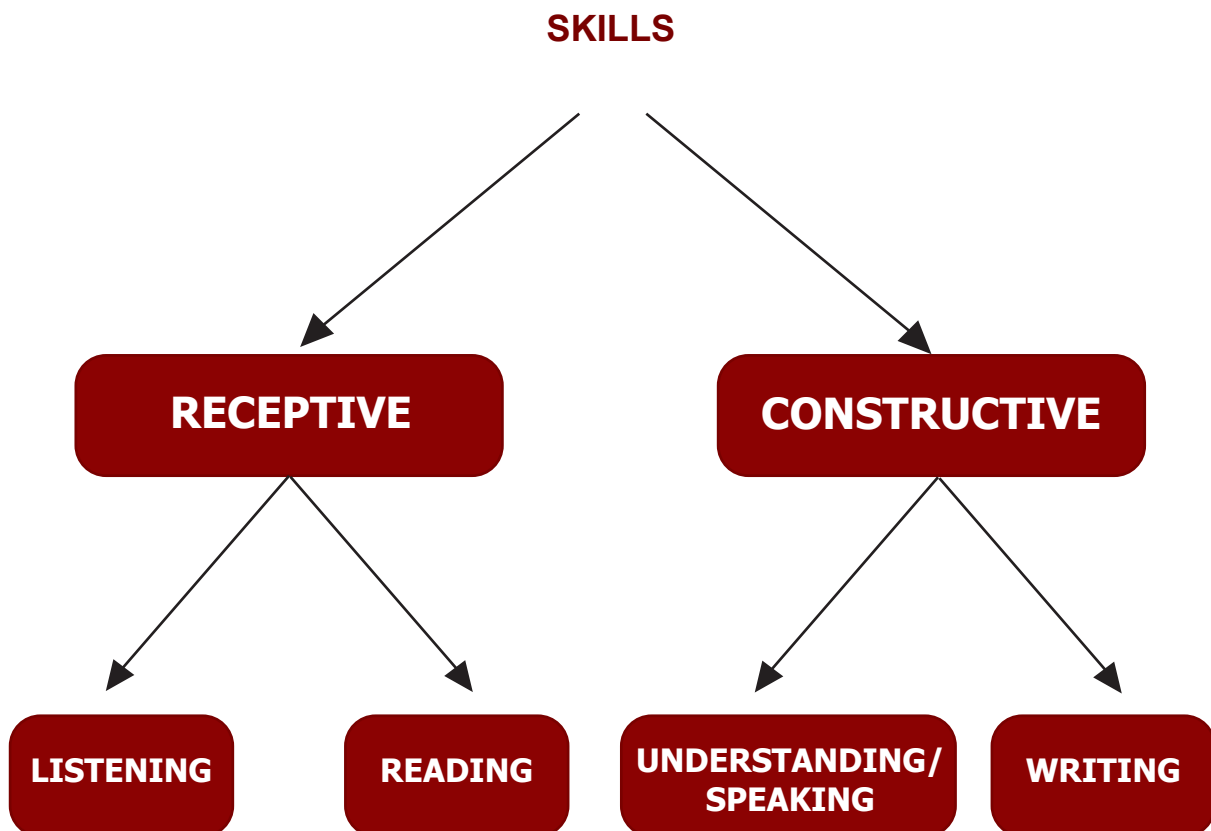
- Teaching and learning are actions necessary to accomplish a goal in Education.
- Learning is the process of gaining knowledge or skill by observation and experimentation.
- Learning process involves the skill of listening, reading, writing and thinking

AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
LSRW- Listening, speaking, Reading, writing.	Charts, Models,	Worksheets/ assignments	Discussion- working in pairs	Laptops, smart classes
Enhancing vocabulary and pronunciation. Indepth explanation of the lesson with new terms	Objects, flash cards, projections	Work sheets , activities	Group discussion	
Recapitulation by the learners	Guiding students in taking measures to take care of environment.	Field trips	Individual interaction	
Question and answer sessions	Field trips	Individual interaction	Giving test, result analysis and feedback.	
Inculcating in students the importance & need of taking care of nature & its resources	Illustrating through diagrams, pictures and videos	Conducting Quizzes	Sharing personal learning experience	
Engaging in discussions related to the topics.	Through models and real objects	Using flash cards, pictures,charts, models & posters	Comparison of learning models based on mathematics logical intelligence.	
Text book reading	Quiz, Puzzles, Tests	Using hands on activities in learning process.	Synthesis/ recollection of concepts/ internalizing values.	
(Regularly)	(Regularly)	(Often)	(Very Often)	



Types of Learning

- **Verbal learning:** Verbal learning involves the explanation of the topics; the communication devices we use. Signs, Pictures, symbols, real objects, charts, flash cards, posters etc. are the tools in various activities.
- **Conceptualizing:** It is a form of learning which acquires higher order mental processes like understanding, critical thinking, reasoning etc.
- **Principles:** Students learn certain principles related to the environment such as Health, Safety measured, Natural resources.
- **Practical learning:** Practical learning is a higher order learning process. It requires the use of cognitive abilities such as – Critical thinking, Reasoning, Observation, Imagination etc.





IV-V

Teaching –Learning process in Science (IV-V)

OBJECTIVES	STRATEGIES IMPLEMENTED	ACTIVITIES/PROCESSES
Knowledge and understanding of science	Sharing of prior knowledge, collecting in formations, perform activities	Showing the starch present in the leaves, germination of seed, life cycle of butterfly, collecting samples of cloth
Processing data	Collect and record data. Represent data diagrammatically.	Model of simple machines, Herbarium, First aid box, case study etc.
Acquire skills and understand methods	Co-operative learning	Whole class discussion, studying plant parts properties , purification of water etc
Relate to the environment	Projects, presentations, smart classes	Collecting different types of leaves, types of rocks etc
Nurture natural curiosity& scientific temper	Inter disciplinary approach. Field trips	Provides first-hand experience. Creates spirit of scientific enquiry. Gives training in observation. Stimulates interest in nature



VI -VIII

Teaching – Learning process in Science (VI-VIII)

OBJECTIVES	STRATEGIES IMPLEMENTED	ACTIVITIES/ PROCESSES	LEARNING
Knowledge and understanding of science	Sharing of prior knowledge,collecting information, perform	Germination of seeds, collecting and grouping things on basis of gross properties, collecting samples of cloth, testing solutions	Laws and principles of science
Processing data	Collect and record data Represent data diagrammatically	Plotting graphs drawing circuit diagrams , case study	By presenting findings
Acquire skillsand understand methods	Co-operative learning	Whole class discussions, studying plant parts, activities to show like poles attract ,unlike poles repel Making of an electromagnet, observation of Onion peels	By recording knowledge, identifying Cause and effect
Relate to the environment	Projects, presentations, smart classes	Presentation on earthquakes, making model of respiratory system, Making of an electric circuit	By demonstrating
Nurture natural curiosity scientific temper concern for life and preservation for natural environment	Cross-curricular links. Field trips Planetarium shows. Exhibitions.	Provides opportunity to assess by asking open ended questions, brainstorming. Provides first hand experiences. Creates spirit of scientific enquiry. Stimulates interest in nature and learning. Gives training in observation. Correlates the school life with the outside world. Provides opportunities for utilizing community resources. Provides opportunities for bringing out talents and tastes	By assessing oneself and each other



IX - XII

Cognitive development process for science learning (IX- XII)

COGNITIVE PROCESS	SUB CATEGORY OF COGNITIVE PROCESS	LEARNING ACTION	LEARNING EVIDENCE
<p>Remembering Learner recalls and recognises the facts, definitions, laws, principles and other bits of knowledge from their memory. It helps the learner in understanding science.</p>	<p>Recalling Recalling previous knowledge before starting a topic</p>	<p>Recognising, retrieving, finding, naming, defining, describing, labelling, recalling</p>	<p>Definition, worksheet, list, label</p>
<p>Understanding Constructing meaning from teaching learning materials and processes; getting involved in oral written and graphic communication. Learner understands, correlate and connect different concepts. Understanding, supports logical and abstract thinking.</p>	<p>Interpreting, classifying, summarising, comparing, explaining</p>	<p>Explaining, interpreting, predicting giving examples, classifying</p>	<p>Description, explanation, Diagram, graph, collection of data, demonstration</p>
<p>Applying Learner can use facts, concepts, principles, theories and solve problems in new situations.</p>	<p>Executing, implementing.</p>	<p>Implementing, solving, relating, demonstrating, using applying, computing, participating.</p>	<p>Demonstration, illustration, presentation, experimentation, solution of numerical problems.</p>
<p>Analysing At the level of analysing, the student is in a position to compare, attribute, organise, breaking down knowledge into its constituents. Students are in a position to differentiate between constituent parts of a given problem and recognise the relationship between them</p>	<p>Differentiating, organising</p>	<p>Analysing, comparing, differentiating, organising, illustrating, making diagrams.</p>	<p>Diagram, graph, model, chart, improvised apparatus, spread sheet.</p>
<p>Evaluating Judging the values of idea, materials and methods by developing and applying standards and criteria.</p>	<p>Checking</p>	<p>Judging, evaluating, experimenting, testing</p>	<p>Evaluation, discussion, evidence based conclusion</p>
<p>Creating Putting together ideas or elements to develop an original idea, through group activity. Creating implies designing, planning, writing, constructing, and Producing through one's own imagination.</p>	<p>Generating, planning,</p>	<p>Designing, constructing, inventing, making devices</p>	<p>Model, exhibit, project, chart, power point presentation.</p>



**THE NEW INDIAN SCHOOL W.L.L.
KINGDOM OF BAHRAIN**

NUMBER OF CREDIT HOURS AND COURSE DURATION (2023-2024)

SCIENCE

CLASS	NO. OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKING DAYS	TOTAL DURATION IN MINUTES/HOURS
IV	5	40	190	7600 MINUTES/ 126.6 HOURS
V	5	40	190	7600 MINUTES/ 126.6 HOURS
VI	6	40	191	9168 MINUTES/ 152 HOURS
VII	6	40	191	9168 MINUTES/ 152 HOURS
VIII	6	40	191	9168 MINUTES/ 152 HOURS
IX	12	40	194	18624 MINUTES/ 310 HOURS
X	12	40	181	18624 MINUTES/ 310 HOURS
XI	9	40	202	14544 MINUTES/242.4 HOURS
XII	9	40	213	14544 MINUTES/ 242.4 HOURS

NUMBER OF CREDIT HOURS AND COURSE DURATION (2023-2024)

XI-XII (SCIENCE STREAM)

CLASS	NO. OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKING DAYS	TOTAL DURATION IN MINUTES/HOURS
XI PHYSICS	9	40	202	14544 MINUTES/242.4 HOURS
XI CHEMISTRY	9	40	202	14544 MINUTES/242.4 HOURS
XI BIOLOGY	7	40	202	11312 MINUTES/188.5 HOURS
XI CSC	7	40	213	11312 MINUTES/188.5 HOURS
XII PHYSICS	9	40	213	14544 MINUTES/242.4 HOURS
XII CHEMISTRY	9	40	213	14544 MINUTES/242.4 HOURS
XII BIOLOGY	7	40	213	11312 MINUTES/188.5 HOURS
XII CSC	7	40	213	11312 MINUTES/188.5 HOURS



10.

ACADEMIC ACHIEVEMENTS



NEW INDIAN SCHOOL W.L.L. KINGDOM OF BAHRAIN

ACADEMIC ACHIEVEMENTS, 2023 – 2024

Education is regarded as the potential instrument of national development. It strives to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully recognized and channelized for the benefit of the individuals and society. The level of academic achievement of a child at any stage depends on the extent to which his/her natural potentialities have been developed. Schools exert greater influence in educating the child and promoting his/her academic achievement.

The best yardstick to measure the laurels won is the academic results of the school in the CBSE Class X and XII Board Examinations.



ACCOLADES FOR THE NEW INDIAN SCHOOL W. L. L., BAHRAIN

The New Indian School once again exhibited unparalleled success in the CBSE Class X Board Examination March 2024, with creditably securing **100** pass percentage.

CLASS X RESULT 2023-2024

Out of **193 students**, who appeared for the Board examination this year, **167** students have scored **First Class** including **91 distinctions**.

ALFIA REJAN VARGHESE emerged as the **school Topper with 98%**, **NANTHINI SRIDEVI KUMARAVEL, ISHIKA RANJITH NAIR & SREYA SAJU** takes the **second position with 96.2%** and **DIVJOT SINGH BAL & ANNA TREESA JOE** with **96%** took the **third position**.

SUBJECT TOPPERS	
SUBJECT	NAME OF THE STUDENT
ENGLISH (98)	MOHAMMED IRFAAN NAUFAL
MATHEMATICS- STANDARD (99)	ALFIA REJAN VARGHESE
MATHEMATICS- BASIC (88)	AARON SUNNY
	SAMIKSHA JAYENDRA VALTERI
	NUHA SAYED
SCIENCE (98)	DIVJOT SINGH BAL
	NANTHINI SRIDEVI KUMARAVEL
	ISHIKA RANJITH NAIR
	SREYA SAJU
SOCIAL SCIENCE (98)	SREYA SAJU
	ALFIA REJAN VARGHESE
	FAIZA FAISAL CHUNAWALA
ARABIC (87)	ZAHRAA RADHI SAEED AHMED
HINDI (95)	ANNA TREESA JOE
	DIVJOT SINGH BAL
MALAYALAM (99)	SREYA SAJU
	DEVIKA ANIL
	SREEDEV MANIKKOTH
FRENCH (99)	ALFIA REJAN VARGHESE
	FAIZA FAISAL CHUNAWALA



CLASS XII RESULT 2023-2024

Out of the **194** students who appeared for the Board Examination this year, **174 students** secured **First Class** including **101 distinctions**.

In the **Science Stream**, **Sudharsan Ranganathan** emerged as the **topper** with an outstanding score of **98%**. Following closely behind, **Marwin Francis Kaitharath** secured the **second** position with an impressive **96.4%**, and **Fidha Fathima** claimed the **third position** with a commendable **94.6%**.

In the **Commerce Stream**, **Kritika Sharma** claimed the **top position** with an excellent score of **93.6%**. **Mohammed Shahid Shamnad** secured the **second position** with an impressive **93.4%**, while **Haadiya Saleem** took the **third position** with a notable score of **93%**.

SUBJECT TOPPERS

SUBJECT	NAME OF THE STUDENT
ENGLISH (100)	ANUPRIYA SUDHIR
MATHEMATICS (100)	SUDHARSAN RANGANATHAN
PHYSICS (96)	SUDHARSAN RANGANATHAN
CHEMISTRY (100)	AARON ABRAHAM BABU
BIOLOGY (99)	SUDHARSAN RANGANATHAN
COMPUTER SC. (99)	MARWIN FRANCIS KAITHARATH
ECONOMICS (95)	KRITIKA SHARMA
BUSINESS STUDIES (95)	JOSHUA JOEL FERNANDES
ACCOUNTANCY (98)	KRITIKA SHARMA
MARKETING (99)	DEVI CHARUVILA SAM
INFORMATICS PRACTICES (97)	1. HAADIYA SALEEM 2. DANIEL THOMAS
APPLIED MATHEMATICS (93)	MOHAMMED SHAHID SHAMNAD

The Chairman of the school, Dr. Jaan M. T. Thottumalil, along with the Board of Directors and members of the school management, extended their heartfelt congratulations to all the students and wished them success in their future endeavors.

Mr. K. Gopinath Menon, the school's Principal, expressed his joy and satisfaction with the outstanding results. He thanked the teachers and parents for their combined efforts and support. Mr. Menon conveyed his best wishes to all the students and offered his sincere congratulations to the toppers for their hard work and excellent performance.



ACADEMIC EXCELLENCE



SCIENCE TOPPERS

★ ISLAND TOPPER ★



I
SUDHARSAN RANGANATHAN
(98%)



II
MARWIN FRANCIS KAITHARATH
(96.4%)



III
FIDHA FATHIMA
(94.6%)

COMMERCE TOPPERS



I
KRITIKA SHARMA
(93.6%)



II
MOHAMMED SHAHID SHAMNAD
(93.4%)



III
HAADIYA SALEEM
(93%)

SCHOOL TOPPERS - X



I
ALFIA REJAN VARGHESE
(98%)



II
NANTHINI SRIDEVI KUMARAVEL
(96.2%)



II
ISHIKA RANJITH NAIR
(96.2%)



II
SREYA SAJU
(96.2%)



III
DIVJOT SINGH BAL
(96%)



III
ANNA TREESA JOE
(96%)



SUBJECT TOPPERS - XII

ENGLISH (100%)



ANUPRIYA SUDHIR

MATHEMATICS (100%)



SUDHARSAN RANGANATHAN

CHEMISTRY (100%)



AARON ABRAHAM BABU

BIOLOGY (99%)



SUDHARSAN RANGANATHAN

COMPUTER SCIENCE (99%)



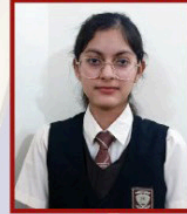
MARWIN FRANCIS KAITHARATH

MARKETING (99%)



DEVI CHARUVILA SAM

ACCOUNTANCY (98%)



KRITIKA SHARMA

INFORMATICS PRACTICES (97%)



HAADIYA SALEEM

PHYSICS (96%)



DANIEL THOMAS

PHYSICS (96%)



SUDHARSAN RANGANATHAN

ECONOMICS (95%)



KRITIKA SHARMA

BUSINESS STUDIES (95%)



JOSHUA JOEL FERNANDES

APPLIED MATHS (93%)



MOHAMMED SHAHID SHAMNAD

SUBJECT TOPPERS - X

MATHEMATICS STANDARD (99%)



ALFIA REJAN VARGHESE

MALAYALAM (99%)



SREYA SAJU



DEVIKA ANIL



SREDEV MANIKKOTH

FRENCH (99%)



ALFIA REJAN VARGHESE



FAIZA FAISAL CHUNAWALA

SCIENCE (98%)



DIVJOT SINGH BAL



NANTHINI SRIDEVI KUMARAVEL



ISHIKA RANJITH NAIR



SREYA SAJU



ALFIA REJAN VARGHESE



SREYA SAJU



FAIZA FAISAL CHUNAWALA

SOCIAL SCIENCE (98%)

ENGLISH (98%)



MOHAMMED IRFAAN NAUFAL

HINDI (95%)



ANNA TREESA JOE



DIVJOT SINGH BAL

MATHEMATICS- BASIC (88%)



AARON SUNNY



SAMIKSHA JAYENDRA VALTERI



NUHA SAYED

ARABIC (87%)



ZAHRAA RADHI SAEED AHMED



11.

PROFESSIONAL DEVELOPMENT OF THE TEACHERS



PROFESSIONAL DEVELOPMENT OF THE TEACHERS

“Children must be taught how to think and not what to think.” Margeret Mead.

Laws, theories and facts may change, but a logical thought process is what keeps us moving forward. Teachers may focus on teaching standards, administering tests and grading projects, but they must never lose sight of how they are shaping young minds to think for themselves.

Hence, the role and responsibility of teachers is of paramount importance. Their Professional Development need to be assessed and evaluated on a regular basis.

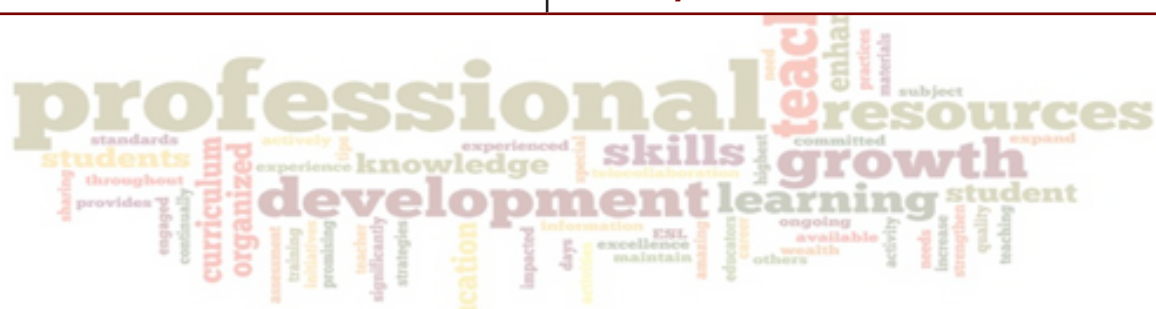
The definition recognizes that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices

DEFINING THE ROLE 21ST CENTURY TEACHER

Majority of the teaching fraternity born in the 20th century have been accustomed with the teacher-oriented learning process, where children are molded and crafted to be better listeners. Their skills of memorization were primarily tested.

But today, when information is just at the child’s finger tips, where we have to face much more complex and challenging situations and cadre to the much informed student fraternity, a well updated and an adaptive teacher is quintessential. And hence the adjectives that define the 21st Century teacher are-

Adaptive	Motivator & Facilitator
Collaborative	Personalized Educator
Prudent	Globalized
Phronetic	Definitely a Better Learner.





JUSTIFYING PROFESSIONAL DEVELOPMENT IN GENERAL

Midst such changed situation, the demand of the hour is to keep developing and up-grading the teaching fraternity in order to tailor suit them for the today's students; in order to render quality and relevant method of teaching-learning process. Teachers ought to incorporate into their teaching methodology the 21st century teaching skills especially in their classroom environment.

The professional development needs to be geared towards ensuring that the educators understand the importance of the 21st century skills and how best to integrate them into daily instruction; enabling collaboration among all participants; supporting educators in their role of facilitators of learning and helping them use the 21st century technology tools such as the Information communications technologies.

SL. NO.	WEBINARS ON PROFESSIONAL DEVELOPMENT ATTENDED BY THE TEACHERS
1	Assessment of co-scholastic Activities
2	Science in Everyday Life
3	Bloom's Taxonomy
4	Emotional Intelligence
5	Teaching Strategies in Physics
6	Understanding issues of Adolescents
7	Managing Virtual Classes
8	Kolbs Cycle of Experiential Learning
9	News Headlines The Jaunasian Way, Creating Space for Integrity
10	Psychology-ICT integration in teaching of Psychology
11	Life Skills-Synthesis of life skills education with present day school education
12	Crisis Management
13	Stress Management-Positive Mindful Mantras for Fighting Stress
14	Gender Sensitivity-Gender Practices for Promoting Gender Sensitivity
15	ETHICS AND INTEGRITY-Innovative methods for students to teach Ethics and Integrity
16	Ethics-Kohlberg's Stages of moral Development
17	Values Education-Mass Media and Values
18	STRESS MANAGEMENT-Stress Management at Work
19	Life Skills-Enhancing Life Skills-Effective Communication
20	Gender Sensitivity-Key Terms
21	Ethics and Integrity-Understanding Ethics and Integrity



NIS - ONLINE PEER EVALUATION

The system of Online Peer Evaluation was incorporated in the academic year 2020-2021, where the department members got involved in evaluating their colleagues. Such evaluations were organized on Saturdays, as per the availability.

PURPOSE:

- Helps build confidence amongst teachers
- Allows inter-change of ideas and methodologies
- Helps gather information and evidence about the effectiveness of teaching processes and the educational environment with a view to subjecting it to constructive critical scrutiny.
- The feedback given shall help teachers to be aware of their flaws and strengths and shall guide them to accordingly improvise and strengthen.
- It shall also help build an open minded attitude, allowing a healthy exchange of thoughts and opinions.

PROCESS:

- A teacher takes up a particular topic for class of 40 mins.
- During this allotted time frame, she/he delivers the lesson.
- Uses various teaching-learning strategies in order to ensure the fullest involvement of all the peers present.
- The peer teachers are handed out an evaluation sheet and comment accordingly.
- At the end, each peer teacher reads out the observation made and recommends accordingly.
- The assigned teacher is also allowed to respond to the comments.

IMPACT:

A considerable impact has been found amongst the teachers. The observable benefits are:

- Awareness of the actual demand, limitations, and opportunities.
- Due to the proper feedback, the urge to improvise has further developed.
- Has helped receive good judgment of subject-matter.
- Has helped remove teacher-teacher isolation.
- A sense of professionalism has strengthened with the idea of shared knowledge.
- Most significantly, it has allowed the teachers to plan, design and research, evaluate and prepare teaching materials together.
- Has developed mutual respect and professional cooperation.



BRIEF SURVEY REPORT ON SELF ASSESSMENT OF TEACHERS FOR THE YEAR 2023-2024

Self-assessments always pave way for improvement and professional development. Through self evaluation, the stake holder understands her/his strengths and weaknesses and make an earnest attempt to improve and improvise the negatives and weak areas. The New Indian School, Bahrain has distributed professional self-evaluation proforma to all the teachers to identify their appraisal on themselves on definite parameters laid in the list. The teachers have done an exclusive but personal introspection to analyze and identify their positive and negative aspects in teaching learning process. On the basis of the evaluation, we have identified the following demarcating aspects that determine the pedagogic and non-pedagogic involvements of the teachers of The New Indian School.

- Teachers maintain a positive relationship with students and parents always.
- Teachers have set achievable goals as per the syllabus as a part of their child development programme.
- Teachers have definite classroom management skills which would enable them to contribute effectively in the teaching-learning process.
- Teachers exhibit thorough professionalism in almost all the activities and communicate with the authorities when they require guidance.
- Teachers demonstrate meticulous personal qualities in school as good role models.
- Teachers work as a team and take initiatives in all the programmes of the school.
- They participate in all the extra-curricular programmes of the school and undertake responsibilities when they are given.

Areas for improvement

- A few teachers need to be forthcoming.
- Some of the teachers need to improve their leadership qualities.
- A few teachers need to improve their communication skills.
- A few teachers need to be more techno savvy and should update their ICT knowledge.

In general, almost all teachers are very skilled and professional in their teaching-learning process. On the basis of the evaluation, the school senior management team will guide and professionally update the teachers regularly. The professional development programme is in place and will continue to monitor and empower the teachers to extract the best from all the teachers.



12.

GUIDANCE AND SUPPORT



GUIDANCE AND SUPPORT



The challenge of education today is to offer school experiences that provide students with opportunities to develop the understandings, skills and attitudes necessary to become life-long learners, capable of identifying and solving problems and dealing with change. Students need to be able to communicate clearly, competently, and confidently from a broad knowledge base in order to make thoughtful and responsible decisions. Achieving these educational goals will provide students with the means to make connections between what they learn and how they live.

The Guidance and Counseling Department (GCD) of our school was established to face new psychological and social challenges amongst young learners that require guidance and counseling. The Department ensures that the school facilities which are in place are effectively utilised for the total development of the individual student, to enable the individual to lead a more fulfilling life. Students are guided not only in the discipline and behaviour aspect but also for the selection of subjects for further studies, career avenues, personal and social problems. The unit also coordinates the training and development programmes with health and family life education in schools.

The Department has two academic counselors who collaborate and facilitate with the individual to change in order to empower students to embrace their potential and achieve their personal and academic aspirations.



The GCD is equipped with a counseling corner and a career guidance corner for one to one meetings with students. The department computers are LAN and WIFI technology enabled. The GCD premises are CCTV monitored, well-furnished and is closely located to the principal and vice principal's offices for their advisory support and any immediate interventions.

School Counseling is an integral part of the education system to provide academic, career, college access / affordability / admission and social emotional competencies to all student. Effective academic counseling, career advising and mentoring, foster student success and are an integral part of the institutional environment.

The Guidance & Counseling departments aim to:

- Provide a structure to help meet the guidance and counseling needs of all students.
- Encourage respect for individual strengths and needs and social and cultural diversity.
- Help students understand themselves and build meaningful relationships with others.
- Help students plan and achieve educational goals and explore personal career paths.
- Provide consultation and co-ordination services to educators, parents, administrators, and others who work with students.
- Ensure the accessibility of guidance and counseling to all students.



THE ACTIVITIES OF DEPARTMENT OF SCHOOL COUNSELING



INDIVIDUAL COUNSELING: School age is an exceptionally challenging time in a child's life as it is filled with expectations and responsibilities that the child has to fulfill. This in turn causes stress and anxiety and a whole range of other emotional or psychological baggage that they carry along. This is why psychological support is of utmost importance and the Department focuses to help each child deal with the unique experiences and situations that they encounter in the process of growing. Individual counseling is done maintaining utmost confidentiality and professionalism in order to provide efficient and effective support to the child.

GROUP COUNSELLING: Students are provided support in groups too on topics such as personality development, academic achievement and emotional/ psychological well-being. This form of counselling helps in reaching out to more students in a specified time period and also helps students to identify and address issues which they would not have acknowledged otherwise.

COUNSELLING AT THE TIME OF PANDEMIC: This academic year has been exceptionally challenging because of the pandemic and we as a department had stepped in to do our best to provide continued support to students through the online platform. The Department had conducted sessions on Mental Hygiene during Mental Health Week, Resilience, Responsibility and Respect.

CLASSROOM SESSIONS: Awareness on various social issues, healthy habits, academic issues and behavioral issues of the students which affects the peaceful environment around them, are addressed in the class. Counselors co- ordinate with the class teachers and help them for coordinating with students who are having difficulties attending online classes.



GUIDANCE & COUNSELING DEPARTMENT FUTURE ACTION PLAN

1. Awareness programmes for students
2. Health/Medical camp
3. Health & Hygiene for girls in school
4. Career Guidance programmes in the school

CONCLUSION

Counseling and Guidance possesses a dominant role in the current education system. It helps the student to acquire the ability which promotes self-direction & self-realization.

Guidance and counseling have three fold functions namely adjustment, orientation and development which are needed to maintain a healthy climate in the educational sector. In education sector, Counseling and Guidance help the teachers and students to become more professional so that they can face the challenges boldly.

The main purpose is to help the individual to help himself/herself. Schooling is the most challenging phase in the life of an individual. The challenges of academics, expectations of the society on a child and the pressure from parents and peers make school life more vulnerable for students. The professional and empathic involvement of the counselors with the coordination of teachers and parents enable the students to face the day to day challenges of the life.



13.

STUDENT COUNCIL



STUDENT COUNCIL

2023-2024

INVESTITURE CEREMONY 2023: Empowering Student Leaders

“Before you are a leader, success is all about growing yourself.

When you become a leader, success is all about growing others.”

The New Indian School held its Investiture Ceremony for 2023, a pivotal event in the academic calendar. Conducted in the Dr. T.T. Thomas Hall, the ceremony was attended by 12th-grade students, faculty, and distinguished guests.

The highlight was the swearing-in of the newly elected student council members. Each member, in their ceremonial sashes and badges, took the oath of office, pledging to uphold the school's values and ethos. The Investiture Ceremony not only celebrated the election of the student council but also reinforced the school's commitment to fostering leadership and academic excellence.



STUDENT COUNCIL 2023-2024

SL. NO.	POSITION	NAME OF THE STUDENT	CLASS & SEC
1.	HEAD BOY	ADARSH BABU	XII C
2.	HEAD GIRL	GABRIELA JOHN	XII B
3.	ASST. HEAD BOY	RYAN JOSEPH ABRAHAM	XI F
4.	ASST. HEAD GIRL	IFRATH MARIYAM SHAMEER	XI D
5.	SPORTS CAPTAIN (BOY)	AHAMMED TANVIR ALAM	XII E
6.	SPORTS CAPTAIN (GIRL)	ECELLE ANNA SEQUEIRA	XII D
7.	ASST. SPORTS CAPTAIN (BOY)	EMIL JOBY	XI C
8.	ASST. SPORTS CAPTAIN (GIRL)	IRIS MIRIYAM GEORGE	XI A
9.	DISCIPLINE MARSHAL (BOY)	PRINCE SANTOSH	XII A
10.	DISCIPLINE MARSHAL (GIRL)	DONA JASMIN DAVID	XII D
11.	CULTURAL SECRETARY (BOY)	IMMANUEL SRINIVASAN	XI B
12.	CULTURAL SECRETARY (GIRL)	VAANI SHARMA	XI C
13.	ENVIRONMENT CLUB SECRETARY (BOY)	ASVANTH	XI C
14.	ENVIRONMENT CLUB SECRETARY (GIRL)	MERIN ELSA MATHEWS	XI A
15.	MUN STUDENT COORDINATOR (BOY)	MOHAMMED SHAHID	XII D
16.	MUN STUDENT COORDINATOR (GIRL)	ALAINA REJAN VARGHESE	XI C
17.	EMERALD HOUSE CAPTAIN	FIYONA FEBY	XII E
18.	EMERALD HOUSE VICE CAPTAIN	NOEL EMMANUEL BINU	XI B
19.	EMERALD HOUSE SPORTS CAPTAIN	SAIRA AHMED OMAR	XII D
20.	RUBY HOUSE CAPTAIN	MOHAMED ARFAN MOHAMED ASHRAF	XII B
21.	RUBY HOUSE VICE CAPTAIN	ALAN JOSHI	XI A
22.	RUBY HOUSE SPORTS CAPTAIN	KATHERINE TONY	XII E
23.	PEARL HOUSE CAPTAIN	ALINA MAHESH	XII C
24.	PEARL HOUSE VICE CAPTAIN	KOTHAPALLY ROSHINI	XI D
25.	PEARL HOUSE SPORTS CAPTAIN	MUHAMMED FAYAS	XII F
26.	SAPPHIRE HOUSE CAPTAIN	SANISH JOHN SUNIL	XII B
27.	SAPPHIRE HOUSE VICE CAPTAIN	SUZANNE NATALIE LYMON	XI A
28.	SAPPHIRE HOUSE SPORTS CAPTAIN	ADRIN JJJO	XII C
29.	INTERMEDIATE SPORTS COORDINATOR (BOY)	ELIAS ALI ABDULGANI HAMEED HASAN	XII D
30.	INTERMEDIATE SPORTS COORDINATOR (GIRL)	BINITHI YETHMINI	XII B



PREFECTS' LIST, 2023-2024

PREFECTS' LIST, 2023-2024	
Emerald House Prefects:	Pearl House Prefects:
Katherine Grace Jishu	Aysha Ayoob
Hussain Saleh Mahdi	Angel Pious
Prahlad Raghavendra	Pravinesh Sivalingam
Jia Abraham	Atharva Arul
Hamza Razaq	Avinash Mahesh
Santhosh P.	Heba Mariam Saji
Ashween Manoj	Ezdeen Elizabeth Shibu
Aaron Xavier Regy	Arfan Khan
Michelle Prince	Amrutha Bijoy
	Rishidev Sumesh
	Vishal Veeramani
	Helen Benoy
Ruby House Prefects:	Sapphire House Prefects:
Ryan Thomas	Mariya Biju
Aaron alexander	Parinithi Kannan
Luay	Ansh
Anum	Abhiram Krishna
Helen	Norah Anna
Siya	Nahreen Mariyam
Ann Mariya	Govind
Eslin	Jeritza Joseph
	Abel Biju



HOUSE LEADER AND ASST. HOUSE LEADERS, 2023-2024

HOUSE	HOUSE LEADER	ASST. HOUSE LEADER (1)	ASST. HOUSE LEADER (2)
EMERALD	MRS. SURYA KRISHNAN C.	MR. SHAJI SAM T.L.	MRS. KUNJUM TRIPATHI
PEARL	MRS. SINI BABU	MR. LIKSON LAZAR	MRS. SHYJI JOSEPH
RUBY	MRS. BINDU REGHU	MR. MOHAMMED SHAFI SHARIFF	MRS. ARCHANA SASIDHARAN NAIR
SAPPHIRE	MRS. MAMTA AINANI	MR. VEERAKUMAR S.	MRS. JINI RAPPAI

HEAD OF THE ENVIRONMENT CLUB:

MRS. KRISHNAPRIYA SUDEEP (DEPARTMENT OF SCIENCE)



14.

PARENT COUNCIL



PARENT COUNCIL MEETING

Decisions of the Meeting on 22/06/2024:

A meeting of the Parent Council was convened on Saturday, 22/06/2024 to discuss about the activities after the reopening of the school in January 2024.

The Board of Governors attended the meeting are:

1.DR. JAAN M. THOMAS THOTTUMALIL	CHAIRMAN
2.MR. GANESH RAVIPILLAI	EXECUTIVE DIRECTOR
3.MRS. JEMI T. THOMAS	EXECUTIVE DIRECTOR
4.MR. JOBY K. AUGUSTINE	DIRECTOR

The members attended were:

Sr. No	Name of the Members	Portfolio
1.	Mr. Manoj Thomas	President
2.	Mr. Clint.K.Baby	Secretary
3.	Dr. Chand Pasha	Member
4.	Mr. Sunny Abraham	Member
5.	Dr. Kurian Jacob	Member
6.	Mrs. Tiji Mathew	Member
7.	Mr. Jeffrey Abraham	Member
8.	Mr. John Mathew	Member
9.	Mr. Mohd. Shameer	Member
10.	Mr. Jerry Varghese	Member
11.	Mr. Srinivasan	Member
12.	Dr. Amita Alex	Member



The following matters were discussed and briefed.

1. The Board of Governors informed the PTA Council about the proceedings and conduct of the CBSE BOARD EXAMINATIONS and expressed their happiness in the smooth conduct of the BOARD EXAMINATIONS.
2. The Management reiterated about the importance of the expenditure and informed the PTA council about the continuous delay of many parents about the fees payment. The council agreed that strict information must be given to parents for the payment of fees on time.
3. The Management informed the Distribution of AISSE (Std X) and AISSCE (Std XII) Original Marksheet and Migration certificates from CBSE, Delhi was done successfully.
4. The PTA council expressed their happiness about the NIS Exhibition 2024 (BAHNDIA FANTASIA).

The meeting ended with a note of gratitude from the PTA President.

Chairman



PARENT COUNCIL MEETING

Decisions of the Meeting on 26/10/2024:

A meeting of the Parent Council was convened on Saturday, 26/10/2024 to discuss about the activities after the reopening of the school in January 2024.

The Board of Governors attended the meeting are:

1.DR. JAAN M. THOMAS THOTTUMALIL	CHAIRMAN
2.MR. GANESH RAVIPILLAI	EXECUTIVE DIRECTOR
3.MRS. JEMI T. THOMAS	EXECUTIVE DIRECTOR
4.MR. JOBY K. AUGUSTINE	DIRECTOR

The members attended were:

Sr. No	Name of the Members	Portfolio
5.	Mr. Manoj Thomas	President
6.	Mr. Clint.K.Baby	Secretary
7.	Dr. Chand Pasha	Member
8.	Mr. Sunny Abraham	Member
9.	Dr. Kurian Jacob	Member
10.	Mrs. Tiji Mathew	Member
11.	Mr. Jeffrey Abraham	Member
12.	Mr. John Mathew	Member
13.	Mr. Mohd. Shameer	Member
14.	Mr. Jerry Varghese	Member
15.	Mr. Srinivasan	Member
16.	Dr. Amita Alex	Member



The following matters were discussed and briefed.

1. The PTA council has been briefed about the maintenance work carried out in the school during the vacation. The painting of the premises, complete maintenance of the Air Conditioners and water coolers, painting of the courts on the ground and hall and other minor technical repairs and works.
2. The PTA council expressed their happiness about the Annual Day programs planned to be held in November. They have agreed to lend all their support for the program.
3. School picnic to various locations, as is the practice every year, has been planned and decided to commence from 03/11/2024 onwards.
4. The management evaluated the academic and nonacademic programs thoroughly and the PTA council expressed their satisfaction in the proceedings.

The meeting ended with a note of gratitude from the PTA President.

Chairman



15.

RESULT ANALYSIS



THE NEW INDIAN SCHOOL W.L.L
KINGDOM OF BAHRAIN
RESULT ANALYSIS

- Result Analysis of the school is prepared for three consecutive years i.e., 2021-2022, 2022-2023 and 2023 - 2024.
- Year wise School pass percentage data and graph.
- Classes are clustered / categorized as
 1. Classes I - III
 2. Classes IV-V
 3. Classes VI -VIII
 4. Classes IX - XI
- Subject wise Analysis and Class wise analysis are based on different bands.
- Class I – XII Merit list Analysis, Consolidated Report and graph.

CLASS	BAND SCALE			
I - V	0 - 34	35 - 54	55 - 74	75 -100
VI - XII	0 - 32	33 - 59	60 - 74	75 -100



THE NEW INDIAN SCHOOL W.L.L
KINGDOM OF BAHRAIN
RESULT ANALYSIS

YEAR	2021 -2022			2022 -2023			2023-2024		
CLASS	NO.ON ROLL	PASS NO.	2021-22 PASS %	NO.ON ROLL	PASS NO.	2022 – 23 PASS %	NO.ON ROLL	PASS NO.	2023 – 24 PASS %
I	275	275	100	320	320	100	364	364	100
II	299	299	100	299	299	100	304	304	100
III	258	258	100	338	338	100	306	306	100
IV	252	252	100	280	279	99.6	324	323	99.7
V	221	221	100	255	254	99.6	259	259	100
VI	227	227	100	236	233	98.7	246	246	100
VII	240	240	100	261	261	100	246	246	100
VIII	222	222	100	237	235	99	257	257	100
IX	203	203	100	214	213	99.5	217	215	99.1
X	154	154	100	191	186	97.3	193	193	100
XI	212	212	100	210	205	97.6	212	209	98.6
XII	190	184	96.8	200	197	98.5	194	192	99
TOTAL	2753	2747	99.7	3041	3020	99.2	3089	3081	99.7



THE NEW INDIAN SCHOOL W.L.L , KINGDOM OF BAHRAIN

MERIT RATE FOR 3 YEARS

CLASS	2021-2022			2022-2023			2023-2024		
	NO.ON ROLL	NO.OF MERIT STUDENT	MERIT %	NO.ON ROLL	NO.OF MERIT STUDENT	MERIT %	NO.ON ROLL	NO.OF MERIT STUDENT	MERIT %
I	275	272	98.9%	320	263	82.2%	364	328	90.1
II	299	296	98.9%	299	240	80.3%	304	280	92.1
III	258	249	96.5%	338	269	79.6%	306	256	83.5
IV	252	232	92.1%	280	174	62.1%	324	260	80
V	221	190	86.0%	255	156	61.2%	259	199	76.8
VI	227	180	79.2%	236	108	45.7%	246	173	70.3
VII	240	192	80.0%	261	112	42.9%	246	154	62.6
VIII	222	183	82.4%	237	110	46.4%	257	144	56
IX	203	175	86.2%	214	70	32.7%	217	104	47.9
X	154	154	100.0%	191	103	53.9%	193	91	47.2
XI	212	155	73.1%	210	53	25.2%	212	93	43.9
XII	190	100	52.6%	200	69	34.5%	194	101	52.1



THE NEW INDIAN SCHOOL W.L.L,BAHRAIN				
MEASURING SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS I-III				
CLASS	SUBJECT	2021-2022	2022-2023	2023-2024
I	ENGLISH	100.0%	100.0%	100.0%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	100.0%	100.0%	100.0%
	EVS	100.0%	100.0%	100.0%
II	ENGLISH	100.0%	100.0%	100.0%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	100.0%	100.0%	100.0%
	EVS	100.0%	100.0%	100.0%
III	ENGLISH	100.0%	100.0%	100.0%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	100.0%	100.0%	100.0%
	EVS	100.0%	100.0%	100.0%



THE NEW INDIAN SCHOOL W.L.L ,BAHRAIN				
MEASURING SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS IV-V				
CLASS	SUBJECT	2021-2022	2022-2023	2023-2024
IV	ENGLISH	100.0%	99.6%	99.7%
	ARABIC	100.0%	99.6%	100%
	MATHEMATICS	100.0%	99.6%	99.7%
	SCIENCE	100.0%	99.6%	99.7%
	SO.STUDIES	100.0%	99.6%	99.7%
V	ENGLISH	100.0%	99.6%	100 %
	ARABIC	100.0%	100.0%	100 %
	MATHEMATICS	100.0%	99.6%	100 %
	SCIENCE	100.0%	100.0%	100 %
	SO.STUDIES	100.0%	99.6%	100 %



THE NEW INDIAN SCHOOL,BAHRAIN				
MEASURING SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS	SUBJECT	2021-2022	2022-2023	2023-2024
VI	ENGLISH	100.0%	97.4%	100.0%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	100.0%	97.8%	100.0%
	SCIENCE	100.0%	98.3%	100.0%
	SO.STUDIES	100.0%	99.5%	100.0%
VII	ENGLISH	100.0%	99.2%	100.0%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	99.6%	99.6%	98.0%
	SCIENCE	100.0%	99.2%	99.2%
	SO.STUDIES	100.0%	100.0%	99.6%
VIII	ENGLISH	100.0%	99.5%	100.0%
	ARABIC	100.0%	99.5%	100.0%
	MATHEMATICS	100.0%	98.7%	100.0%
	SCIENCE	100.0%	98.7%	100.0%
	SO.STUDIES	100.0%	98.7%	100.0%



THE NEW INDIAN SCHOOL W.L.L. ,BAHRAIN				
MEASURING SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASSES	SUBJECT	2021-2022	2022-2023	2023-2024
IX	ENGLISH	100.0%	100.0%	99.5%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	100.0%	99.5%	99.1%
	SCIENCE	100.0%	99.5%	99.1%
	SO.STUDIES	100.0%	99.5%	99.1%
X	ENGLISH	100.0%	100.0%	100.0%
	ARABIC	100.0%	100.0%	100.0%
	MATHEMATICS	100.0%	97.3%	100.0%
	SCIENCE	100.0%	100.0%	100.0%
	SO.STUDIES	100.0%	100.0%	100.0%

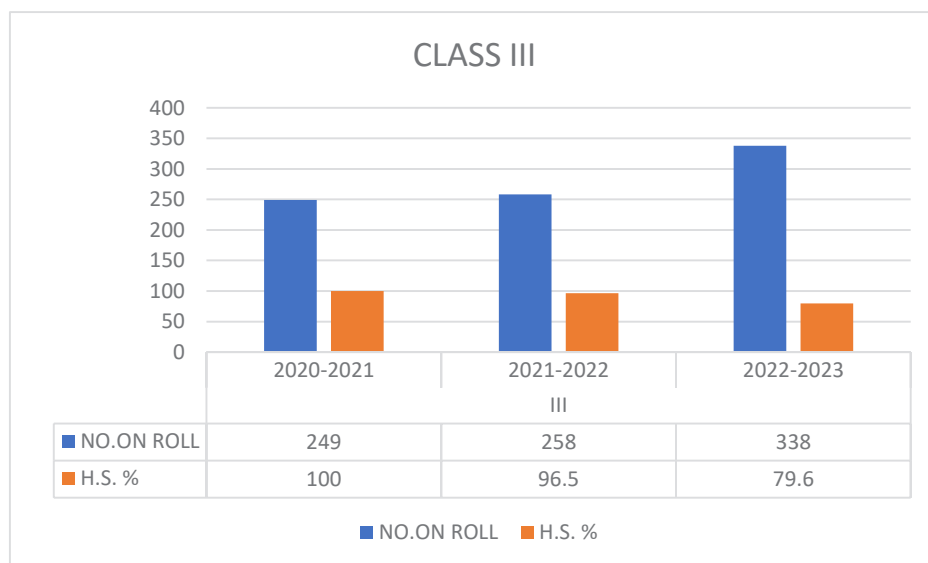
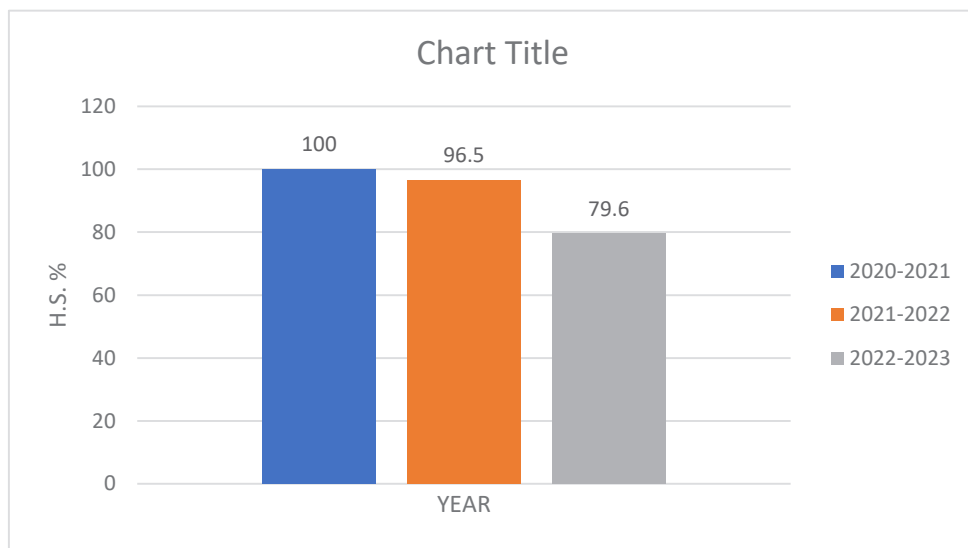


THE NEW INDIAN SCHOOL W.L.L ,BAHRAIN				
MEASURING SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASSES	SUBJECT	2021-2022	2022-2023	2023-2024
XI	ENGLISH	100.0%	100.0%	100.0%
	PHYSICS	100.0%	95.9%	97.1%
	CHEMISTRY	100.0%	95.9%	97.1%
	BIOLOGY	100.0%	94.6%	98.0%
	COMPUTER	100.0%	96.2%	100.0%
	MATHEMATICS	100.0%	98.8%	100.0%
	ACCOUNTANCY	100.0%	100.0%	100.0%
	ECONOMICS	100.0%	100.0%	100.0%
	BUSINESS	100.0%	100.0%	100.0%
	MARKETING	100.0%	100.0%	100.0%
	IP	100.0%	100.0%	100.0%
XII	ENGLISH	100.0%	100.0%	100.0%
	PHYSICS	96.2%	99.0%	100.0%
	CHEMISTRY	96.2%	99.0%	100.0%
	BIOLOGY	97.5%	100.0%	100.0%
	COMPUTER	96.7%	100.0%	98.6%
	MATHEMATICS	98.2%	98.7%	98.7%
	ACCOUNTANCY	97.2%	97.8%	98.8%
	ECONOMICS	98.1%	98.9%	98.8%
	BUSINESS	97.2%	97.8%	98.8%
	MARKETING	100.0%	97.1%	100.0%
	IP	96.4%	100.0%	100.0%



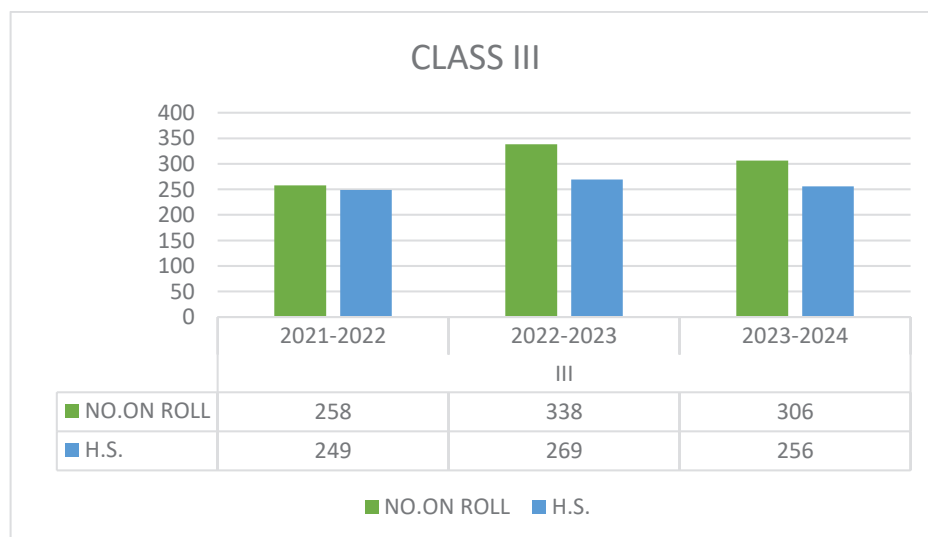
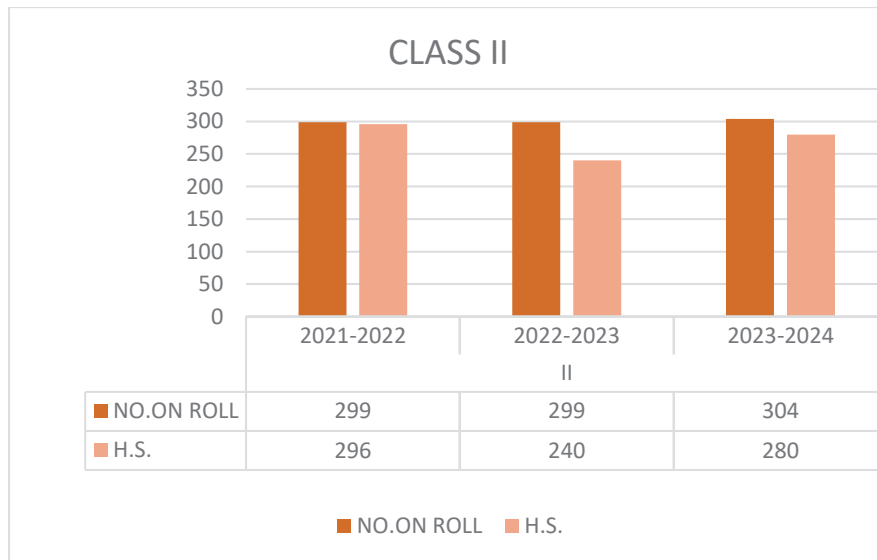
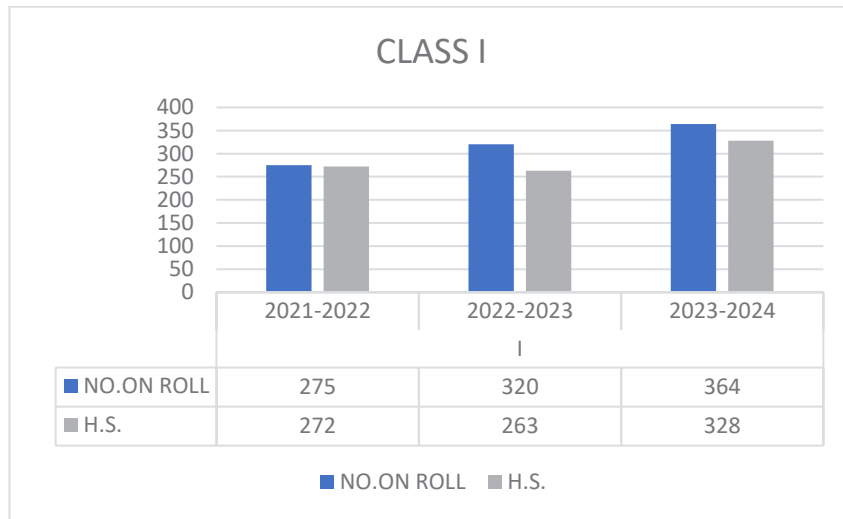
YEAR WISE MERIT RATE CLASS III

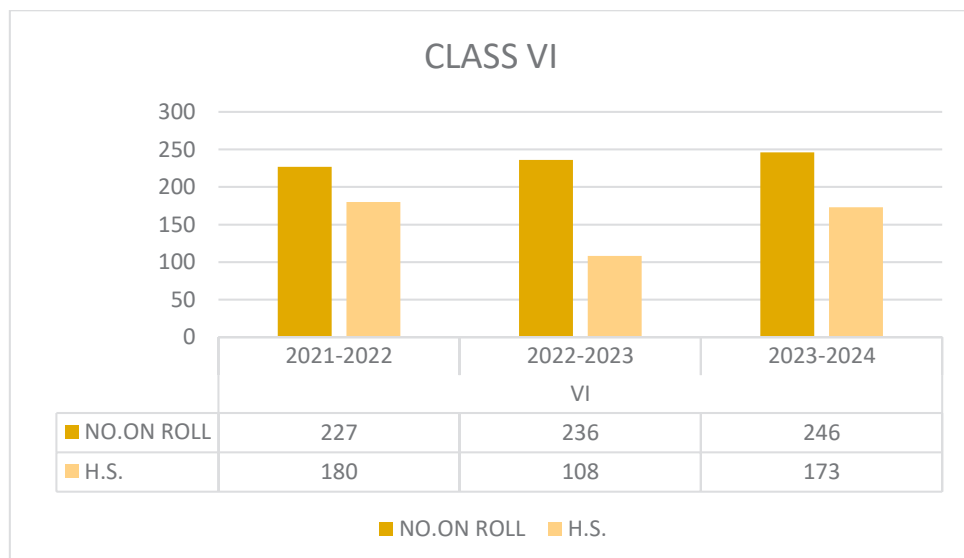
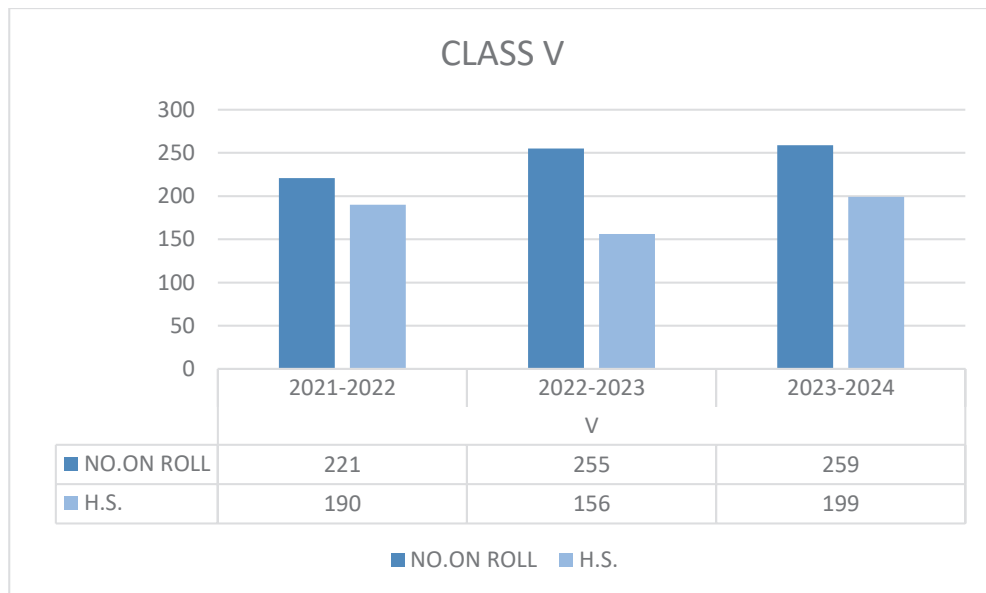
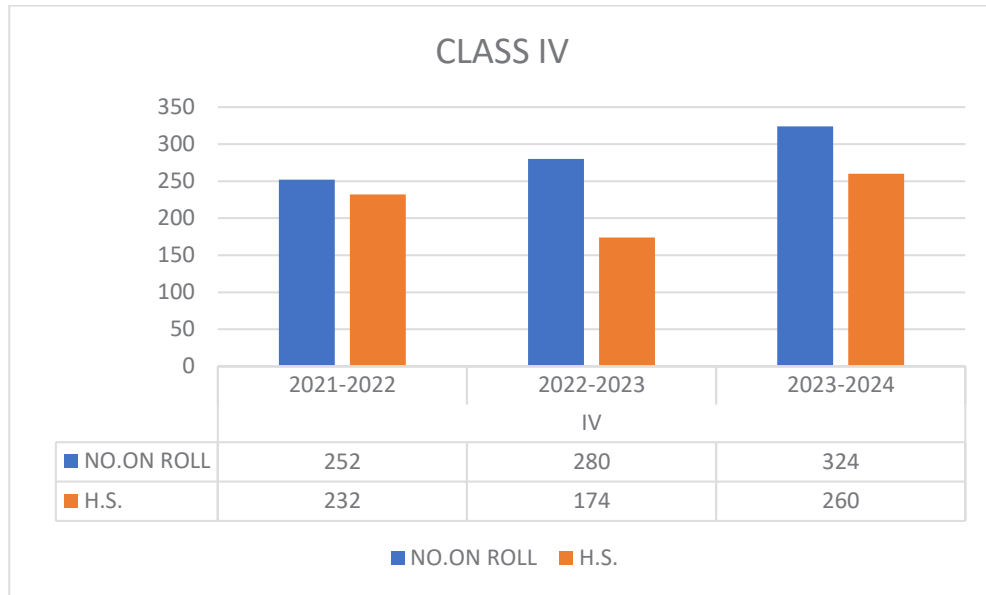
CLASS /SEC	YEAR	NO.ON ROLL	H.S. %
III	2020-2021	249	100
	2021-2022	258	96.5
	2022-2023	338	79.6

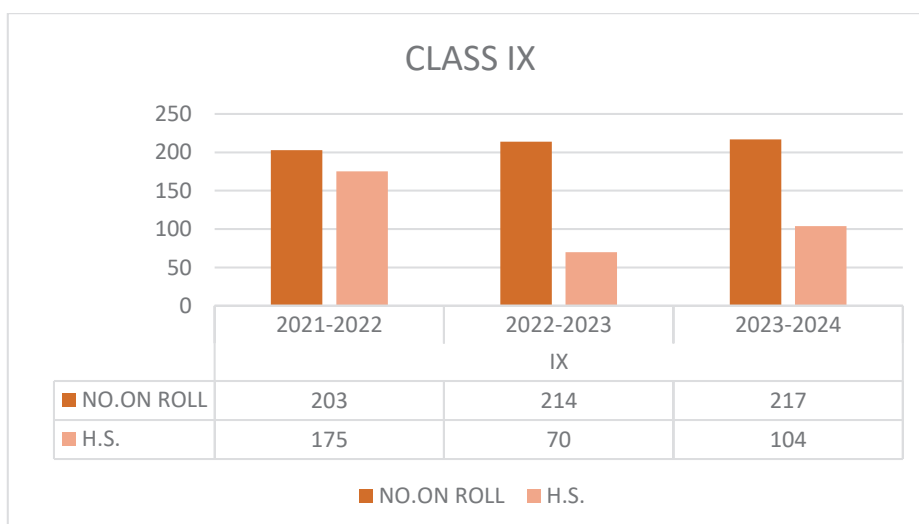
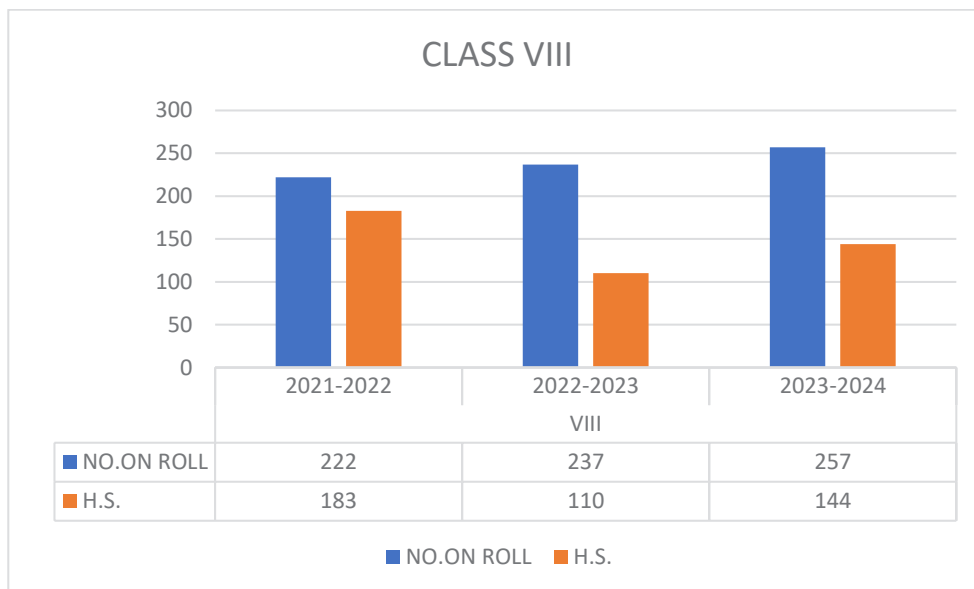
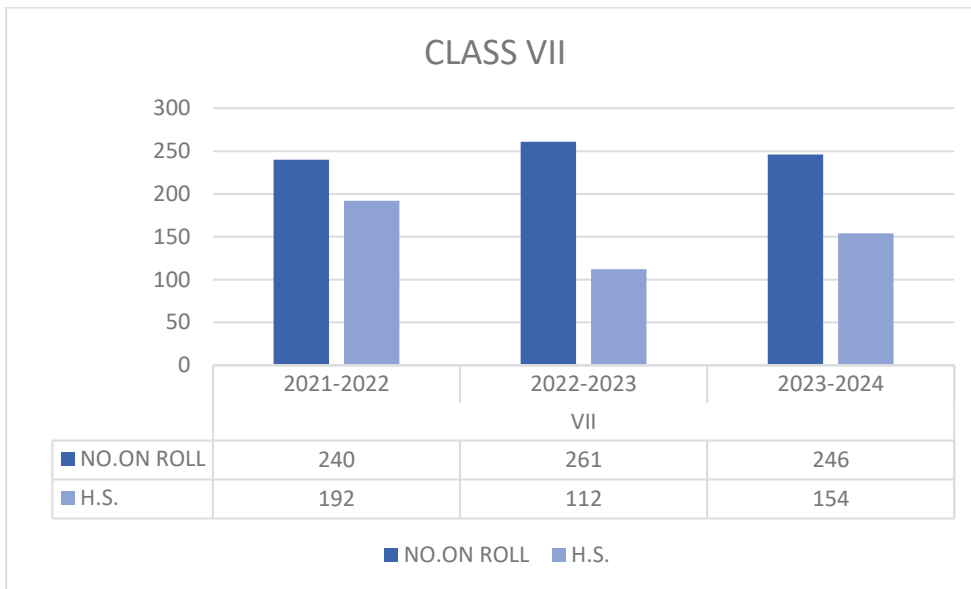


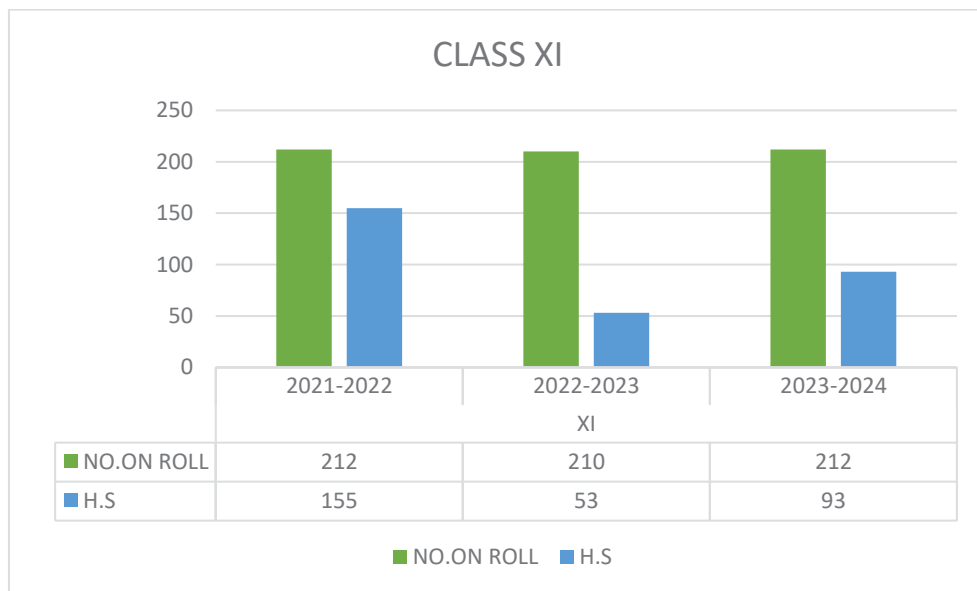
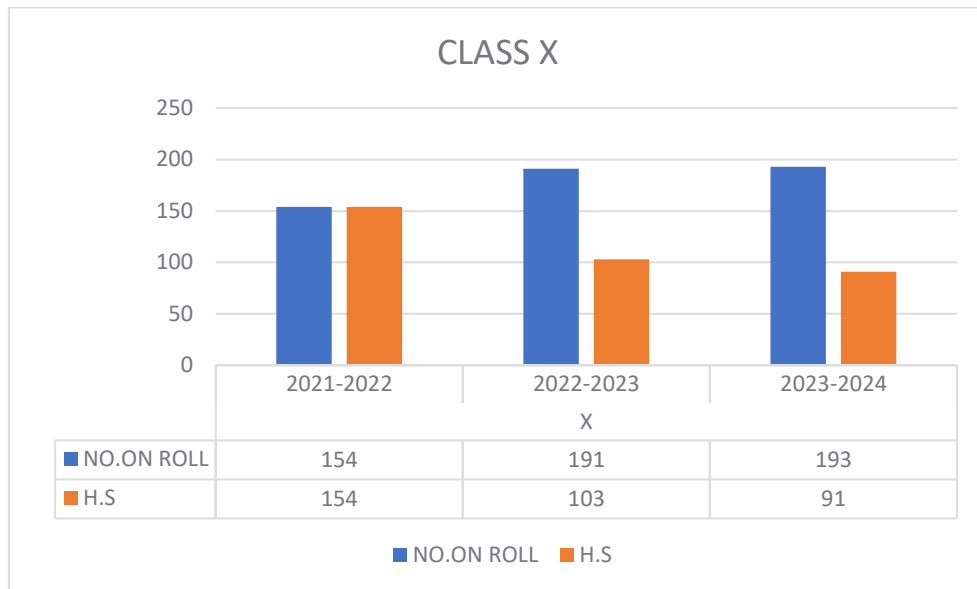


YEAR WISE MERIT RATE 2023 – 2024











ACTION PLAN

FOR IMPROVING THE LEARNING EXPERIENCE OF ASPIRING ACHIEVERS

- Identify the low achievers.
By giving formative tests on different levels of knowledge, skill and motivation
- Diagnose the strengths and weaknesses
Encourage the high achievers to help the lower achievers through online medium.
- Set the objectives that students should achieve at the end of learning sections and prepare how to assess their achievement
Enhance basic knowledge and skill
Relate the new concept with previous knowledge
By properly combining different instructional methods
Adaptive instruction -Adapt the learning environment and teaching style to suit their level of knowledge and skill
- Give time to time reward to raise their confidence
- Encourage parents' involvement in learning process
- Observe the students and provide immediate feedback concerning to their points of weakness and their progress.

ACTION PLAN

FOR IMPROVING THE LEARNING EXPERIENCE OF HIGH ACHIEVERS

- Encourage the students to move from the factual to the conceptual; instead of asking for facts, push them to make connections.
- Increase the level of self-assessment
- Encourage enquiry-based instruction



16.

**ACTIVITIES &
COMPETITIONS
2023-2024**



Celebrating Decades of Excellence: The New Indian School's 33rd Annual Day Extravaganza



The grand auditorium of the Bahrain Keraleeya Samajam echoed with thunderous applause and joyous celebration as The New Indian School (NIS) hosted its 33rd Annual Day program on Friday, October 13th, 2023.

The esteemed gathering was graced by the presence of distinguished dignitaries, including H.E. Vinod K. Jacob, the Ambassador of India to the Kingdom of Bahrain, who served as the Chief Guest. The Guests of Honor were H.E. Eman Hasan Showaiter, Member of Parliament from the 10th Constituency of the Kingdom of Bahrain, and Ms. Lulwa Ghassan Mohana, the Director from the Ministry of Education.

The programme was a kaleidoscope of diverse performances, ranging from the enchanting presentations of the tiny tots in L.K.G. to the polished displays of the senior secondary students. The audience was enthralled throughout the entire duration of the event, captivated by the well-planned and meticulously practiced presentations.

The highlight of the evening was the annual report, delivered by the members of the Student Council in three engaging segments, which provided a comprehensive overview of the school's accomplishments and the students' exceptional contributions. Additionally, 45 dedicated staff members were honoured with awards in recognition of their long-term meritorious service, underscoring the institution's commitment to nurturing a culture of excellence.





Vibrant Celebrations Throughout the School Year

The academic calendar was marked by a diverse array of cultural celebrations and commemorative events that fostered a spirit of unity, joy, and reflection among the school community.

Special days like Children's Day, Nurses' Day, and Teachers' Day provided opportunities throughout the year to recognize the invaluable contributions of these important members of our community.

Festivals like Christmas, Diwali, Eid, and Gandhi Jayanti further enriched the campus atmosphere with vibrant decorations, traditional performances, and shared meals.

During the Bahrain National Day celebration, the school got together to celebrate the country's rich heritage and culture and pay respect to the country's rulers.

The year also saw the observance of National Youth Day in January and National Unity Day. These events inspired students to embrace their roles as engaged citizens and compassionate leaders of tomorrow, while strengthening the bonds that will endure long into the future.

Through these celebrations, the school community celebrated its diversity and cultivated empathy.



GANDHI JAYANTI





DIWALI CELEBRATION





BAHRAIN NATIONAL DAY



CHRISTMAS CELEBRATION

DHWANI 2023

The sound of everything that resonates through our life...

The New Indian School's Dhwani Talent Fest 2023 was a dynamic program designed to encourage co-curricular excellence. This vibrant platform enabled students to uncover and showcase their hidden talents across a variety of competitions.

Highlights included the Young Chef contest, where participants dazzled judges with their culinary creativity and precision. The Mono Act event showcased students' theatrical prowess through compelling solo performances. Storytelling with Puppets blended narrative skills and puppetry to bring stories to life. The Poem Recitation competition demonstrated students' articulation, expression, and literary appreciation. Solo Singing rounded out the fest, highlighting the vocal talents of the students.

Each event within Dhwani Talent Fest 2023 exemplified the school's dedication to nurturing and celebrating the artistic and creative pursuits of its students, fostering an environment where hidden talents are encouraged to shine.







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NewMUN Chapter V



The New Indian School Model United Nations Conference (NewMUN) 2023 marked the fifth chapter of the NewMUN, and we are elated that it was our First Inter-School MUN.

The conference was held on the 27th and 28th of October, 2023, at The New Indian School campus and it provided a unique platform for students to engage in meaningful debates and discussions on global issues while developing vital skills such as diplomacy, negotiation, and public speaking. It was an excellent opportunity for students to expand their knowledge, enhance their critical thinking abilities, and foster international understanding.

Mr. Ijhas Aslam, Second Secretary(C.S) Embassy of India, Kingdom of Bahrain was the chief guest on the opening ceremony of NewMun V and he congratulated the entire Team NewMun for their elaborate and detailed preparations for the success of the First Interschool MUN. Our School Chairman Dr. Jaan. M.T.Thottumalil expressed his delight in seeing the young minds expressing world issues through their research and deliberations.



Compassionate Caretakers, Nourishing Minds & Protecting our Planet: Celebrating Animal Welfare, Nutrition and Pariyawaran (Environment) Week at NIS

NIS celebrated a remarkable year with a series of interconnected events focusing on animal welfare, nutrition, and environmental stewardship. Aptly titled "Compassionate Caretakers, Nourishing Minds & Protecting our Planet," these initiatives empowered students to become champions of positive change.

Animal Welfare Week: Students developed a deeper understanding and appreciation for our furry friends, learning about the importance of responsible pet care and animal welfare.;
Nutrition Week: where children were sensitized about the habit of eating healthy, nutritious and balanced meals; and finally, **Pariyawaran (Environment) Week:** where children of all grades were engaged in eco-friendly activities like planting trees, upcycling, and importance of waste management.

These impactful programmes inspired the entire NIS community to embrace their roles as compassionate caretakers, nourishing minds, and protectors of our planet. As we look to the future, our students are poised to make a lasting difference, championing the values of empathy, health, and sustainability.





Unleashing Brilliance: A Celebration of Inter-School Competitions



The hallways of our esteemed institution reverberated with a palpable energy this academic year (2023-2024), as students from across grades eagerly participated in a myriad of inter-school competitions. These engaging events provided our young achievers with invaluable platforms to showcase their diverse talents and unlock new realms of learning.

On the artistic front, our students shone brightly, captivating the judges and audience alike. The "Canvas" drawing and colouring contest allowed budding artists to transform the ordinary into the extraordinary, as they unleashed their creativity and imagination on the canvas. Complementing this visual spectacle was the "Creative Minds" art and craft competition, where students explored a vast array of artistic disciplines, from clay modelling to puppet making. These competitions not only celebrated our students' exceptional talents but also fostered a nurturing environment for creative expression and personal growth.

Alongside the visual arts, our institution also organized an impressive array of literary contests to nurture the language and communication skills of our students. From the captivating narratives and poems crafted in the creative writing and story writing competitions to the spelling prowess and problem-solving acumen displayed in the crossword puzzles and spelling bee, our students demonstrated their mastery of the written word. The declamation competition further honed their public speaking abilities, as they eloquently delivered speeches and recitations, leaving a lasting impression on all in attendance.



But the spirit of competition extended beyond the realms of the arts and literature. Our students also showcased their mathematical prowess in the "Mental Maths" competitions, where lightning-fast calculation skills and logical thinking were put to the test. These events challenged our young scholars to push the boundaries of their intellectual capabilities, nurturing a deep appreciation for the power of mathematics.

Underpinning these inter-school competitions was the robust four-house system that has become the foundation of our institution's vibrant community. Events like the Inter-House Debate and Inter-House Quiz Contest not only refined the students' public speaking, critical thinking, and general knowledge but also fostered a strong sense of team camaraderie and healthy competition among the houses. These activities encouraged our students to collaborate, strategize, and support one another, honing their leadership and problem-solving skills in the process.

As we reflect on the triumphant achievements of our students, we are filled with a profound sense of pride and admiration. These inter-school competitions have not only celebrated their exceptional talents but have also served as catalysts for their personal and academic growth. With each accolade earned and experience gained, our young achievers have demonstrated their unwavering commitment to excellence, inspiring us all to reach for the stars.



Canvas- A drawing and colouring competition



Fancy Dress Competition



Drawing Competition



Clay Modelling Competition





MATHLETES 3 A Showcase of Mathematical Talent

Every year, the school proudly hosts MATHLETES – an Inter-School Quiz and Symposium Competition celebrating mathematical aptitude and intellectual curiosity. On 11th December 2023, the school held MATHLETES 3, bringing together students from various schools to engage in friendly competition, showcase their skills, and foster a love for mathematics. Participants had the opportunity to present their research and innovative ideas during the symposium, while the quiz challenged students' knowledge and problem-solving abilities. Additionally, the budding mathematicians of the New Indian School excelled at the MATHS DAY hosted by Indian School Bahrain, making the school proud by winning several prizes.





Celebrating the Spirit of Commerce Annual Commerce Day 2023



The school's annual Commerce Day 2023 was a vibrant celebration that showcased the talents and entrepreneurial spirit of the institution's 11th and 12th-grade commerce students. Organized by the Department of Commerce, the event featured a range of captivating activities, including AdTech, where students demonstrated their creative marketing abilities, a Model-Making competition that highlighted their entrepreneurial skills, a Symposium that fostered insightful discussions on the commercial landscape, and a Just-A-Minute challenge that tested their quick thinking and oratory skills. The Skit performance further allowed students to bring their classroom learnings to life, illuminating the complexities of the business world. Commerce Day 2023 served as a testament to the school's commitment to holistic education, empowering students to seamlessly transition from the classroom to the thriving commercial arena.





Scientia 2023

The Scientia 2023 was a testament to the extraordinary and intriguing megacosm that is, Science. The event, held on 26th of September 2023 was celebrated by the dexterous students of science steam from 11th and 12th, exploring programs like skit, symposium, just a minute, quiz and connection game along with the insightful speeches of the esteemed dignitaries. The skit, based on the infamous Nipah Virus that ambushed the state of Kerala, India during the year 2018 where many lives were lamentably lost was an excellent portrayal by the talented artists and competitions such as symposium and just a minute drove a sense of competition and enthusiastic participation among students. The occasion was a splendid success, instilling intellect understanding and enthusiasm.





Subject Associations

Enrich Student Learning in 2023-24

The 2023-24 academic year saw the introduction of subject-specific associations across the school. These new clubs gave students the opportunity to further explore their academic interests through specialized events and activities.

The Art and Craft Association showcased the impressive artistic talents of both students and faculty, displaying an array of vibrant paintings, sketches, and handmade crafts. Language associations, meanwhile, celebrated the literary works of renowned authors and poets, inspiring students' own creative writing.

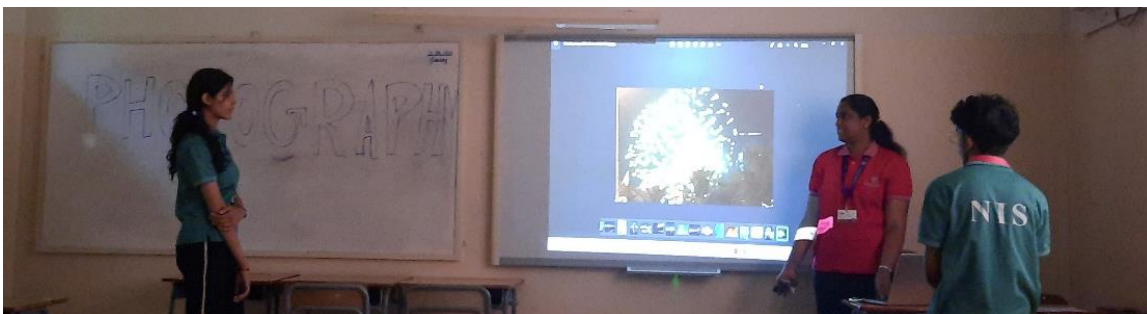
In the Sciences, hands-on experiments and demonstrations deepened students' understanding of key principles and concepts. These engaging sessions complemented classroom instruction, igniting a greater passion for scientific discovery. Overall, the Subject Associations have been a valuable addition, empowering students to dive deeper into their studies while developing important skills beyond the traditional curriculum.



Bridging Interests, Broadening Minds: The New Indian School's Club Activities Extravaganza



In 2023, the New Indian School's Club Activities exemplified its commitment to fostering diverse student interests and skills. Key clubs included the Photography Club, Art Club, Model United Nations Club, In-Class Games, Literature Club, and Music Club. These meticulously organized clubs enabled students to refine technical and artistic abilities, cultivate diplomatic and public speaking skills, promote cognitive development and teamwork, and showcase their talents. The robust Club Activities program demonstrated the school's dedication to providing a well-rounded, enriching educational experience.



Subject Associations Enrich Student Learning in 2023-24

In a series of enriching sessions, New Indian School (NIS) showcased a remarkable lineup of student accomplishments. Alumna Apurva Ramakrishnan, a Georgetown University Master's student, captivated Class 11 and 12 with insights on navigating academic opportunities and challenges. Complementing this, Class 12 authors Safiya Sayed and Fariyal Farooqi shared the inspiring story behind their debut





Environmental Club Drives Positive Change in 2023-24



The New Indian School's Environment Club spearheaded impactful initiatives in 2023-24, inspiring students to become champions of sustainability. Key activities included a thought-provoking environmental debate, planting a thriving school garden, crafting reusable bags, repurposing waste into club badges, and leading waste disposal awareness sessions. Under the guidance of teacher-in-charge Ms. Krishnapriya Sudeep and student leaders Merin Mathew and Asvath, the club empowered students to drive positive change as the guardians of our planet.



Finale Fanfare: The New Indian School Sends Off Class XII with Flair and Fervor



The outgoing Class XII batch of The New Indian School bid a memorable farewell on February 3, 2024. Class XI students organized a dazzling celebration with dance performances, a video presentation of cherished memories, and pulsating band performances. Exciting games added to the fun and entertainment. The much-anticipated titles of Prince and Princess of NIS 2023-24 were awarded to Mohammed Shahid Shamnad and Gabriela Saju John respectively. Head Girl Gabriela Saju John and Head Boy Adarsh Babu expressed gratitude to the school for shaping their success and reflected on their cherished experiences. The event was a fitting tribute to the years spent together as a community.





Academic Excellence Award for classes X and XII (AISSCE & AISSE)



The New Indian School W.L.L, Kingdom of Bahrain organized the Academic Excellence Award Ceremony in the school auditorium on Thursday, 23 May 2024. Mr. Rajendra Kumar Meena, Attache, Education, Indian Embassy was the Chief Guest of the event. Eminent dignitaries, Dr. Jaan M. T. Thottumalil (Chairman), Mrs. Jemi Thottumalil Thomas (Executive Director), Mr. Joby Augustine (Director), were also present on the auspicious occasion to motivate the students.

The programme commenced with recitation of the Holy Quran, soulful rendition of the School Prayer followed by the National Anthem of Bahrain and India. Principal Mr. K. Gopinath Menon welcomed the chief guest and other dignitaries to the solemn ceremony. He lauded the unprecedented achievements of the students catalysed by the active support of their parents together with the untiring efforts of teachers for making the school the pinnacle of success .

Speaking on the occasion Mr. Rajendra Kumar Meena said, Success is not just a synchronized thing but rather a continual programme. He congratulated the student fraternity and teaching community for bringing the laurels and making the school proud. He further gave away mementos and certificates to the Island toppers as well as to Toppers of Class XII Science and Commerce streams of NIS.

Congratulating the students on their consistent hard work and ownership of their tasks that scripted success stories, Dr. Jaan M. T. Thottumalil, Chairman lauded the efforts of teachers and parents for facilitating and motivating them to achieve the fete. He distributed prizes for toppers of Class X along with the Executive Director Mrs. Jemi Thottumalil Thomas. Further they honoured the teachers who mould the students to become the Island toppers with special teachers' award.

Director, Mr. Joby Augustine in his key-note address advised the students to be thankful to their parents and teachers for 'what they are today'. He called upon the students to work for excellence by setting a different and challenging goal. Besides, he gave away the mementos to teachers having full attendance in the academic year 2023-24.

In their addresses, the Vice principals, Mr. P. Mohan and Dr. George Mathew lauded the efforts of teachers, parents and students of NIS for their exceptional results. They also thanked the School Management for their leadership and guidance in making it a reality.



Thanking the dignitaries and invitees, Mrs. Susy Paul, Head Teacher, said that NIS owed a lot to them for their presence and support. She expressed her appreciation to them for making the evening memorable.





Empowering Minds, Expanding Horizons: NIS Celebrates Student Achievements and Enrichment

In a series of enriching sessions, New Indian School (NIS) showcased a remarkable lineup of student accomplishments.

Alumna Apurva Ramakrishnan, a Georgetown University Master's student, captivated Class 11 and 12 with insights on navigating academic opportunities and challenges.

Complementing this, Class 12 authors Safiya Sayed and Fariyal Farooqi shared the inspiring story behind their debut literary work.

Rounding out the event, Class 12 students Mohammed Shahid and Noor recounted their enriching academic journey to France, captivating the audience with tales of cultural immersion and intellectual growth.



"Unleashing the Power of Pen and Imagination: Celebrating the Budding Writers of NIS"

Picnics and Playtime: NIS Students Enjoy Fun-Filled Excursions

The students of the New Indian School (NIS) were treated to a much-anticipated array of picnics and leisure trips, continuing the institution's tradition of providing its learners with opportunities to create cherished memories.

Like in previous years, the children were taken on excursions to some of Bahrain's most popular destinations, including the Lost Paradise of Dilmun, Dolphin Park, and Adhari Park. These fun-filled outings allowed the students to explore new environments, engage in recreational activities, and bond with their peers in a relaxed setting.





Warm Welcome for Tiny Tots at NIS & their Graduation Ceremony

As the new academic year commenced, NIS celebrated the arrival of our youngest learners from Kindergarten to Class 3 with an enthusiastic and heartwarming welcome.

On their first day, our dedicated teachers organized a fun-filled event designed to engage and excite the children. The day was packed with interactive activities that not only introduced the young students to their new environment but also fostered a sense of community and belonging. This memorable experience marked the beginning of their educational journey, ensuring that each child felt supported and eager to learn. The warm and welcoming atmosphere created by our staff set a positive tone for the year ahead, reinforcing our commitment to nurturing the growth and development of every student.

In addition to welcoming the tiny tots, the school also held a graduation ceremony, celebrating the achievements of our students as they transitioned to the next stage of their educational journey. This event highlighted our dedication to the holistic development of our learners, emphasizing both academic achievements and personal growth.







Fostering Well-Rounded Minds: The School's Enduring Monthly Activity Tradition

For years, our esteemed institution has been at the forefront of nurturing well-rounded, intellectually curious individuals. As the academic year 2023-2024 unfolded, the school continued its steadfast commitment to fostering a dynamic learning environment through its established monthly activity programmes.

At the heart of these initiatives lies the "Mental Maths" challenge – a long-standing monthly competition that has captivated our students' attention and ignited their enthusiasm for the wonders of mathematics. These events not only hone our students' mathematical abilities but also instil in them a deep appreciation for the power of the mind and the joy of intellectual pursuit.

Complementing the "Mental Maths" challenge, the school's "Whole School Reading Together" program has become a unifying tradition, encouraging the entire student body to immerse themselves in the transformative world of literature. Each month, students across all grades are invited to devote a dedicated time to reading, fostering a shared love for the written word and a sense of community.

Furthering the intellectual stimulation, the school's "Mind Sport" – a monthly quiz activity – tests the students' breadth of knowledge and critical thinking abilities. The activity serves as a cornerstone of our school's commitment to lifelong learning. It empowers our students to take an active role in their educational journey, nurturing their intellectual curiosity and instilling in them the essential skills and mindset to continue learning and growing long after the school gates have closed.

These long-standing monthly activities not only provide our students with a platform to showcase their exceptional talents and skills but also serve as a catalyst for their personal growth. By nurturing a culture of healthy competition, collaborative learning, and intellectual curiosity, the school ensures that the momentum of learning remains steadfast throughout the academic year.



EDUCATIONAL VISITS



EXPERIENTIAL LEARNING- STUDENTS OF CLASS 10 TO 12 VISIT EMBASSY OF INDIA ON 23RD OCTOBER, 2023



STUDENTS MEET MR. MURALEEDHARAN, STATE OF EXTERNAL AFFAIRS MINISTER, REPUBLIC OF INDIA



STUDENTS OF CLASS 12 ATTEND BAHRAIN BAYAN SCHOOL COLLEGE EXPO



STUDENTS ATTENDED THE DIGITAL EMPOWERMENT PROGRAMME ORGANIZED BY THE MINISTRY OF EDUCATION, BAHRAIN



NIS STUDENTS AT BAHRAIN KERALEEYA SAMAJAM BOOK FAIR



VISIT TO AL NASSER VOCATIONAL TRAINING INSTITUTE

Accolades in the Field of Sports





CBSE CLUSTER 2023-2024

CHESS U-11 (BOYS) - 1ST PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	NOEL ABRAHAM PUNNOOSE	IV C
2	ADAM BINU ABRAHAM	IV E
3	SRIRAM PALANIAPPAN	IV F
4	JAIRAM KANNAPPAN	IV F



CHESS U-11 (GIRLS) - 2ND PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	YASHVI SHAH	V C
2	NIKKSHITHA	IV F
3	SAFIYA SHIYAS	V G
4	KUZHAI NANGAIYAR	IV B

CHESS U-19 (BOYS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	AGNIVESH THOTTUMKARA	XII A
2	PRINCE PRAKASH	XII A
3	MARWIN FRANCIS	XII C
4	REON SHAWN RODRIGUES	XII A

CHESS U-17 (GIRLS) - 3RD PLACE








S.NO	NAME OF THE STUDENT	CLASS / SEC
1	GEETHANJALI	XI C
2	AREEBAH	XI B



CHESS U-19 (GIRLS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	SHRUTHI SUDHEER	XII C
2	ALEENA MARIA	XI E
3	GABRIELA JOHN	XII B
4	AHLAM MOHAMMAD	XII E

ATHLETICS INDIVIDUAL EVENTS

S.NO	NAME OF THE STUDENT	CLASS / SEC	EVENT	POSITION	PHOTOGRAPH
1	ADRIN JIJO	XII C	100M LONGJUMP	FIRST	 ADRIN JIJO 29-05-2022
2	AARON JERRY	X E	100 M 200M	FIRST	
3	SRUTHI SUDHEER	XII C	TRIPLE JUMP	FIRST	 <small>Scanned with CamScanner</small>
4	IRIS MIRIYAM GEORGE	XI A	100M	SECOND	
5	MOHAMMED FAIZAN SIYAM	XI D	400M	SECOND	
6	REVA R IDDYA	XI D	1500M	SECOND	 REVA RAMACHANDRA IDDYA 20-06-2022
7	DANA K JABERI	XI F	800M	SECOND	



8	ANWEETHA SRINIVASAN	XI D	3000M	SECOND	
9	NEVABIJU	VII F	200M	SECOND	
10	REEM DHANAK	XII F	1500M	THIRD	
11	GARGI	X F	400M	THIRD	
12	MOHAMMED FAYAZ	XII F	400M	THIRD	
13	ECHELLE SEQUEIRA	XII D	400M	THIRD	
14	VARSHA RAMESH	X B	800M	THIRD	
15	SREEGOVINDH	XII D	SHOTPUT	THIRD	



ATHLETICS TEAM EVENTS

S.NO	NAME OF THE STUDENT	CLASS/SEC	EVENTS	POSITION
1	ANJELO SASIDU KRISHNA SAYED	VIII E VII E VII E VII F	4*100 M RELAY	THIRD
2	DANAJABERI MANNA RACHEL SHRUTHI SUDHEER CHRISTINA MARY	XI F XI B XII C XII C	4*100 M RELAY	THIRD
3	ADRIN JIJO MOHAMMED FAYAZ ANBU PIRIYAN BIDHU PRASAD	XII C XII C XII F XI A	4*400 M RELAY	SECOND
4	DANA JABERI SHRUTHI SUDHEER ECHELLE SEQUEIRA ANWEETHA S	XI F XII C XII D XI D	4*400 M RELAY	THIRD
5	AARON JERRY ISSAC JOHN MOHAMMED FAIZAN MIGINDA	X E X E XI D IX C	4*400 M RELAY	THIRD
6	GARGI EMMY ELSA MYSHA TAHANA VARSHA RAMESH	X F IX A X B X B	4*400 M RELAY	THIRD

BADMINTON U-19 (BOYS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	ADRIN JIJO	XII C
2	DARRYN	XII A
3	ASHWIN	XI B
4	SHREYAS	XII B

BADMINTON U-17 (BOYS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	VISWADATH RAJESH	X A
2	ATMAJ KRISHNA	XI F
3	GOKUL RAMESH	XI D
4	DHANANJAY MADATHIL	XI D

**BADMINTON U-14 (BOYS) - 3RD PLACE**

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	NIVAAN PRANESH KUKIAN	VII G
2	NIVED ROOPESH	VIII D
3	G NICHAL VAMSIDHAR CHANDRA	VIII F
4	NATHAN MATHEW PUNNOOSE	V D

BADMINTON U-19 (GIRLS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	NIDHI REENA JINESH	XI C
2	CHRISTINA MARY BABU	XII C
3	SAHANA SADASIVAN	XII A
4	EHELLE SEQUEIRA	XII D

BASKETBALL U-19 (GIRLS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	DANA K JABERI	XII F
2	SHRUTHI SUDHEER	XII C
3	REEM DHANAK	XII F
4	MONISHKA MALIK	XI A
5	BINULI YETHMINI	XII B
6	BINITHI MATHPANIE	XII B
7	CHRISTINA MARY BABU	XII C
8	FAIZA CHUNAWALA	X D
9	REVA R IDDYA	XI D
10	SAHANA SADASIVAN	XII A
11	ALISHA RUTH	XI A
12	ANWEETHA SRINIVASAN	XI D

FOOTBALL U-19 (GIRLS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	BINULI YETHMINI	XII B
2	CHRISTINA MARY BABU	XII C
3	DANA K JABERI	XI F
4	ALISHA RUTH	XI A
5	KATHERINE TONY	XII E
6	MONISHKA MALIK	XI A
7	REEM DHANAK	XII F
8	REVA RAMACHANDRA IDDYA	XI D



9	SHRUTHI SUDHEER	XII C
10	YANA PUROHIT	IX F
11	ANUSHKA SREEKUMAR	XII A
12	ECELLE SEQUEIRA	XII E
13	SINU MANOHAR	XI A
14	CHRISTY JOY	XII E
15	JOSMIYA JOSEPH	VIII B

TABLE TENNIS U-17 (GIRLS) - 2ND PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	FAIZA FAISAL CHUNAWALA	X D
2	MARYAM MAZEN	X A
3	PEEHU DESAI	X E
4	DAKSHA PRATHEESH	X E

TABLE TENNIS S U-14 (BOYS) - 3RD PLACE

S.NO	NAME OF THE STUDENT	CLASS / SEC
1	NIVAAN PRANESH KUCKIAN	VII G
2	YOUSUF KHAN	VII G
3	MOHAMMED AFFAN	VII G
4	HARSHIT CHETWANI	VIII G



NIS Shinning Stars



Aadithya S Menon, Class 9 C
Best Delegate - BRITMUN IX
UN Security Council, Delegate of India



Edwin Prince Yahannan, Gayathri Manoj Nambiar & Utsa Khadka (Finalists)-
Bhavans International Quiz Contest 2023



Sinu Manohar, Ms. Nithyasri Nagarajan (Teacher), Merin Elsa Mathews, Aditya Sarat
Chand Menon, Nivedh Santhosh. K
American Mission Hospital, Bahrain 'Medathlon 2023'- Medzap- 3rd Place



Prince Prakash, Prince Santhosh Kumar Satish, Amrita Pradeep
American Mission Hospital, Bahrain 'Medathlon 2023'- Quiz- 3rd Place



Mohammed Irfaan Naufal
American Mission Hospital, Bahrain ‘Medathlon 2023’- SPEECH CONTEST- 1st Position



Diya Anna Sanu, recipient of Certificate of Honour, ACER International Benchmark Test 2023- English



Miss Thanishka & Master Devthanay get the opportunity to meet Shri Ram Nath Kovind, former President of Republic of India.

Miss Thanishka Chakkarayan of 10E, Devthanay Chakkarayan of 7C and Umadevi Veerakumar of 7B participated in the Children’s Parliament on Friday, September 9, 2023. The event was held in the Indian School, Bahrain (Isa Town Campus).



Ayris Anis Sarang- Bhavanodaya 2023- Mono Act 1st Position



3rd Position Winners of the ISB Social Science Quiz Contest 2023



Quest 2023 Finalists



Shreya Jeevan, Third Position
ASB Interschool Literary Competitions (WORDS WITH WINGS)



**Oindrilla Dey, Second in Group 2
Spectra, Art Carnival 2023**

**Students amongst the top 50 in Each Category
Group 1 (5+ years to 8 years category)**

Sl. No.	Name of the Student	Class & Section
1.	DEVINANDANA ARUN	2 C
2.	LAKSHYA VIJIL	2 F
3.	VEDHIKA PRASHANT NAIR	3 G

Group 2 (8+ years to 11 years category)

Sl. No.	Name of the Student	Class & Section
1.	OINDRILA DEY	6 B
2.	CHINTHAMANI	4 D
3.	SHREYA SUMESH	5 D
4.	VEDA SREEJITH	4 F

Group 3 (11+ years to 14 years category)

Sl. No.	Name of the Student	Class & Section
1.	SHAINA SHAJU	8 C
2.	DIYA ANNA SANU	8 B
3.	HANNAH SARAH SOLOMON	8 D
4.	DEVTHANAY CHAKKARAYAN	7 C

Group 4 (14+ years to 18 years category)

Sl. No.	Name of the Student	Class & Section
1.	ANGEL LIZ VIMAL	10 F
2.	IFRATH MARIYAM SHAMEER	11 D
3.	MERIL ANN MANOJ	10 B
4.	REBECCA MARY SAMUEL	11 C
5.	SREYA SAJU	10 F
6.	VARSHA RAMESH	10 B



India book of world record holder, Sai Srihan. Continuously performed 51 songs on Keyboard for 1 hour and 16 minutes.



ISB MUN 2023

NIHIRA SANDEEP -12 B INTERPOL- BEST SPEAKER
BRYAN BIJU 11 B- FIFA - BEST SPEAKER
FIDEL MARAKAR 10 A - EU BEST SPEAKER
AADITHA SARAT-9C- EU BEST DELEGATE



**The school bagged the Best Sustainable Solution Award (Runners up)
at the Wasteless Wonderland Contest
organised by the Westminster School, UAE. Participants- Sinu Manohar (11 A), Merin
Elsa Mathews (11 B), Adith Anoop (11 A), Asvanth (11 C) and Emil K. Joby (11 C).**



**Marwin Francis, Debate First Position
NMS Reverberations 2023**

**Shaswath Rajagopal, Sastra
Pratibha 2023 Grade VI**



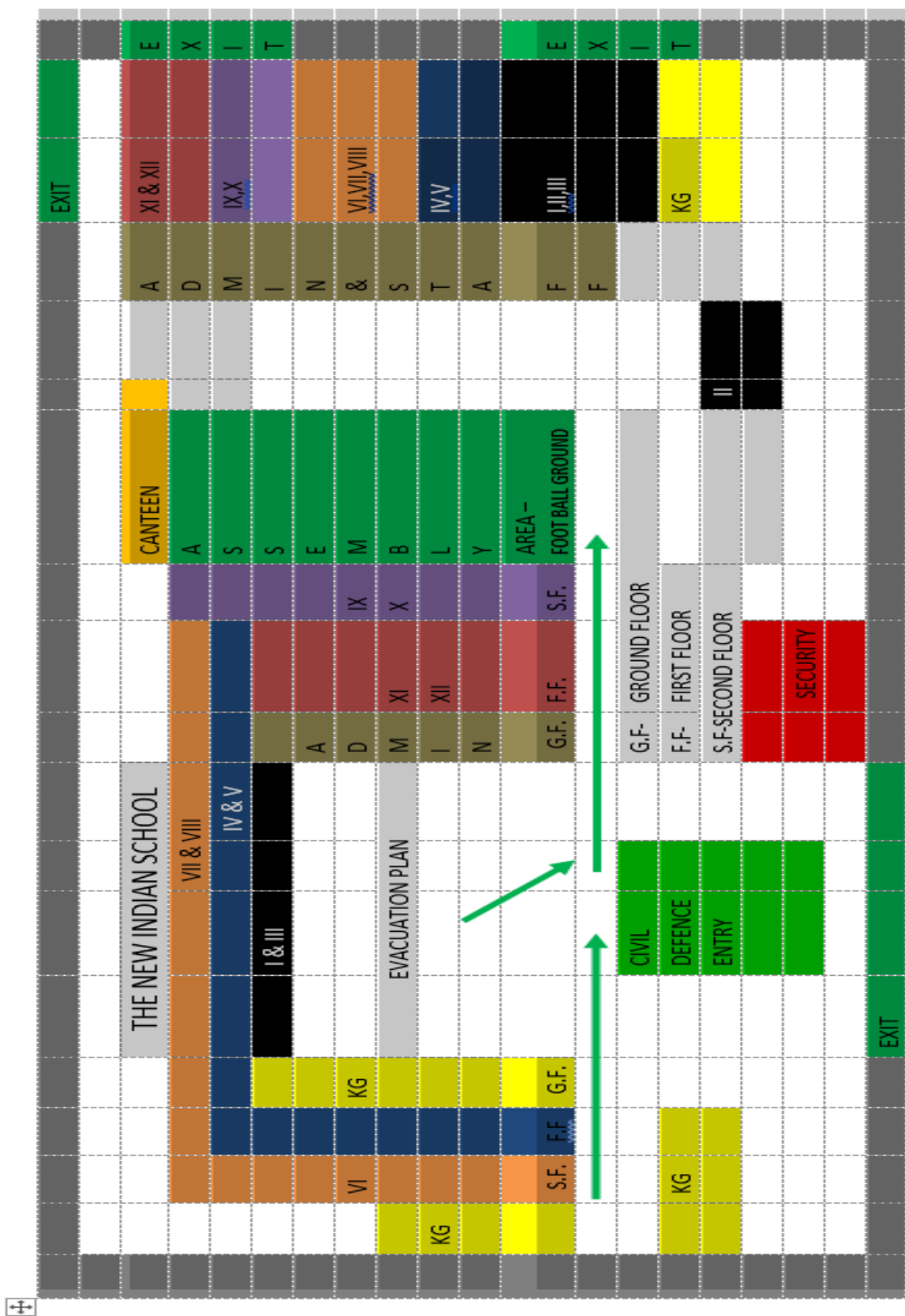
Sastra Pratibha- Advance Level Winners





17.

SAFETY & DISASTER MANAGEMENT





The New Indian School, Kingdom of Bahrain
Fire, Safety, Disaster Management Team, 2023 -2024

Over All Chief Warden , Supervision , Command & Control : Mr.Joby Augustine,, Director					
Over All Chief Fire Marshal : Mr.Gopinath Menon, Principal					
Chief Fire Marshal: Mr. Mohan , Vice Principal , Mr. George , Vice Principal, Mrs. Susy Paul, Head Teacher					
Over All Coordination ,Planning & Training: G Mohammed Shafi Shariff , HOD French					
Asst. Chief Fire Marshal:Mr. Joy, HOD P.ET					
Class	Role				
	Chief Fire Warden	LKG			Fire Marshal
LKG	Mrs. Katherine Supervisor	Class Teachers	Class Teachers		Mrs. Bisma (P.ET)
HKG	Mrs. Reena Sam Asst. Supervisor	HKG			
		Class Teachers	Class Teachers	Class Teachers	
Classes I,II,III	Mrs.Suja Supervisor	I	II	III	Mrs.Sharmila (P.ET)
		Class Teachers	Class Teachers	Class Teachers	
Class IV	Mrs.Valen Supervisor	IV			Mrs.Thasmila
		Class Teachers			
Class V	Mrs.Valen Supervisor	V			Mr.Shaji Sam
		Class Teachers			
Classes VI,VII,VIII	Mrs. Ancy Supervisor	VI	VII	VIII	Mrs.Masooma Ali
		Class Teachers	Class Teachers	Class Teachers	
Classes IX,X	Mrs.Kala Coordinator	IX	X		Mr.Joy,(P.ET / Transport in-charge)
		Class Teachers	Class Teachers		
Class XI, XII	Mrs.Susy Head Teacher	XI	XII		Mr.Veera Kumar
		Class Teachers	Class Teachers		
Coordinating Teams:					
1. Nurses 2. Counselors 3. Admin Staff 4. Lift Emergency staff – Mr.Narayanan , Mr.Nitin 5. All securitymen - (School & on contract staff) 6. House Keeping staff 7. Canteen Staff					



FUNCTIONING OF THE STAFF DURING THE FIRE EVACUATION DRILL

1. Fire warden is in charge of a particular wing in the building.
2. Fire warden should know the class teachers in the wing.
3. During the fire drill, the fire warden should coordinate with the class teachers in the wing.
4. The class teacher should assemble the student in a line and count the no. Of students and ensure all the students of that class are present.
5. Once ensured they should move in an orderly manner , without making noise along with the class teacher to the assembly point.
6. Finally the fire warden should cross check all the class rooms and come to the assembly point, meet the class teachers, to get the no. of students present and report to the chief fire warden about the attendance in the allotted wing.
7. The chief fire warden after receiving total strength of their section, should cross check and report it to the principal.
8. After ensuring the attendance of the students present in the assembly point and the total attendance of the day, they should wait for the final clearance by the civil defence /school disaster management team.
9. Once all safe signals are given, the class teachers should accompany the students back to their class room in an orderly manner.



**Evacuation Drill - Junior section
-Classes 1 to 3**

**Evacuation Drill
– Classes 4 to 12**





18.

Conclusion



Conclusion

The academic year 2023-2024 had been a fruitful and a glorious year bagging in a host of accolades and appreciations and we look forward to an equally challenging and successful academic year 2024-2025.

The School continuously strives to build the capacities of spirit of inquiry, creativity, entrepreneurial and moral leadership among students and gift to the nation its intellectual resource.

The Ministry of Education, Bahrain has always given top priority to developing and upgrading the educational process in order to improve the quality and standards of the educational system directed towards meeting the learner's needs and the socio-economic development. The New Indian School along with the continuous support and guidance of the Esteemed Ministry of Education promises to persistently render quality education and accomplish all its educational endeavors



المَدْرَسَةُ الهِنْدِيَّةُ الجَدِيدَةُ ذ.م.م.
The New Indian School w.L.L.

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