

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

Tel.: 17 622350, Fax: 17 622351, e-mail: nischool@batelco.com.bh

www.thenewindianschool.org

ANNUAL REPORT
2024-2025



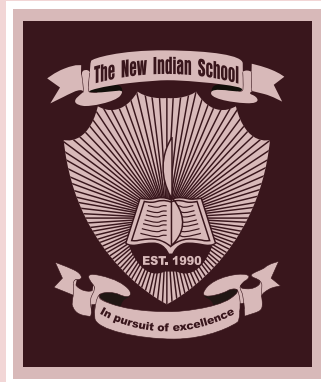
His Royal Highness
Prince Salman bin Hamad Al Khalifa
The Crown Prince and Prime Minister



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!**

INDEX

SL	CONTENTS	PAGE
1	Vision, Mission , & Values	6
2	School Priorities & Key Performance Indicator	10
3	Synopsis about the School	13
4	The organizational structure of the school	16
5	Board of Directors	19
6	Data (Administration , Technicians, Teachers, Students and all Employees)	21
7	Job Descriptions	28
8	Educational System & Educational Programs	42
9	Teaching Statistics of the Four Mandatory Subjects	49
10	Academic Achievements	103
11	Professional Development of the Teachers	107
12	Guidance & Support	112
13	Student Council	117
14	Parent Council	122
15	Result Analysis	127
16	Activities & Competitions	142
17	Safety & Disaster Management	188
18	Conclusion	193



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 3800 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.

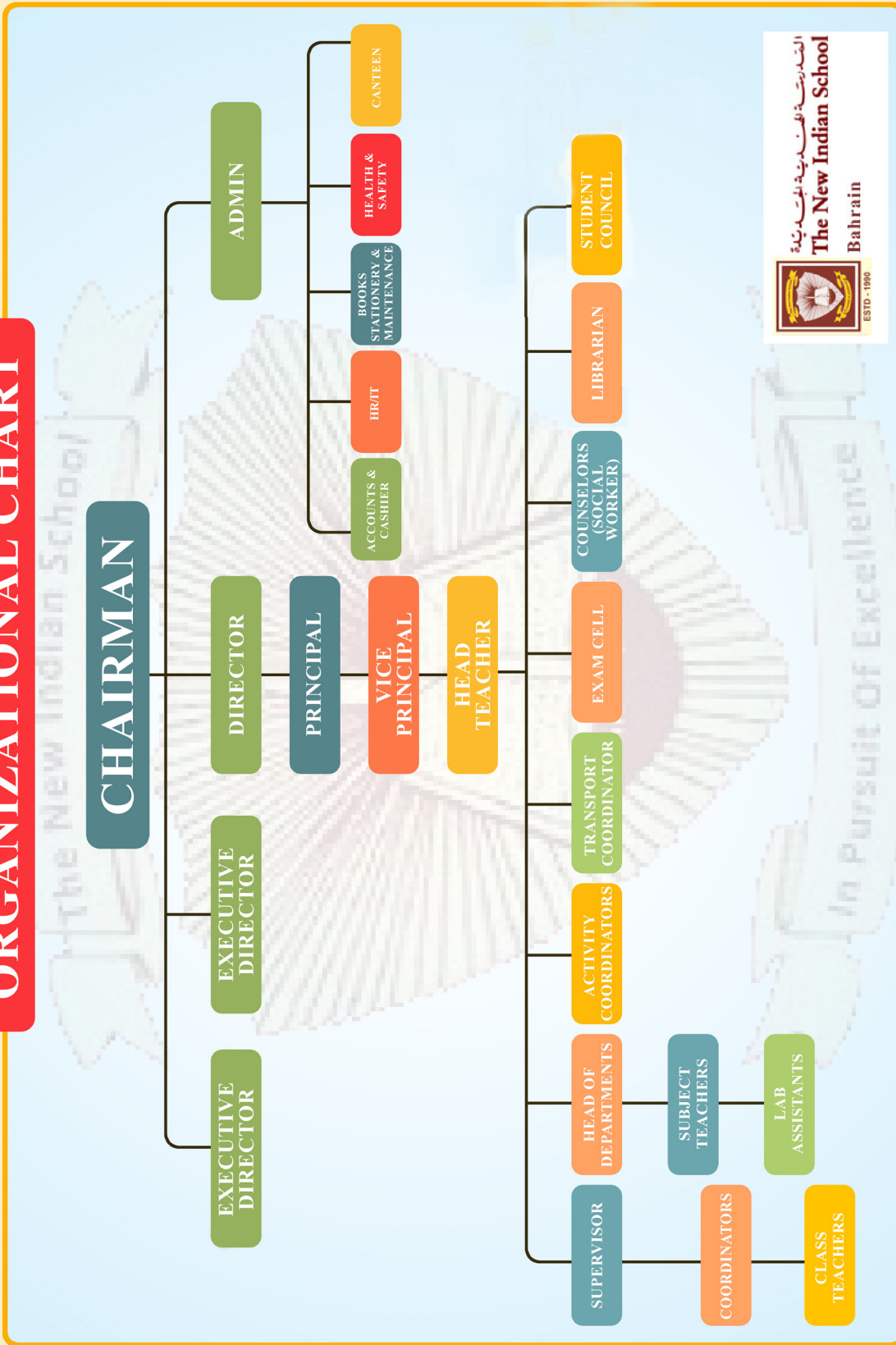
At the plus two level Science, Commerce and Humanities courses are offered to enable students to choose the stream that best suits their career options.



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)**



SCHOOL MANAGEMENT

Dr. Jaan M. Thomas Thottumalil (Chairman)

Mrs. Jemi Thottumalil Thomas (Executive Director)

Mr. Joby. K. Augustine (Director)

Mr. K. Gopinath Menon (Principal)

Mr. Paramasivam Mohan (Vice Principal)

Dr. George Mathew (Vice Principal)

Mrs. Susy T. Paul (Head Teacher)

TEACHING STAFF

Mrs. Suja Abi. Thomas

Mrs. Ancy P. Joseph

Mrs. Kala Balachandran

Ms. Soumi Mondal

Mrs. Reena Sam

Mrs. Sheela Suresh

Mrs. Sheeba Varghese

Mrs. Jones Sujitha Gragori

Mrs. Nithyasri Nagarajan

Mrs. Lincy Joby

Mrs. Vanitha Rajusth

Mrs. Roshni Radhakrishnan

Mrs. Saritha Sasidharan

Mrs. Thanga Vinoja Ramesh

Mrs. Vijitha Suraj Nair



Mr. G. Mohammed Shafi Shariff

Mr. Shaji sam T. L.

Mrs. Ruby Paul

Mrs. Sheeja Kunjappy

Mrs. Sherin Varghese Abraham

Mrs. Sindhuja Changam Thottam Jagal

Mrs. Magdalen Stanislaus

Mrs. Joice Jiji Punnoose

Mrs. Sreeja Kannassan Veedu

Mrs. Seethalakshmi Karunanithi

Mrs. Shanipriya Rajesh Edchali

Mrs. Lesheeja Shajisam

Mrs. Shyji Joseph

Mrs. Bindu Lathing Kumar

Mrs. Bindu Reghu

Mrs. Sherin Sidhik

Mrs. Krishnapriya Sudeep

Mrs. Mamta Ainani

Mr. Veerakumar Santhana Raman

Mrs. Pallavi Subhash Limaye

Mrs. Reshma Dhanesh

Mrs. Ruchika Sharma

Mrs. Fatema Husain Ali Yousuf

Mrs. Fatima Rashed Alhaddad

Mrs. Jyothilakshmy Vilas Kutty

Mrs. Saritha Sethumadhavan

Mrs. Shimna Cherukattil

Mrs. Sindhu Ranjith Kumar

Mrs. Sreeja Sanju

Mrs. Surya Krishnan Chandrikamma

Mrs. Susan Rajan

Mrs. Jayashree Anil Kumar

Mrs. Udaya Pradeep

Mrs. Ann Rebeca Shaji

Mr. Likson Ainikal Lazar

Mrs. Anu George

Mrs. Poonam Yadav

Mrs. Sreeja Sasidharan Nair

Mrs. Archana Kolam Veettil

Mrs. Archana Sasidharan

Mrs. Atish Sharma

Mrs. Babita Goswami

Mrs. Deepa Divakaran Nair

Mrs. Divya Ramesh

Mrs. Kiranmayi Adoni

Mrs. Nisha Bimal

Mrs. Najma Niyas

Mrs. Ninu Simon Mandumpal

Mrs. Praseetha Praveen

Mrs. Rajlaxmi Borah



Mrs. Sabina Ranjith

Mrs. Sarija Shijoy

Mrs. Sonia Jose

Mrs. Linat Thomas

Mrs. Sini Babu George

Mrs. Liji Roussean

Mrs. Subha Muralidharan

Mrs. Vasantha Paramasivam

Mrs. Anjali Sinha

Mrs. Lissy Sabeetha Savariyar

Mrs. Smitha Suresh

Mrs. Asha Joshy

Mrs. Bijuna Manjakandy Ravarikandi

Mrs. Catherine Sheena Carolin Sam Wilson

Mrs. Maimona Masroor Khanam

Mrs. Boney Jithin

Mrs. Chithra Praveen

Mrs. Elezabeth Binu

Mrs. Gira Tripathi

Mrs. Femi John Johnson

Mrs. Greeni Biju

Mrs. Greeshma Thykandy

Mrs. Sana Fardan Abdulla Ali

Mrs. Indu Sharma

Mrs. Jisha Shibu

Mrs. Jisha Vinod

Mrs. Soumya Bhasuran

Mrs. Mariam Sunil

Mrs. Ponnu Prashanth Kumar

Mrs. Pranathi Jena

Mrs. Preethi Jayanthi Suresh

Mrs. Shanon Alice Thengapurackal

Mrs. Sherine Marium Samuel

Mrs. Rajitha John

Mrs. Rashmi Pradap Chandran

Mrs. Rejitha Jijo

Mrs. Riya Mary John

Mrs. Rincy Raju

Mrs. Sharon Mathew

Mrs. Sharon Merry Sam

Mrs. Snehlata Pandey

Mrs. Sruthy Radhakrishnan

Mrs. Usha Jeevan Suvarna

Mrs. Aiswarya Jagadeesh

Ms. Akeena Lauranthios Alappat

Ms. Amala Chacko Mathew

Ms. Sandra Lawrence

Mrs. Anjali Rawat

Mrs. Anusree Kakathil

Mrs. Arya Rajesh



Mrs. Ashfina Ashraf
Mrs. Aswani Nigesh
Mrs. Aswathi Kanjoor
Mrs. Chetana Nilesh Nagose
Mrs. Danish Rizvi
Mrs. Deepthi Lawrence
Mrs. Femin Naseema Illias
Mrs. Geethu Gopinathan
Mrs. Mariam Steffi Johnson
Mrs. Jincy Biju
Mrs. Kathu Sachindev
Mrs. Mariam Asif Osman
Mrs. Merlin Ajish
Mrs. Joicy Cherayath Devassy
Mrs. Aiswarya Mariam George
Mrs. Monisha Ratheesh
Mrs. Nikhila Sunish
Mrs. Niraimathi Ramakrishnan
Mrs. Nishana Mohamed Yousaf
Mrs. Asha Benet
Mrs. Mamatha Radhakrishnan
Mrs. Pooja Kumari
Mrs. Pooja Singh
Mrs. Prachi Yadu
Mrs. Princy Xavier

Mrs. Priya Manoj
Mrs. Brindha Muthukrishnan
Mrs. Ramya Gangadharan
Mrs. Sarjana Gautam
Mrs. Resmi Ramakrishnan Karimkulathinkal
Mrs. Rupali Parth Bhatt
Mrs. Saba Yaseen Abdul Kalam Siddiqui
Mrs. Sajna Ansar
Mrs. Salma Shajahan
Mrs. Gopika Nandakumar
Mrs. Sanju Pallathuparambil Sivasdas
Mrs. Shenbagasree Anansharamakrishnan
Mrs. Sibi Jalaludheen Akbar
Mrs. Aleena Fatima
Mrs. Anjali Sudeepa Shetty
Mrs. Anila Aneesh
Mrs. Archana Mohan Raj
Mrs. Sayli Abhishek Kulkarni
Mrs. Archana Sailaja Kumari
Mrs. Deeshama Rajesh
Mrs. Haseeba Meenanikkottil
Mrs. Amrutha Krishnan
Mrs. Jasna Sejlil
Mrs. Neena Lijo Johnny
Mrs. Nigy Anna Chandapilla



Mrs. Parvathy Satheesan

Mrs. Purnima Ramani

Mrs. Vanmathi Dhamotharan

Mrs. Raziya Beegam Suman Zafeerulla

Mrs. Rubaiya Fathima Abdul Razack

Mrs. Sahla Nasreen Abdul Wahid

Mrs. Seena Vadakkedathu Cherian

Mrs. Shalini Jamalpurum

Mrs. Shojil Merit Anitha

Mrs. Uma Maheswari Ram Mohan

Mrs. Veena Rajesh Bodani

Mrs. Vidya Vinod

PHYSICAL EDUCATION

Mr. Joy G S

Mrs. Sharmila Shailesh

Mrs. Masooma Ali Merza

Mr. Bijo Francis

Mrs. Bisma Mukhtar Mir

Mrs. Thasmila Thanduparakkal

NON-TEACHING STAFF

Mrs. Laila Shamsudheen

Mrs. Nimmy Roshi

Mrs. Razia Azim Gouse

Mrs. Sreeranjini Prabhalettha

Mrs. Navya Iype

Mrs. Elizabeth Prasad

Mr. Jithin Joseph

Mrs. Shalini Kumari Marnemigudde

Mr. Mohamed Ahmed A Altayar

Mr. Ahmed Abdulnabi Salman Ali

Mr. Husain Ali Ismaeel Radhi

Mr. Sree Narayanan Prabhakaran

Mr. Nidhin Kaniyan Kandy

Mr. Ahsan Ullah

Mr. Dhaneesh Radhakrishnan Sudharma

Mrs. Seetha Balakrishnan

COUNSELOR

Mrs. Azhar Ebrahim Ahmed Kadhem

Mrs. Suzy Elizabeth Zacharia

Mrs. Sawsan Fardan Abdulla Ali

Mrs. Leena Sheril

NURSE

Mrs. Tini Jimson

Mrs. Sony Niju

Mrs. Narmatha Jeyaseelan



THE NEW INDIAN SCHOOL W.L.L.
KINGDOM OF BAHRAIN
STUDENT DETAILS, 2024-2025

CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
LKG A	34	15	19	1		14	19
LKG B	36	18	18	2	1	16	17
LKG C	35	17	18	2	1	15	17
LKG D	36	17	19	1	1	16	18
LKG E	32	16	16	2	1	14	15
LKG F	33	16	17	1	1	15	16
LKG G	36	18	18	2	1	16	17
LKG H	24	11	13		1	11	12
TOTAL	266	128	138	11	7	117	131
CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
HKG A	34	16	18			16	18
HKG B	35	16	19	2	1	14	18
HKG C	35	16	19	1	1	15	18
HKG D	35	16	19	1	1	15	18
HKG E	35	16	19		1	16	18
HKG F	34	14	20		2	14	18
HKG G	34	15	19	1		14	19
HKG H	34	17	17	1	1	16	16
HKG I	34	16	18	2	1	14	17
TOTAL	310	142	168	8	8	134	160
I-A	36	21	15	1	2	20	13
I-B	36	20	16	0	2	20	14
I-C	34	18	16	1	2	17	14
I-D	35	18	17	2	0	16	17
I-E	34	16	18		3	16	15



I-F	37	17	20	0	2	17	18
I-G	33	16	17	1	2	15	15
I-H	37	18	19	1	1	17	18
I-I	35	18	17	0	0	18	17
I- J	36	18	18	0	2	18	16
I- K	32	15	17	2	2	13	15
TOTAL	385	195	190	8	18	187	172
CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
II-A	36	19	17	2	1	17	16
II-B	36	17	19	1	2	16	17
II-C	35	19	16	1	0	18	16
II-D	35	17	18	1	1	16	17
II-E	37	20	17	1	1	19	16
II-F	36	19	17	1	1	18	16
II-G	37	17	20	2	1	15	19
II-H	37	21	16	1	0	20	16
II-I	36	21	15	1	2	20	13
II J	34	16	18	0	1	16	17
TOTAL	359	186	173	11	10	175	163
III-A	36	21	15	1	0	20	15
III-B	36	17	19	1	1	16	18
III-C	35	15	20	1	1	14	19
III-D	34	16	18	2	0	14	18
III-E	36	18	18	0	0	18	18
III-F	35	16	19	1	2	15	17
III-G	35	17	18	0	0	17	18
III-H	30	14	16	2	0	12	16
III-I	34	14	20	0	0	14	20
TOTAL	311	148	163	8	4	140	159

IV-A	35	19	16	1	0	18	16
IV-B	35	19	16		1	19	15
IV-C	33	17	16		1	17	15
IV-D	34	18	16			18	16
IV-E	35	16	19	2	1	17	15
IV-F	34	14	20	1	1	13	19
IV-G	33	15	18	0	0	15	18
IV-H	34	17	17	0	1	17	16
IV-I	34	16	18	1	1	15	17
TOTAL	307	151	156	5	6	149	147
V-A	37	18	19	1		17	19
V-B	35	16	19	1	1	15	18
V-C	36	19	17	1	1	18	16
V-D	35	16	19	2	1	14	18
V-E	36	17	19	0	0	17	19
V-F	32	17	15	0	0	17	15
V-G	35	17	18	0	0	17	18
V H	34	18	16	0	0	18	16
V I	36	17	19	0	0	17	19
TOTAL	316	155	161	5	3	150	158

CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
VI A	39	16	23	1	1	15	22
VI B	38	18	20	1	1	17	19
VI C	37	15	22	2	1	13	21
VI D	38	16	22	1	1	15	21
VI E	37	16	21	1	1	15	20
VI F	37	18	19	0	0	18	19
VI G	37	19	18	0	0	19	18
TOTAL	263	118	145	6	5	112	140



VII A	37	20	17	1	1	19	16
VII B	36	14	22	0	2	14	20
VII C	37	19	18	2	1	17	17
VII D	37	21	16	2	1	19	15
VII E	37	22	15	1	1	21	14
VII F	36	19	17	1	2	18	15
VII G	35	15	20	0	0	15	20
TOTAL	255	130	125	7	8	123	117
VIII A	36	15	21	0	1	15	20
VIII B	36	19	17	1	0	18	17
VIII C	36	16	20	1	2	15	18
VIII D	37	20	17	1	1	19	16
VIII E	34	18	16	1	0	17	16
VIII F	35	16	19	1	1	15	18
VIII G	35	17	18	0	0	17	18
TOTAL	249	121	128	5	5	116	123
IX A	37	16	21	1	2	15	19
IX B	35	19	16	0	1	19	15
IX C	34	15	19	0	2	15	17
IX D	36	18	18	0	0	18	18
IX E	34	17	17	0	0	17	17
IX F	36	17	19	0	0	17	19
IX G	33	17	16	0	0	17	16
TOTAL	245	119	126	1	5	118	121
CLASS & SECTION	NO. ON ROLL	BOYS	GIRLS	BAHRAINI		NON-BAHRAINI	
				BOYS	GIRLS	BOYS	GIRLS
X A	32	17	15	0	1	17	14
X B	35	16	19	1	2	15	17
X C	35	17	18	0	1	17	17
X D	34	18	16	0	0	18	16
X E	34	18	16	0	0	18	16
X F	32	17	15	0	0	17	15



TOTAL	202	103	99	1	4	102	95
XI A	36	20	16	0	0	20	16
XI B	35	22	13	0	0	22	13
XI C	34	15	19	0	0	15	19
XI D	35	21	14	1	1	20	13
XI E	36	20	16	1	1	19	15
XI F	36	22	14	0	0	22	14
TOTAL	212	120	92	2	2	118	90
XII A	35	15	20	0	0	15	20
XII B	33	13	20	1	0	12	20
XII C	33	13	20	0	0	13	20
XII D	35	14	21	0	4	14	17
XII E	36	15	21	0	3	15	18
XII F	35	17	18	0	3	17	15
TOTAL	207	87	120	1	10	86	110
GRAND TOTAL	3887	1903	1984	79	95	1827	1886



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, 2024-2025

KG - VIII

TERM 1- APRIL TO OCTOBER

TERM 2- NOVEMBER TO MARCH

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

FOR KG – VIII

EXAMINATIONS	WEIGHTAGE OF MARKS
Term I Examination	40%
Term II Examination	60%

PERIODIC TESTS

Two 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.



Classes VI – VIII (All Subjects)

Total Marks: 100 per subject

Assessment Overview

Component	Description
Theory (Term-wise Examination)	80 Marks (60 Marks Written Exam + 20 Marks Internal Assessment)
Passing Criteria (Theory)	The student must secure a minimum of 33% marks out of 80 in each subject.
Internal Assessment	20 Marks (Periodic Test – 10, Notebook Submission – 5, Subject Enrichment – 5) The student must secure a minimum of 33% marks out of the overall 20 marks earmarked in each subject.

Internal Assessment Components (20 Marks)

Component	Details
Periodic Test (10 Marks)	Periodic written tests, restricted to three in each subject in an academic year. Average of the best two tests to be considered.
Notebook Submission (5 Marks)	Regularity, Assignment completion, Neatness, and upkeep of notebook.
Subject Enrichment Activity (5 Marks)	Activities aimed at enhancing subject understanding (e.g., speaking & listening skills, lab work, projects, etc.).

Subject-wise Assessment Details

Subject	Theory (80 Marks)	Periodic Test / Notebook Submission	Subject Enrichment Activity
Language 1	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Speaking and Listening Skills
Language 2	Examination for 80 marks covering	Periodic written tests (best two	Speaking and Listening Skills

	100% syllabus taught in that grade. Marks and Grades will be awarded individually.	considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	
Language 3	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Speaking and Listening Skills
Science	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Practical Lab Work
Mathematics	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Math Activities
Social Science	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Map Work and Project Work



IX - XII

TERM 1- APRIL TO OCTOBER

TERM 2- NOVEMBER TO MARCH

FOR IX

The percentage of marks required for a pass for Class IX is 33% based on the Cumulative of two terms.

EXAMINATIONS	WEIGHTAGE OF MARKS
Term I Examination	40%
Term II Examination	60%

PERIODIC TESTS

Two 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.

Cumulative calculation as follows: 40% of I Term (80 marks) +60% of II Term (80 marks) +IA (Average of PT1 +PT2)

INTERNAL ASSESSMENT

This will cover regularity, assignment completion, neatness and upkeep of notebook/ Portfolio, Speaking and Listening Skills, oral questions, Subject enrichment activities like projects and laboratory activities, map work will also be included in internal assessment.



Total Marks: 100 per subject

Assessment Overview

Component	Description
Theory (Annual Exam – Class IX / Board Exam – Class X)	80 Marks
Passing Criteria (Theory)	The student must secure a minimum of 33% marks out of 80 in each subject.
Internal Assessment	20 Marks (Periodic Test – 10, Notebook Submission – 5, Subject Enrichment – 5) The student must secure a minimum of 33% marks out of the overall 20 marks earmarked in each subject.

Internal Assessment Components (20 Marks)

Component	Details
Periodic Test (10 Marks)	Periodic written tests, restricted to three in each subject in an academic year. Average of the best two tests to be considered.
Notebook Submission (5 Marks)	Regularity, Assignment completion, Neatness, and upkeep of notebook.
Subject Enrichment Activity (5 Marks)	Activities aimed at enhancing subject understanding (e.g., speaking & listening skills, practical work, projects, etc.).

Subject-wise Assessment Details

Subject	Theory (80 Marks)	Periodic Test / Notebook Submission	Subject Enrichment Activity
Language 1	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Speaking and Listening Skills
Language 2	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Speaking and Listening Skills



Science	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Practical Lab Work
Mathematics	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Math Activities
Social Science	Examination for 80 marks covering 100% syllabus taught in that grade. Marks and Grades will be awarded individually.	Periodic written tests (best two considered), Regularity, Assignment completion, Neatness & upkeep of notebook.	Map Work and Project Work

FOR XI

The syllabus of the full academic session will be included in the Annual Examination as per the Board pattern. For Class XI subjects that include practical examinations/internal assessment, students are required to pass both the theory and practical/internal assessment components separately. A minimum of 33% marks, calculated on the combined total of both terms, is necessary to qualify for a pass.

EXAMINATIONS	WEIGHTAGE OF MARKS
Term I Examination	40%
Term II Examination	60%

Cumulative calculation as follows: 40% of Term I (60/70/80 Marks) + 60% of Term II (60/70/80 Marks)

FOR XII

The syllabus of the full academic session will be included in the Annual Examination as per the Board pattern.

Classes XI – XII (Science Stream)

Total Marks: 100 per subject

Assessment Overview

Component	Description
Theory (Annual Exam – Class XI / Board Exam – Class XII)	70 / 80 Marks
Passing Criteria (Theory)	Examinations for 70/80 marks will be conducted in each subject, covering 100% of the syllabus taught for that grade. Both marks and grades will be awarded for individual subjects.
Internal Assessment / Practical	20 / 30 Marks
Passing Criteria (Internal / Practical)	The student must secure a minimum of 33% marks out of 20 / 30 marks earmarked in each subject.

Subject-wise Assessment Details

Subject	Internal Assessment / Practical Components (20/30 Marks)	Remarks
English	Speaking and Listening Skills, Project	Marks and Grades awarded individually.
Physics	Practical Lab Test, Report File & Viva	Marks and Grades awarded individually.
Chemistry	Practical Lab Test, Report File & Viva	Marks and Grades awarded individually.
Mathematics	Periodic Test, Mathematics Activities	Marks and Grades awarded individually.
Biology	Practical Lab Work	Marks and Grades awarded individually.
Computer Science	Practical Lab Test, Report File & Viva	Marks and Grades awarded individually.



Classes XI – XII (Commerce Stream)

Total Marks: 100 per subject

Assessment Overview

Component	Description
Theory (Annual Exam – Class XI / Board Exam – Class XII)	60 / 70 / 80 Marks
Passing Criteria (Theory)	Examination for 60/70/80 marks in each subject covering 100% of the syllabus taught for that grade. Marks and Grades both will be awarded for individual subjects.
Internal Assessment / Practical	20 / 30 / 40 Marks
Passing Criteria (Internal / Practical)	The student must secure a minimum of 33% marks out of 20 / 30 / 40 marks earmarked in each subject.

Subject-wise Assessment Details

Subject	Internal Assessment / Practical Components	Remarks
English	Speaking and Listening Skills, Project	Marks and Grades awarded individually.
Accountancy	Project Report & Viva	Marks and Grades awarded individually.
Business Studies	Project Report & Viva	Marks and Grades awarded individually.
Economics	Project Report & Viva	Marks and Grades awarded individually.
Marketing	Project Report & Viva	Marks and Grades awarded individually.
Applied Mathematics	Practical Work, Project Report & Viva	Marks and Grades awarded individually.
Informatics Practices	Practical Lab Test, Report File & Viva	Marks and Grades awarded individually.

**GRADING SCALE FOR SCHOLASTIC AREAS
(CLASSES KG - 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 the 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 aspect 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 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 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 33 % or above in all the subjects.
2. A student getting below 33% 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. i.e., 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.

PROMOTION NORMS FOR GRADE XI

A student must get at least 33% marks in each of the five subjects, based on the combined score (40% of Term I + 60% of Term II).

For subjects with practical exams, the student must score at least 33% in theory, 33% in practical, and 33% overall in that subject to pass.

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.

STD XII

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

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/ his 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

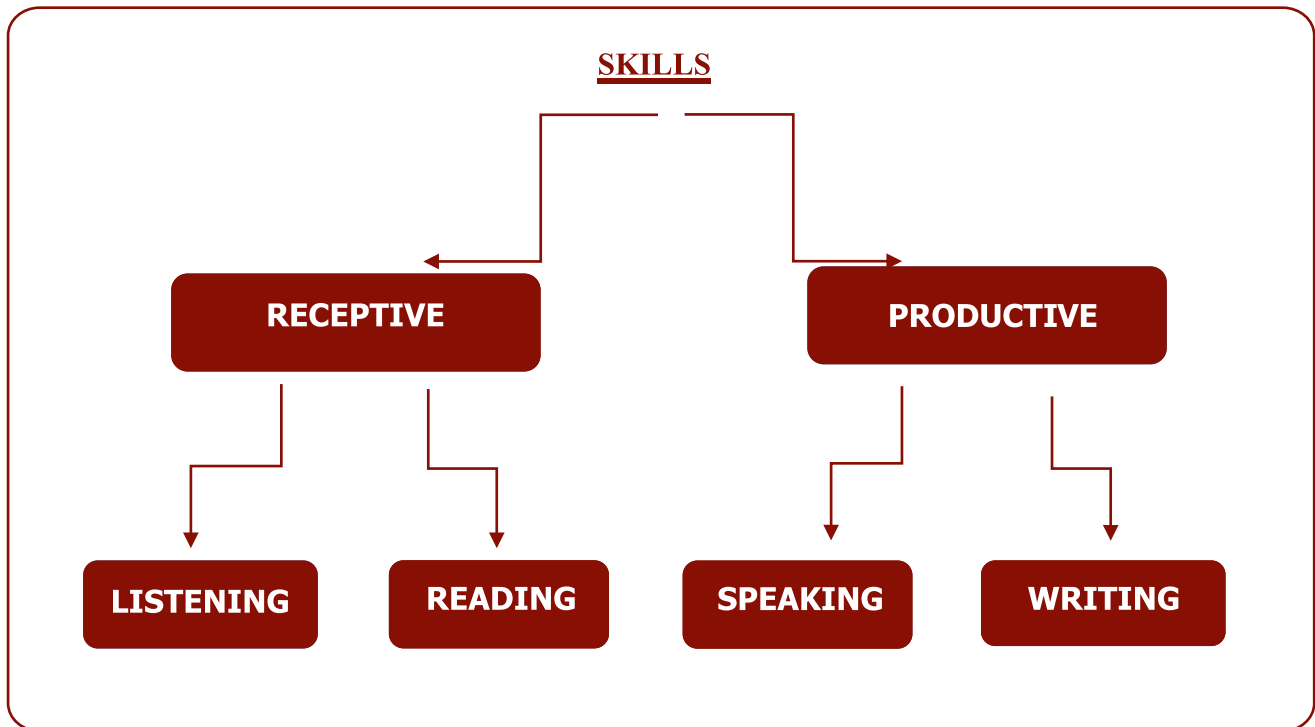
TEACHING –ENGLISH			
AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE
<ul style="list-style-type: none"> • Listening to Alphabets based on Phonic Sound 	<ul style="list-style-type: none"> • Alphabets through Pictures & Sounds. • Air writing of Alphabet. 	<ul style="list-style-type: none"> • Holding Pencil. • 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.

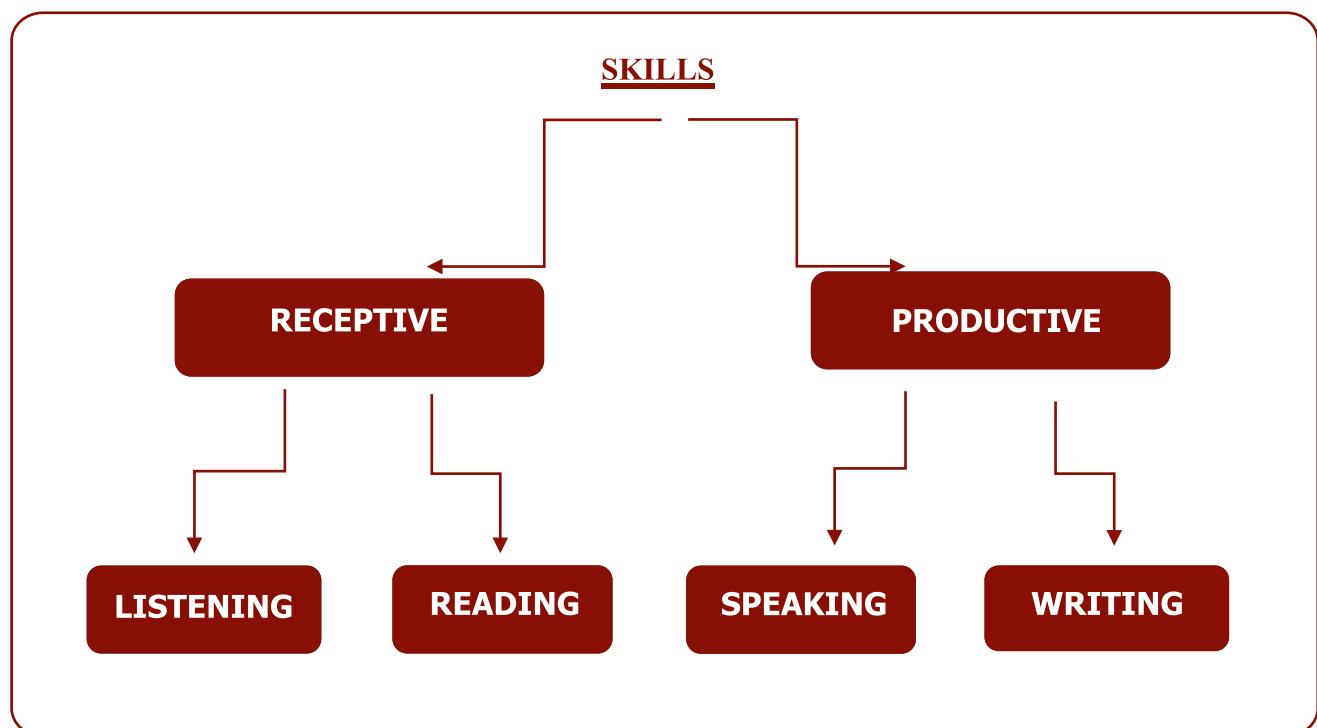


AUDITORY	VISUAL	TACTILE KINESTHETIC	AFFECTIVE	TECHNOLOGY
LSRW- Listening, speaking, reading, writing.	Use of dictionary, picture comprehensions, word games.	Worksheets/ Assignments.	Discussion- working with partners.	Downloading & listening Power Point Presentation/ phone
listening to text read aloud.	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, documentaries
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 (2024-2025)

ENGLISH

CLASS	NO.OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKIN G DAYS	TOTAL DURATION IN MINUTES/HOURS
IV	5	40	185	7400 MINUTES/ 123 HOURS
V	5	40	185	7400 MINUTES/ 123 HOURS
VI	5	40	186	7440 MINUTES/ 124 HOURS
VII	5	40	186	7440 MINUTES/ 124 HOURS
VIII	5	40	186	7440 MINUTES/ 124 HOURS
IX	5	40	204	8160 MINUTES/ 136 HOURS
X	5	40	203	8120 MINUTES/ 135 HOURS
XI	5	40	208	8320 MINUTES/139 HOURS
XII	5	40	214	8560 MINUTES/143 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 و البطاقات	مشاهدة القاعدة الاملائية	الاملاء



خطة التربية الاسلامية فى 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

الإملاء

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

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	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



استراتيجيات التعلم لمادة المواطنة

للصفوف التاسع والعاشر

IX-X

- 1- استراتيجية التعاون المبنية على غرس روح التسامح والتضامن والعمل المشترك .
- 2- اعتماد استراتيجية التحفيز والمشاركة .
- 3- عدم اهمال استراتيجية 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 (2024-2025)

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	185	7400 MINUTES/ 123 HOURS
V	5	40	185	7400 MINUTES/ 123 HOURS
VI	5	40	186	7440 MINUTES/ 124 HOURS
VII	5	40	186	7440 MINUTES/ 124 HOURS
VIII	5	40	186	7440 MINUTES/ 124 HOURS
IX	5	40	204	8160 MINUTES/ 136 HOURS
X	5	40	203	8120 MINUTES/ 135 HOURS
XI	1	40	208	1664 MINUTES/ 28 HOURS
XII	1	40	214	1712 MINUTES/ 29 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

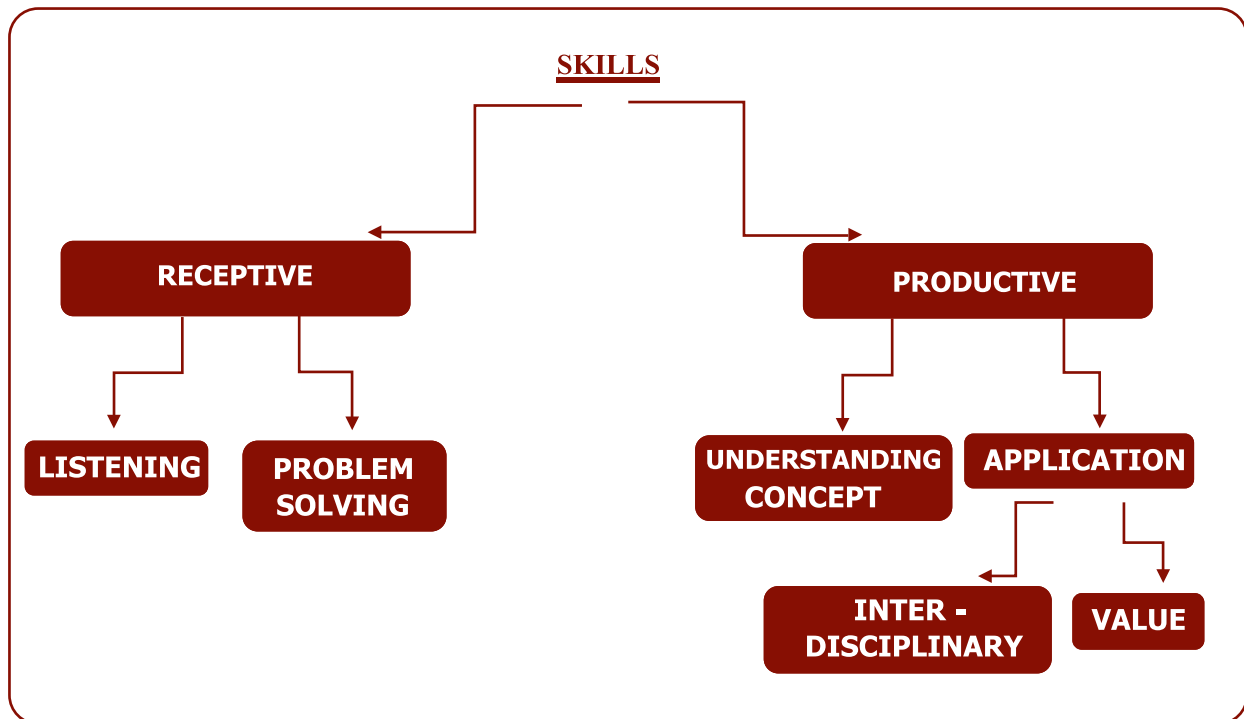
Mathematics has got many educational values which determine the need of subjects in schools, which include its practical value, cultural value, and disciplinary values.



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 (2024-2025)
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	185	8880 MINUTES/ 148 HOURS
V	6	40	185	8880 MINUTES/ 148 HOURS
VI	5	40	186	7440 MINUTES/ 124 HOURS
VII	5	40	186	7440 MINUTES/ 124 HOURS
VIII	5	40	186	7440 MINUTES/ 124 HOURS
IX	6	40	204	9792 MINUTES/ 163 HOURS
X	5	40	203	8120 MINUTES/ 135 HOURS
XI	7	40	208	11648 MINUTES/ 194 HOURS
XII	7	40	214	11984 MINUTES/ 200 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 acceptable. 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.

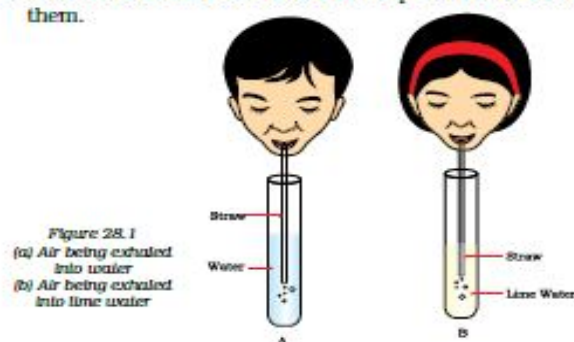


Figure 28.1
(a) Air being exhaled into water
(b) Air being exhaled into lime water

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

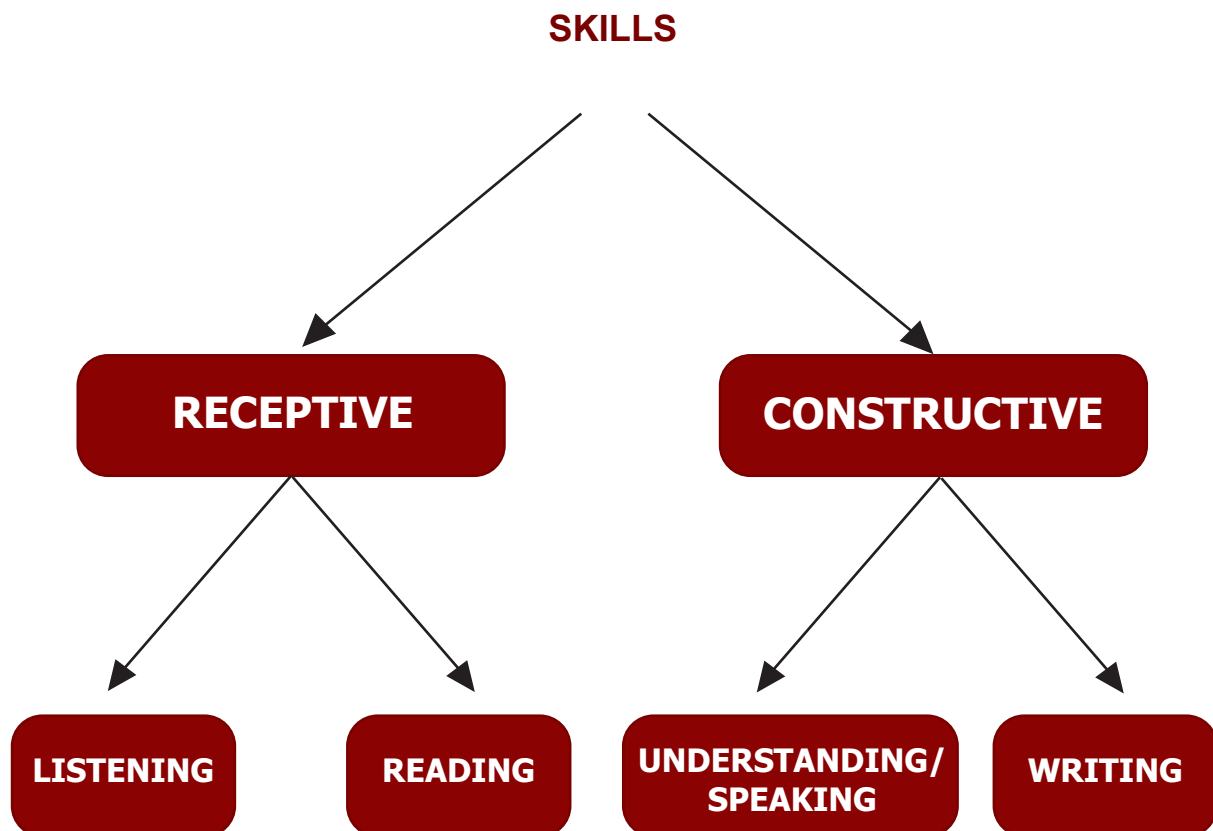
Teaching – Learning in Environmental studies - Classes I,II & III

- 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 (2024-2025)

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	185	7400 MINUTES/ 123 HOURS
V	5	40	185	7400 MINUTES/ 123 HOURS
VI	6	40	186	7440 MINUTES/ 124 HOURS
VII	6	40	186	7440 MINUTES/ 124 HOURS
VIII	6	40	186	7440 MINUTES/ 124 HOURS
IX	9	40	204	14616 MINUTES/ 243 HOURS
X	8	40	203	12992 MINUTES/ 216 HOURS
XI	7	40	208	11648 MINUTES/ 194 HOURS
XII	7	40	214	11984 MINUTES/ 200 HOURS

NUMBER OF CREDIT HOURS AND COURSE DURATION (2024-2025)

COMMERCE

CLASS	NO. OF PERIODS IN A WEEK	DURATION OF EACH PERIOD IN MINUTES	NO. OF WORKING DAYS	TOTAL DURATION IN MINUTES/HOURS
XI	7	40	208	11648 MINUTES/ 194 HOURS
XII	7	40	214	11984 MINUTES/ 199 HOURS



10.

ACADEMIC ACHIEVEMENTS



ACADEMIC ACHIEVEMENTS
CENTRAL BOARD OF SECONDARY EDUCATION (CBSE) RESULT X & XII
(2024 – 2025)

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.
KINGDOM OF BAHRAIN

The New Indian School celebrated remarkable success in the CBSE Class X & XII Board Examination held in February 2025, achieving an impressive 100% pass rate.

CLASS X RESULT 2024 -2025

Among the 202 students who took the exam, 183 earned First Class marks, including 129 with distinctions.

Nahreen Mariyam Shameer proudly emerged as the school topper with an impressive score of **97.8%**. Sameeha Afrah Anzar and Pearl Phebe Mathew secured the second position with remarkable scores of **96.8%**, while Michelle Prince followed closely in third place with a commendable **96.6%**.

SUBJECT TOPPERS	
SUBJECT	NAME OF THE STUDENT
ENGLISH (98)	PEARL PHEBE MATHEW
	SAMEEHA AFRAH ANZAR
	AKSHAYAA GOPINATHAN SAROJINI
MATHEMATICS- STANDARD (99)	NAHREEN MARIYAM SHAMEER
	ANSH GUNASHANKAR SHETTY
MATHEMATICS- BASIC (73)	BURHAN MUSTUFA SUKHSARWALA
SCIENCE (100)	NAHREEN MARIYAM SHAMEER
	VISWANATH DHAVALA
SOCIAL SCIENCE (98)	MICHELLE PRINCE
	ASHWEEN MANOJ
ARABIC (98)	EMAN SAYED AHMED MAHDI ABDULLAH HASHEM
	AMEERA MOHAMED SAMEER AHMED
HINDI (97)	HIBA HAMDULLAH
MALAYALAM (100)	ANGEL PIOUS
FRENCH (100)	NAHREEN MARIYAM SHAMEER
	SAMEEHA AFRAH ANZAR



CLASS XII RESULT 2024 -2025

Out of the **207** students who appeared for the examination, **199 students** secured **First Class** including **130 distinctions**.

In the **Science Stream**, **Sreya Sindhu Gopakumar** emerged as the **topper** with an outstanding score of **95.2%**. Following closely behind, **Gayathri Rani Arun** secured the **second** position with an impressive **95 %** and **Vaani Sharma** claimed the **third position** with a commendable **94.6%**.

In the **Commerce Stream**, **Asna Suman** claimed the **top position** with a stellar score of **97%**. **Shreya Kulkarni** secured the **second position** with an impressive **95.8%**, while **Reeha Fathima** took the **third position** with a notable score of **94.8%**.

SUBJECT TOPPERS

SUBJECT	NAME OF THE STUDENT
ENGLISH (98)	IRIS MIRIYAM GEORGE SREYA SINDHU GOPAKUMAR SHREYA KULKARNI
MATHEMATICS (96)	VAANI SHARMA
PHYSICS (95)	HET MANVAR NILESHKUMAR
CHEMISTRY (100)	AMY ELIZABETH JOHNSON VAANI SHARMA
BIOLOGY (96)	ANISH CHAITHANYA
COMPUTER SCIENCE (100)	ROSEANNA ROBINSON
ECONOMICS (99)	SHREYA KULKARNI
BUSINESS STUDIES (98)	REEHA FATHIMA ASNA SUMAN SERENA ANN REGY
ACCOUNTANCY (98)	ASNA SUMAN
MARKETING (100)	ASNA SUMAN
INFORMATICS PRACTICES (98)	FIDHA SALAM
APPLIED MATHEMATICS (82)	SREEDEVIRAJ KUNNUMMAL



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.

Congratulations!

CBSE BOARD EXAM RESULTS 2025 AISSE (Class X)

SCHOOL TOPPERS



I (97.8%)
NAHREEN MARIYAM SHAMEER



II (96.8%)
SAMEEHA AFRAH ANZAR



II (96.8%)
PEARL PHEBE MATHEW



III (96.6%)
MICHELLE PRINCE

SUBJECT TOPPERS



Pearl Phebe Mathew
ENGLISH (98%)



Sameeha Afrah Anzar
ENGLISH (98%)
FRENCH (100%)



Akshayaa Gopinathan Sarojini
ENGLISH (98%)



Nahreen Mariyam Shameer
MATHEMATICS STD (99%)
FRENCH (100%), SCIENCE (100%)



Ansh Gunashankar Shetty
MATHEMATICS
STANDARD (99%)



Burhan Mustafa
MATHEMATICS BASIC (73%)



Viswanath Dhavala
SCIENCE (100%)



Michelle Prince
SOCIAL SCIENCE (98%)



Ashween Manoj
SOCIAL SCIENCE (98%)



Eman Sayed Ahmed
ARABIC (98%)



Amcerra Mohammed Samcer
ARABIC (98%)



Hiba Hamdullah
HINDI (97%)



Angel Pious
MALAYALAM (100%)



Congratulations!

CBSE BOARD EXAM RESULTS 2025 AISSCE (Class XII)

SCIENCE TOPPERS



I (95.2%)
SREYA SINDHU GOPAKUMAR



II (95%)
GAYATHRI RANI ARUN



III (94.6%)
VAANI SHARMA

COMMERCE TOPPERS



I (97%)
ASNA SUMAN



II (95.8%)
SHREYA KULKARNI



III (94.8%)
REEHA FATHIMA

SUBJECT TOPPERS



Sreya Sindhu Gopakumar
ENGLISH (98%)



Iris Miriyam George
ENGLISH (98%)



Vaani Sharma
MATHEMATICS (96%)
CHEMISTRY (100%)



Amy Elizabeth Johnson
CHEMISTRY (100%)



Het Nileshkumar Manvar
PHYSICS (95%)



Roseanna Robinson
COMPUTER SCIENCE (100%)



Shreya Kulkarni
ENGLISH (98%)
ECONOMICS (99%)



Anish Chaithanya Rao
BIOLOGY (96%)



Asna Suman
ACCOUNTANCY (98%)
BUSINESS STUDIES (98%)
MARKETING (100%)



Reeha Fathima
BUSINESS STUDIES (98%)



Serena Ann Regy
BUSINESS STUDIES (98%)



Fidha Salam
INFORMATICS PRACTICES (98%)



Sreedeviraj Kunnumaal
APPLIED MATHEMATICS (82%)

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 upgrading 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.

WEBINARS ON PROFESSIONAL DEVELOPMENT ATTENDED BY THE TEACHERS	
Sl. No.	Topic
1	Digital Wellness
2	Social Media Safety and Well-being
3	CBSE web inarticulate on health and well-being
4	Health/Mental well being
5	Artificial Intelligence
6	Cyber Crime and Cyber security webinar
7	Social media safety and well being
8	NEP/NCP competencies help students learn better
9	Effective strategies in the NEP framework for children with Academic and behavioural challenges
10	Strategies to build stronger relationships with parents
11	Mental and physical well being in the era of Cyberspace
12	Cyber parenting
13	Cyber hygiene
14	Cyber threats
15	ICT For Teaching and Learning of Mathematics
16	Cancer Awareness Programme
17	Financial Safety in Cyberspace
18	AI in education
19	Connecting and communicating with parents
20	Effective Strategies in the NEP Framework for Children with Academic and Behavioural Challenges
21	How to prepare kindergarten to BQA quality reviews.
22	Secure Practises for Digital Gaming
23	Workshop on smart board: Intractive board Specktron UDX-S2
24	Virtual Lab as a teaching learning tool for Math
25	Virtual Lab as a teaching learning tool for Computer Science
26	Virtual Lab as a teaching learning tool for Languages
27	Virtual Lab as a teaching learning tool for English
28	Animation as digital resource for teaching and learning
29	Hands-on workshop on MySQL, Python, MSOffice tools.
30	Workshop on AI tools for teachers
31	Cricket Umpiring Level 1



NIS – PEER EVALUATION

- The Peer Evaluation System aims to promote professional growth, enhance teaching quality, and encourage collaborative improvement among faculty members.
- During the academic year 2024–2025, peer evaluations were systematically organized on scheduled Saturdays, ensuring minimal disruption to regular academic activities. Each faculty member observed and evaluated their colleagues' classes using a structured evaluation framework, which included parameters such as lesson planning, subject delivery, student engagement, classroom management, use of teaching aids and ICT tools, and overall teaching effectiveness.
- These sessions provided valuable opportunities for constructive feedback and professional reflection, fostering a culture of continuous improvement and mutual learning within the department. The insights gained through peer observations have helped identify best pedagogical practices, strengthen team collaboration, and support the ongoing pursuit of excellence in teaching and learning at NIS.

BRIEF SURVEY REPORT ON SELF ASSESSMENT OF TEACHERS FOR THE YEAR 2024-2025

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



- Digital Well-being and Responsible Internet Use
- Anti-Bullying Awareness
- Coping skills
- Study skills
- Importance of Mental Health and Seeking Help
- Good and Bad Touch

Target Groups: Students from Grades 1–12 and teachers.

Outcome: Improved student engagement, reduced interpersonal conflicts, and increased awareness about emotional self-care.

3. Health and Hygiene Programs

In collaboration with the school clinic and health department, **Health and Hygiene sessions** were organized to promote physical well-being and preventive health care practices.

Key Activities:

- Personal Hygiene and Healthy Lifestyle Campaigns
- Sessions on Puberty and Adolescent Health (Grades 5–9)

Outcome: Students demonstrated improved understanding of personal hygiene and health safety protocols.

4. Discipline and Behavioral Support

To maintain a safe and respectful learning environment, proactive measures were implemented to reinforce discipline and adherence to MOE norms.

Measures Taken:

- Regular monitoring of student behavior and timely interventions.
- Orientation sessions for students on school rules, code of conduct, and digital citizenship.
- Positive Behavior Support (PBS) initiatives recognizing well-disciplined students.
- Counseling sessions for students with repeated disciplinary concerns.

Outcome: Noticeable improvement in student behavior and compliance with disciplinary protocols.

5. Mental Health Awareness Exhibition

The Counselling Department actively participated in the **School Exhibition** under the theme “*Mental Health Matters.*”

Highlights:

- Student-led exhibits showcasing coping strategies, stress management tips, and the importance of emotional balance and breaking the stigma surrounding mental health.
- Interactive stalls and games promoting empathy and positive thinking.
- Encouraging open discussions about mental health.

Outcome: Increased school-wide engagement in promoting mental health and breaking stigma around counseling and mental health.

6. Career Guidance and Development

In collaboration with external agencies and universities, **career guidance sessions** were organized to support students in exploring academic and career pathways.

Activities Conducted:

- Career Guidance with guest speakers from various fields.
- College and university orientation programs for Grade 11–12 students.
- Individual counseling sessions for subject and career selection.

Outcome: Enhanced career readiness and informed decision-making among senior students.

7. Absenteeism and Tardiness Monitoring

The department collaborated with class teachers and the administration to monitor and address absenteeism and lateness among students.

Data Overview:

- Regular tracking of attendance records.
- Counseling sessions for habitual absentees and latecomers.
- Parent meetings and follow-up for repeated cases.



Outcome: Reduction in chronic absenteeism and improved punctuality due to consistent monitoring and parental involvement.

8. Collaboration with Teachers and Parents

Regular meetings and case conferences were held with teachers and parents to discuss student progress, behavioral concerns, and intervention strategies.

Workshops for teachers focused on classroom management, identifying students in distress, and effective communication.

9. Summary

In conclusion, the Counselling and Guidance Department has worked diligently throughout the academic year to support students' holistic development by promoting mental well-being, discipline, health awareness, and career preparedness. Through collaborative efforts with teachers, parents, and external agencies, the department has fostered a positive and inclusive school environment where students are empowered to grow emotionally, socially, and academically. Moving forward, the department remains committed to enhancing its initiatives in alignment with MOE, Kingdom of Bahrain, and CBSE guidelines to ensure the continued well-being and success of all students.

Prepared by: *Department of Guidance & Counselling*

Date: *November 2025*

13.

STUDENT COUNCIL



STUDENT COUNCIL 2024-2025



INVESTITURE CEREMONY 2024: 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 2024, 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
2024-2025

SL. NO.	POSITION	NAME OF THE STUDENT	CLASS & SEC
1.	HEAD BOY	ASVANTH	XII C
2.	HEAD GIRL	IFRATH MARIAM SHAMEER	XII D
3.	ASST. HEAD BOY	ISSAC JOHN SAMUEL	XI B
4.	ASST. HEAD GIRL	FAIZA FAISAL CHUNAWALA	XI C
5.	SPORTS CAPTAIN (BOY)	EMIL K. JOBY	XII C
6.	SPORTS CAPTAIN (GIRL)	DANA KHALID JABERI	XII F
7.	ASST. SPORTS CAPTAIN (BOY)	YOHANN SUNIL	XI A
8.	ASST. SPORTS CAPTAIN (GIRL)	MYSHA TAHANA	XI C
9.	DISCIPLINE MARSHAL (BOY)	RYAN JOSEPH ABRAHAM	XII F
10.	DISCIPLINE MARSHAL (GIRL)	IRIS MIRIYAM GEORGE	XII A
11.	CULTURAL SECRETARY (BOY)	ALBIN BENNY	XI D
12.	CULTURAL SECRETARY (GIRL)	VYGA SHIJOY	XI F
13.	ENVIRONMENT CLUB SECRETARY (BOY)	ADISH PARAMAL	XI A
14.	ENVIRONMENT CLUB SECRETARY (GIRL)	AASHIKA VINEESH	XI C
15.	MUN STUDENT COORDINATOR (BOY)	MOHAMMED IRFAAN NAUFAL	XI B
16.	MUN STUDENT COORDINATOR (GIRL)	HIBA IMAM	XI D
17.	EMERALD HOUSE CAPTAIN	ANWETHAA HANITHA SRINIVASAN	XII D
18.	EMERALD HOUSE VICE CAPTAIN	THANISHKA CHAKKARAYAN	XI A
19.	EMERALD HOUSE SPORTS CAPTAIN	HARSH SUNIL KUMAR	XII F
20.	RUBY HOUSE CAPTAIN	AZAAAN GUL BIN NOMAN	XII D
21.	RUBY HOUSE VICE CAPTAIN	AHMED YASIN ANSAR	XI E
22.	RUBY HOUSE SPORTS CAPTAIN	MOHAMMAD FAIZAN SIYAM	XII D
23.	PEARL HOUSE CAPTAIN	SWEETY ANN KURIAN	XII A
24.	PEARL HOUSE VICE CAPTAIN	ALBIN JOY ROBIN	XI C
25.	PEARL HOUSE SPORTS CAPTAIN	AYUSH ANIL KUMAR	XII F
26.	SAPPHIRE HOUSE CAPTAIN	MONISHKA MALIK	XII A
27.	SAPPHIRE HOUSE VICE CAPTAIN	SREEDAKSHA SUNIL KUMAR	XI B
28.	SAPPHIRE HOUSE SPORTS CAPTAIN	NIKASHA KAKKOTH	XII F



PREFECTS LIST

CLASS	EMERALD	PEARL	RUBY	SAPPHIRE
IX A	John Joshy Hannah Sheynu	Kavish Vishal Joshi	Anna Babu	Fida Suhail
IX B	Abdul Ghani Rizwan Irene George Hana Fathima	Sveta Liz Thomas	Arfa Fathima	Anusha Jayakumar Linat Rose
IX C	Gaury Binoy G Lenn Mariam	Albin Binu Aadidev Anil Kumar	Sayanth Kolon	Keerthana Bijukumar
IX D	Ritvik Nandakumar	Parth Sharma Hannah Sarah Solomon Lakshmi Aadithri	Aaron Moji Joseph	Shivangi Shylendran
IX E	Anamitra Velath Sasi	Danny T Manoj	Marvel Manu Mathew	Sanusha Sunil
IX F	Anabel Benny	Hemani Damodara	Faizur Rahman	Habby Bobit
IX G	Deeksha S M	Steven Francis	Edwin Prince	Shawnta Jose
VIII A	Jai Karthik Vinayakam	Theertha Heby	Kurian Paul	Avisha Peter
VIII B	—	Ryna Thomas Amrita Pradeep Kumar	Ayra Anis Sarang Krishna Arun Das	Deethya Sajeesh
VIII C	.Bevlyn Biju John	Michael Prince	Dhanushika Sabarinathan	Debabrato Biswas Gee Varghese
VIII D	Leizel Susan	—	Rishal Rizwan	Namish Rajagopal
VIII E	Madhav Rajeesh	Yadhu Krishna	Srinika Tamirisa Dana Ann Roy	Ameer Mohammed N.S
VIII F	-	Basil Geevarghese	Sherin Susan	Gayathri Manoj
VIII G	Nupur Shetye	Siddarth Sharma	Hansika Nandimallappa	Blessy Srujena



**HOUSE LEADERS
2024-2025**

HOUSE	HOUSE LEADER	ASST. HOUSE LEADER
EMERALD	Ms. Nausheen Salma	Ms. Sandra
PEARL	Ms. Jisha Shibu	Ms. Danish Rizwi
RUBY	Ms. Amala Chacko Mathew	Ms. Nishana
SAPPHIRE	Ms. Niraimathi Ramakrishnan	Ms. Akina

HEAD OF THE ENVIRONMENT CLUB: Ms. Merlin Ajeesh (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 20/11/2024:

A meeting of the Parent Council was convened on Wednesday, 20/11/2024 to discuss about the Pre-Board and the Exam for other classes and the schedule for the winter break.

The Board of Governors attended the meeting are:

1. DR. JAAN M. THOMAS THOTTUMALIL	CHAIRMAN
2. MRS. JEMI T. THOMAS	EXECUTIVE DIRECTOR
3. MR. JOBY K. AUGUSTINE	DIRECTOR
4. MR. KOLLATH GOPINATH MENON	PRINCIPAL

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. Reji Kurian	Member
5.	Dr. Kurian Jacob	Member
6.	Mrs. Tiji Mathew	Member
7.	Mr. Tino Kuriakose	Member
8.	Mr. John C Mathew	Member
9.	Mr. Shameer Nasarulla	Member
10.	Mr. Prajod C Mammen	Member

The following matters were discussed and briefed.

1. It was decided to conduct the examination in the month of December, before closing for the winter break.
2. It was also discussed that the school will reopen in January and conduct the Model or Pre-Board Examination for students of classes 10 and 12.

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

Chairman



PARENT COUNCIL MEETING

Decisions of the Meeting on 09/01/2025:

A meeting of the Parent Council was convened on Thursday, 09/01/2025 to discuss about the Model Exam for classes X & XII, Board Practical Exam for class XII and Annual Exam for classes IX & XI.

The Board of Governors attended the meeting are:

- | | |
|-----------------------------------|--------------------|
| 1. DR. JAAN M. THOMAS THOTTUMALIL | CHAIRMAN |
| 2. MRS. JEMI T. THOMAS | EXECUTIVE DIRECTOR |
| 3. MR. JOBY K. AUGUSTINE | DIRECTOR |
| 4. MR. KOLLATH GOPINATH MENON | PRINCIPAL |

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. Reji Kurian	Member
5.	Dr. Kurian Jacob	Member
6.	Mrs. Tiji Mathew	Member
7.	Mr. Tino Kuriakose	Member
8.	Mr. John C Mathew	Member
9.	Mr. Shameer Nasarulla	Member
10.	Mr. Prajod C Mammen	Member

The following matters were discussed and briefed.

1. Decision was taken to conduct Board Practical Examination and then Model Exam from January end to February 1st week.
 2. It was also discussed about Annual Exam for classes IX and XI in the month of February.
- The meeting ended with a note of gratitude from the PTA President.

Chairman



PARENT COUNCIL MEETING

A meeting of the Parent Council was convened on Tuesday, 11/02/2025 to discuss about the Annual Examinations for other classes, declaration of results & distribution of textbooks.

The Board of Governors attended the meeting are:

1.DR. JAAN M. THOMAS THOTTUMALIL	CHAIRMAN
2.MRS. JEMI T. THOMAS	EXECUTIVE DIRECTOR
3.MR. JOBY K. AUGUSTINE	DIRECTOR
4.MR. KOLLATH GOPINATH MENON	PRINCIPAL

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. Reji Kurian	Member
5.	Dr. Kurian Jacob	Member
6.	Mrs. Tiji Mathew	Member
7.	Mr. Tino Kuriakose	Member
8.	Mr. John C. Mathew	Member
9.	Mr. Shameer Nasarulla	Member
10.	Mr. Prajod C Mammen	Member

The school Principal Mr. Kollath Gopinath Menon welcomed the council members.

The following matters were discussed and briefed.

1. A meeting was held on this date to discuss the annual exams for other classes.
2. The schedule for the declaration of results and the distribution of books was discussed

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

Chairman



15.

RESULT ANALYSIS

RESULT ANALYSIS

- Result Analysis of the school is prepared for three consecutive years i.e., 2022 - 2023, 2023 - 2024 and 2024 - 2025.
- 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



RESULT ANALYSIS, 2024-2025

YEAR	2022 -2023			2023-2024			2024 - 2025		
CLASS	NO.ON ROLL	PASS NO.	2021-22 PASS %	NO.ON ROLL	PASS NO.	2022 – 23 PASS %	NO.ON ROLL	PASS NO.	2024 – 25 PASS %
I	320	320	100	364	364	100	385	383	99.5
II	299	299	100	304	304	100	359	358	99.7
III	338	338	100	306	306	100	311	310	99.7
IV	280	279	99.6	324	323	99.7	307	307	100
V	255	254	99.6	259	259	100	316	316	100
VI	236	233	98.7	246	246	100	263	263	100
VII	261	261	100	246	246	100	255	255	100
VIII	237	235	99	257	257	100	249	249	100
IX	214	213	99.5	217	215	99.1	245	240	98
X	191	186	97.3	193	193	100	202	202	100
XI	210	205	97.6	212	209	98.6	212	210	99.1
XII	200	197	98.5	194	192	99	207	207	100
TOTAL	3041	3020	99.2	3089	3081	99.7	3311	3300	99.7



MERIT RATE FOR LAST 3 YEARS
(STUDENTS WHO ACHIEVED 75% & ABOVE)

CLASS	2022-2023			2023-2024			2024-2025		
	NO.ON ROLL	NO.OF MERIT STUDENTS	MERIT %	NO.ON ROLL	NO.OF MERIT STUDENTS	MERIT %	NO.ON ROLL	NO.OF MERIT STUDENTS	MERIT %
I	320	263	82.2	364	328	90.1	385	305	79.2
II	299	240	80.3	304	280	92.1	359	267	74.4
III	338	269	79.6	306	256	83.5	311	234	75.2
IV	280	174	62.1	324	260	80	307	217	70.7
V	255	156	61.2	259	199	76.8	316	238	75.3
VI	236	108	45.7	246	173	70.3	263	116	63.1
VII	261	112	42.9	246	154	62.6	255	130	50.9
VIII	237	110	46.4	257	144	56	249	133	53.4
IX	214	70	32.7	217	104	47.9	245	81	33.1
X	191	103	53.9	193	91	47.2	202	129	63.9
XI	210	53	25.2	212	93	43.9	212	70	33
XII	200	69	34.5	194	101	52.1	207	130	62.9



SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS I-III				
CLASS	SUBJECT	2022-2023	2023-2024	2024-2025
I	ENGLISH	100%	100%	99.5%
	ARABIC	100%	100%	100%
	MATHEMATICS	100%	100%	99.7%
	EVS	100%	100%	99.5%
II	ENGLISH	100%	100%	99.7%
	ARABIC	100%	100%	100%
	MATHEMATICS	100%	100%	99.7%
	EVS	100%	100%	99.7%
III	ENGLISH	100%	100%	99.7%
	ARABIC	100%	100%	100%
	MATHEMATICS	100%	100%	99.7%
	EVS	100%	100%	99.7%

SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS IV-V				
CLASS	SUBJECT	2022-2023	2023-2024	2024-2025
IV	ENGLISH	99.6%	99.7%	100%
	ARABIC	99.6%	100%	100%
	MATHEMATICS	99.6%	99.7%	100%
	SCIENCE	99.6%	99.7%	100%
	SO.STUDIES	99.6%	99.7%	100%
V	ENGLISH	99.6%	100 %	100%
	ARABIC	100%	100 %	100%
	MATHEMATICS	99.6%	100 %	100%
	SCIENCE	100%	100 %	100%
	SO.STUDIES	99.6%	100 %	100%



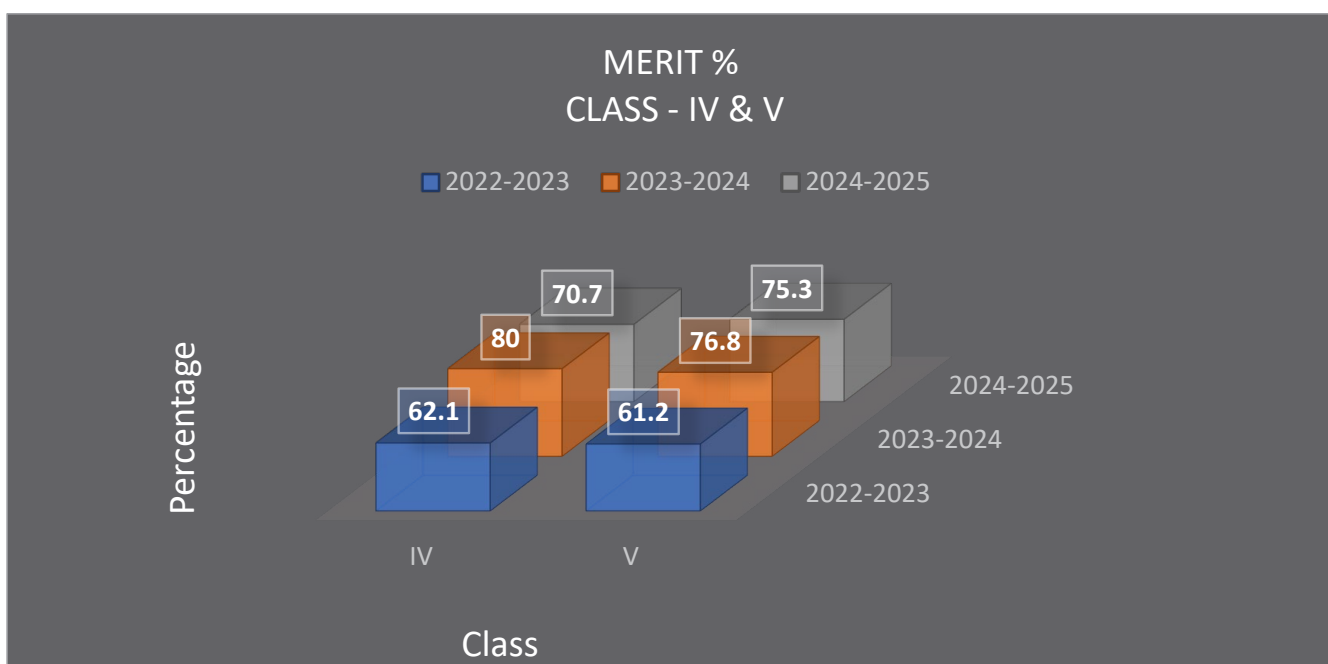
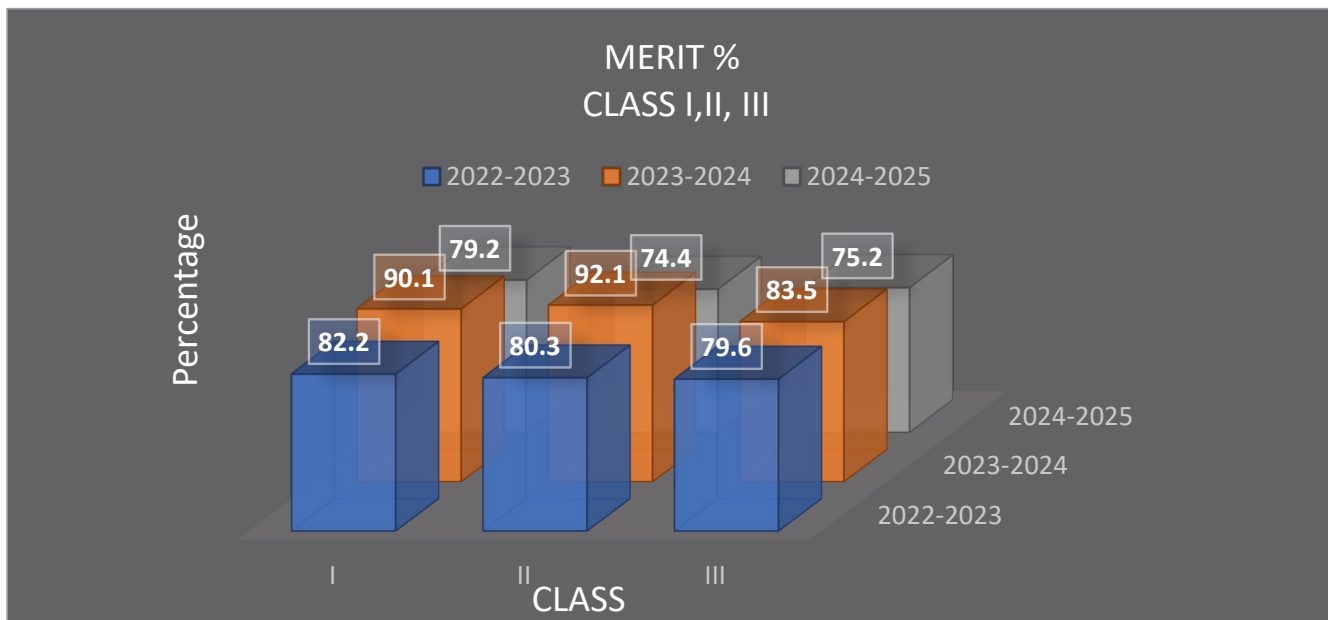
SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS	SUBJECT	2022-2023	2023-2024	2024-2025
VI	ENGLISH	97.4%	100%	100%
	ARABIC	100%	100%	100%
	MATHEMATICS	97.8%	100%	100%
	SCIENCE	98.3%	100%	100%
	SO.STUDIES	99.5%	100%	100%
VII	ENGLISH	99.2%	100%	100%
	ARABIC	100%	100%	100%
	MATHEMATICS	99.6%	98.0%	100%
	SCIENCE	99.2%	99.2%	100%
	SO.STUDIES	100%	99.6%	100%
VIII	ENGLISH	99.5%	100%	100%
	ARABIC	99.5%	100%	100%
	MATHEMATICS	98.7%	100%	100%
	SCIENCE	98.7%	100%	100%
	SO.STUDIES	98.7%	100%	100%

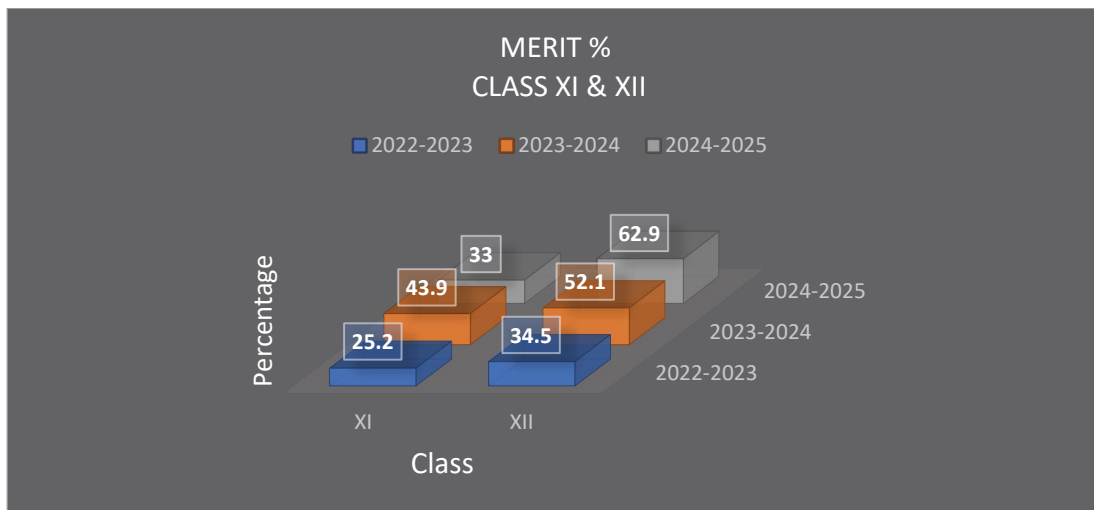
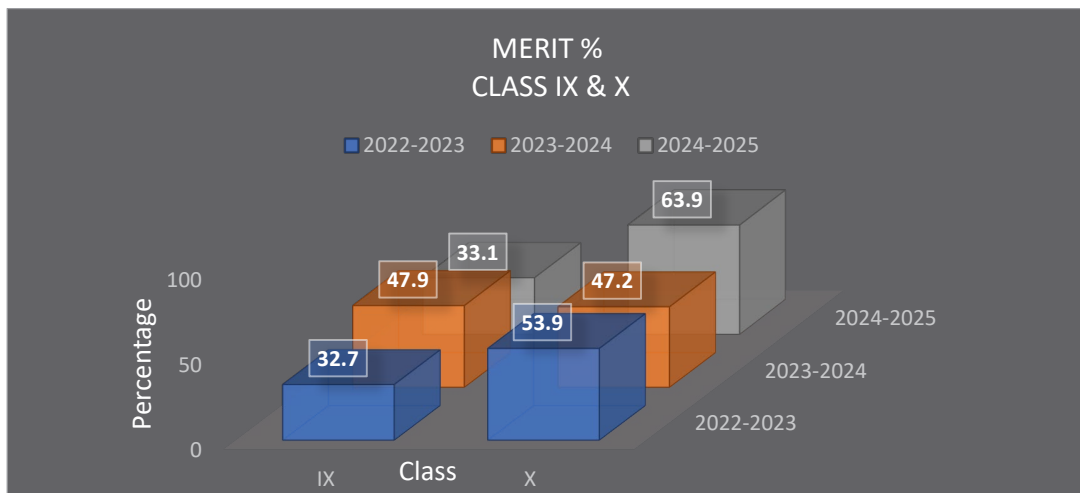
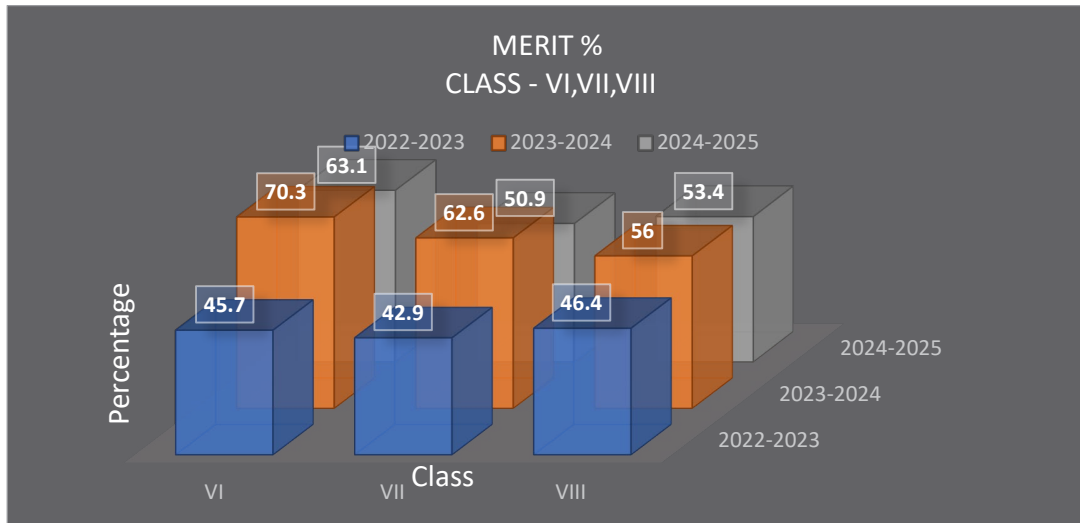
SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASSES	SUBJECT	2022-2023	2023-2024	2024-2025
IX	ENGLISH	100%	99.5%	99.6%
	ARABIC	100%	100%	100%
	MATHEMATICS	99.5%	99.1%	98%
	SCIENCE	99.5%	99.1%	98%
	SO.STUDIES	99.5%	99.1%	98%
X	ENGLISH	100%	100%	100%
	ARABIC	100%	100%	100%
	MATHEMATICS	97.3%	100%	100%
	SCIENCE	100%	100%	100%
	SO.STUDIES	100%	100%	100%



SUCCESS RATE PROGRESS FOR 3 YEARS				
CLASS	SUBJECT	2022-2023	2023-2024	2024-2025
XI	ENGLISH	100%	100%	100.0%
	PHYSICS	95.9%	97.1%	99%
	CHEMISTRY	95.9%	97.1%	99%
	BIOLOGY	94.6%	98%	99%
	COMPUTER SCIENCE	96.2%	100%	100 %
	MATHEMATICS	98.8%	100%	100 %
	ACCOUNTANCY	100 %	100%	99%
	ECONOMICS	100 %	100%	99%
	BUSINESS STUDIES	100 %	100%	99%
	MARKETING	100 %	100%	100%
	IP	100 %	100%	100%
XII	ENGLISH	100 %	100%	100%
	PHYSICS	99 %	100%	100%
	CHEMISTRY	99 %	100%	100%
	BIOLOGY	100 %	100%	100%
	COMPUTER SCIENCE	100 %	98.6%	100%
	MATHEMATICS	98.7%	98.7%	100%
	ACCOUNTANCY	97.8%	98.8%	100%
	ECONOMICS	98.9%	98.8%	100%
	BUSINESS STUDIES	97.8%	98.8%	100%
	MARKETING	97.1%	100 %	100%
	IP	100 %	100 %	100%

MERIT PERCENTAGE GRAPH FOR LAST 3 YEARS





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
2024-2025**

The school continues to uphold its vision of providing quality education and fostering holistic development among its students. Guided by the principles of academic excellence, discipline, and character formation, the school strives to create an environment where every learner is inspired to reach their full potential.

The Academic Year 2024–2025 was marked by dynamic learning experiences, vibrant celebrations, and commendable achievements in both curricular and co-curricular domains. The year began with renewed enthusiasm, commitment, and collaboration among students, staff, and parents — all contributing to the school’s shared mission of excellence.

Co-Scholastic Activities

To nurture creativity, leadership, and holistic development among students, *The New Indian School* organized a wide range of co-scholastic activities throughout the academic year **2024–2025**. These programmes aimed to complement classroom learning by providing students with opportunities to explore their talents in art, music, literature, debate, and sports, while instilling values of teamwork, discipline, and confidence.

Orientation Programme for Classes IX–XII (April 2024)

The academic year commenced with an **Orientation Programme** designed to familiarize students with academic expectations, school policies, and co-curricular opportunities. The session inspired students to set goals for the year ahead and adapt confidently to the new academic environment.



Students attending the Orientation Programme for Classes IX–XII.

Foundation Day & Investiture Ceremony (May 2024)

The month of May marked the celebration of the school’s **Foundation Day**, a proud moment that reflected its continued pursuit of excellence. The event also included the **Investiture Ceremony**, where newly elected Student Council members took an oath of responsibility and leadership, pledging to uphold the values of integrity and service.



Student leaders taking the oath during the Investiture Ceremony 2024.

NIS Exhibition – Bahndo Fantasia (June 2024)





Students presenting their innovative exhibits during *Bahndo Fantasia 2024*.

The school organized its annual exhibition, **Bahndo Fantasia 2024**, in June 2024 under the focal theme “*Celebrating Our Roots.*” The event served as a vibrant platform for students to explore and present the rich cultural, scientific, and technological heritage of both **India and Bahrain**.

Students from various grades showcased creative exhibits that reflected innovation, artistic expression, and research-based learning. The displays featured models, charts, experiments, and cultural installations that highlighted traditional knowledge systems, advancements in science and technology, and the enduring bonds between the two nations.

The exhibition not only celebrated creativity and collaboration but also fostered a deeper appreciation of cultural identity and global interconnectedness. It stood as a testimony to the school’s commitment to promoting experiential learning and cross-cultural understanding among students.

Teachers’ Day Celebration



Students present flowers as a token of their love and respect for their teachers on Teachers’ Day.

Teachers’ Day was celebrated with enthusiasm and gratitude. Students expressed heartfelt appreciation through performances, speeches, and creative tributes that highlighted the invaluable role of teachers in shaping their learning journey.

Annual Day Celebration

The most awaited event of the year, the **Annual Day Celebration**, brought together students, parents, and staff in a vibrant display of cultural excellence and academic recognition. The event featured thematic performances, award ceremonies, and a reflection on the school's achievements, embodying the spirit of unity and progress.



A captivating cultural performance during the Annual Day Celebration.

Academic Excellence Award Ceremony



Science Stream Island Topper



School Commerce Stream Topper

The school hosted the **Academic Excellence Award Ceremony** on **23rd May 2024** in the school auditorium. **Mr. Rajendra Kumar Meena**, Attaché (Education), Indian Embassy, graced the occasion as the **Chief Guest**, alongside dignitaries **Dr. Jaan M. T. Thottumalil (Chairman)**, **Mrs. Jemi Thottumalil Thomas (Executive Director)**, and **Mr. Joby Augustine (Director)**.

The ceremony commenced with the **recitation of the Holy Quran**, school prayer, and the **National Anthems of Bahrain and India**. Principal **Mr. K. Gopinath Menon** welcomed the gathering and commended the collective efforts of students, parents, and teachers in achieving academic excellence.

The Chief Guest, Mr. Meena, lauded the students for their dedication and presented awards to the **Island Toppers** and **Class XII Science and Commerce Toppers**. The **Chairman**, **Executive Director**, and **Director** felicitated the **Class X Toppers**, teachers of **Island Toppers**, and staff with **full attendance** for the academic year 2023–24.

In their addresses, **Vice Principals Mr. P. Mohan and Dr. George Mathew** acknowledged the unwavering support of teachers, parents, and management in ensuring the school's continued success. The event concluded with a **vote of thanks** by **Mrs. Susy Paul, Head Teacher**, expressing gratitude to all dignitaries and guests for their presence and encouragement.



Farewell Batch 2024-2025



The students of Class XI (2024–2025) of *The New Indian School, W.L.L., Kingdom of Bahrain* organized “Au Revoir”, a farewell for the outgoing Class XII batch, on 18th January 2025. The event was graced by **Dr. Jaan M. T. Thottumalil (Chairman)**, **Mrs. Jemi Thottumalil Thomas (Executive Director)**, and **Mr. Joby Augustine (Director)**.

Principal Mr. K. Gopinath Menon and the dignitaries commended the graduating students for their achievements and encouraged them to pursue future goals with confidence and integrity.

The programme featured **dance and band performances**, a **video montage of school memories**, and **fun games** by Class XI students. The titles of **Prince and Princess of NIS 2024–25** were awarded to **Ryan Joseph Abraham (XII F)** and **Alaina Rejan Varghese (XII C)**.

Head Boy **Asvanth** and Head Girl **Ifrath Mariam Shameer** expressed gratitude to the school and teachers, making the occasion a memorable celebration of friendship and farewell.

Bahrain National Day



The year concluded with festive cheer as the school celebrated **Bahrain National Day**. The celebrations highlighted cultural diversity and unity, with performances, decorations, and messages of peace and goodwill.



The school celebrated Bahrain National Day with immense **national pride and patriotic fervor**. The campus was transformed into a sea of red and white as students and staff honored the Kingdom's rich heritage and achievements. The day's schedule included several key events:

- **Flag Hoisting Ceremony:** The official ceremony commenced with the dignified **flag hoisting**, followed by the national anthem, instilling a deep sense of respect and allegiance in the student body.
- **Cultural Programmes:** Students from various grades presented vibrant **cultural programmes**, including traditional dances and musical performances that highlighted Bahraini folklore and history.
- **Human Formation:** The event culminated in a spectacular collective display of affection, where all students and staff gathered to form a large, striking **"I Love**





Bahrain" human formation on the grounds, symbolizing their unity and commitment to the nation.

Observance of International and National Days



Students participating in World Environment Day awareness activities.

Throughout the year, the school actively observed various global and national occasions such as *World Environment Day*, *World Book and Copyright Day*, *World Mental Health Day*, *World Peace Day* and *National Cancer Awareness Day*. Each event was marked by awareness programmes, competitions, and activities designed to foster empathy, global awareness, and social responsibility among students.

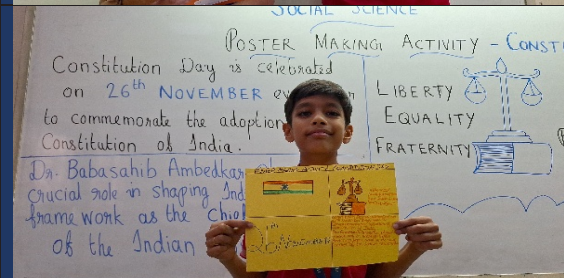
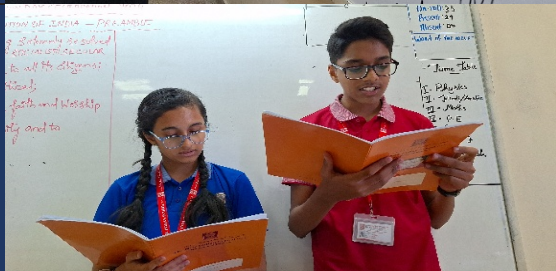
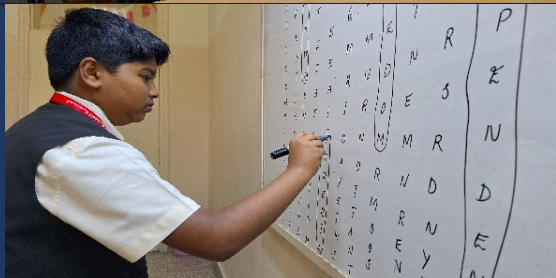
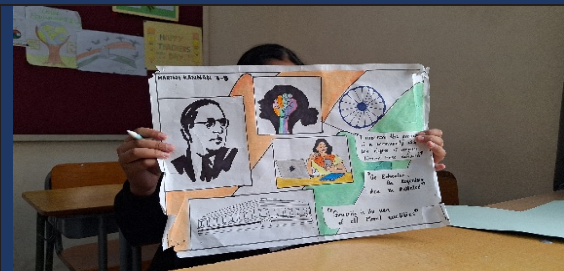


Student Council Pay Tribute to the Nursing Staff

Laughter Day



Samvidhan Divas (Constitution Day) Celebration



The school celebrated **Samvidhan Divas** on **26th November 2024** to mark the **75th anniversary of the adoption of the Indian Constitution**. A special morning assembly highlighted the significance of the day and the contributions of **Dr. B.R. Ambedkar**, emphasizing the values of justice, liberty, equality, and fraternity. Students of Classes IV–VIII participated in activities such as reading the Preamble, a word search puzzle, poster making on “Unity in Diversity,” and an Ambedkar Quiz, fostering awareness of constitutional principles. The celebration served to instil respect for democratic values and encouraged students to uphold the ideals of the Indian Constitution.

Ambedkar Jayanthi



A special assembly was conducted to commemorate the **birth anniversary of Dr. B. R. Ambedkar**. The event highlighted his life, contributions, and enduring legacy.

Students of **Classes VI–X** participated in a **quiz** on Dr. Ambedkar's life, achievements, and ideology, while **Classes IV–V** engaged in **colouring activities** and wrote short notes about him. The celebration fostered awareness of Dr. Ambedkar's role as the architect of the Indian Constitution and his vision for equality and social justice.

Health and Hygiene Week



The school observed **Health and Hygiene Week** with the objective of promoting healthy habits and personal hygiene among students.

The week featured **interactive sessions, demonstrations, and classroom discussions** on topics such as cleanliness, balanced nutrition, physical fitness, and mental well-being. Students enthusiastically participated in **poster-making, slogan writing, and awareness activities** highlighting the importance of hygiene and healthy living.

As part of the initiative, students were encouraged to **bring healthy tiffins** to school each day, reinforcing the practice of making nutritious food choices. The observance helped inculcate lifelong values of cleanliness, good health, and responsible living among students.

Festival of Lights: Diwali Celebration



The spirit of Diwali, the revered Festival of Lights, shone brightly across the school as we celebrated the triumph of light over darkness and knowledge over ignorance. The celebration was a vibrant showcase of the school's commitment to cultural diversity and the promotion of traditional values.

Highlights of the Celebration

The school campus was transformed with festive decorations, including beautiful Rangoli designs created by students and staff, symbolizing prosperity and good fortune. Students came dressed in vibrant traditional attire, adding a magnificent splash of color to the atmosphere.

The celebration featured several key activities across all grade levels:

- **Cultural Performances:** Students presented spirited dance performances, soulful songs, and short skits narrating the significance of Diwali and the stories behind the festival.
- **Creative Workshops:** Hands-on activities focused on sustainability and creativity, including the decoration of clay Diyas (lamps) and the creation of paper lanterns, which were then lit to illuminate the premises.
- **Spreading the Message:** A central message delivered during the special assembly emphasized the importance of kindness, sharing, and unity. Students were encouraged to internalize the festival's core meaning: lighting the lamp of knowledge.



and goodwill within their own lives and communities.

The celebrations successfully instilled a sense of community and festive joy, allowing students to connect with their rich cultural heritage and share the spirit of the season with their peers.

Clubs and Internal Competitions



To nurture creativity, critical thinking, and collaboration, The New Indian School organized a vibrant array of club and competition-based activities throughout the academic year 2024–2025. The various student clubs — **Literary, Science, Art, Mathematics, Environment, and Heritage** — provided dynamic platforms for students to explore their interests, showcase their skills, and develop confidence beyond the classroom.

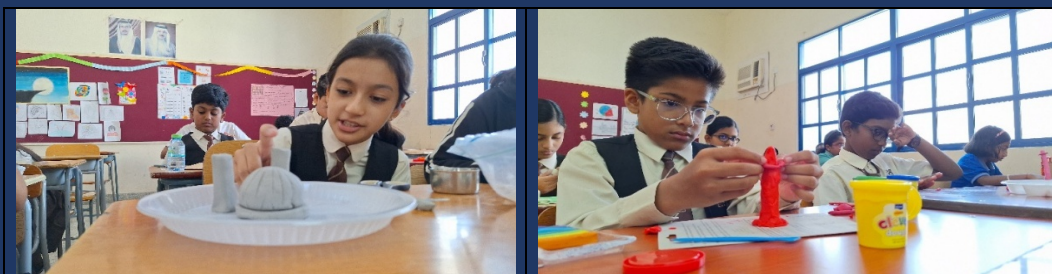
Each club conducted a series of intra-class and inter-class events that promoted innovation, expression, and teamwork. Students engaged actively in brainstorming sessions, creative writing, public speaking, environmental awareness campaigns, and artistic showcases.





The spirit of healthy competition was further enhanced through a range of contests and inter-house events designed to cultivate intellectual curiosity and creative expression. Notable competitions held during the academic year included:

- **Masters of Oratory Contest (Classes IX–XII):**
An inspiring platform for eloquent speakers to demonstrate their command of language, persuasive power, and stage presence. Participants impressed the judges with well-researched speeches and articulate delivery.
- **Clash of Minds – Inter-House Debate (Classes VIII & IX):**
A thought-provoking debate that encouraged logical reasoning and teamwork. Students displayed exemplary debating skills, substantiated arguments, and rebuttal techniques that reflected deep understanding of contemporary issues.
- **Creative Minds & Canvas Competitions (Classes I–XII):**
A celebration of imagination and artistic flair, where young creators expressed themes of culture, environment, and innovation through art, craft, and design.



- **Word Panoply – Story Writing Contest (Classes IV–VIII):**
A literary endeavor that unleashed students’ narrative abilities. Budding authors showcased originality in storytelling, vocabulary, and structure.
- **Quiz Bee, Spell Bee, and Crossword Challenges (Primary & Middle Sections):**
These intellectually engaging events enhanced vocabulary, general knowledge, and cognitive agility. The enthusiasm and competitive spirit among the young participants were truly commendable.
- **Solo Singing Competition**
- **Young Chef Contest**
- **Fancy Dress Competition**
- **Kathanika & Ragaratna- an initiative by the Cultural Secretaries**



The four Houses — **Emerald, Pearl, Ruby, and Sapphire** — demonstrated unwavering enthusiasm and teamwork throughout the year. Their consistent participation and sportsmanlike conduct fostered a sense of unity, leadership, and camaraderie. The inter-house competitions not only strengthened students' competitive spirit but also cultivated values of discipline, respect, and mutual support.

Through these clubs and competitions, the school reaffirmed its commitment to **holistic education**, enabling students to grow intellectually, artistically, and emotionally, while instilling in them the confidence to take on new challenges and excel in diverse fields.

Sugar Board Activity

As part of the school's health awareness initiatives, a **Sugar Board Activity** was organized to **sensitize students about the effects of excessive sugar intake** and to promote mindful eating habits.

Students were introduced to the **sugar content present in various common food items** through interactive displays and discussions. The activity aimed to create awareness about the hidden sugars in processed foods and their impact on overall health.

Through this initiative, students gained valuable insights into making **healthier dietary choices** and understanding the importance of maintaining a **balanced and nutritious diet**.

Experiential Foundations: Kindergarten's Journey of Creativity and Discovery (2024-2025)

A Year of Joy, Discovery, and Hands-On Learning

The academic year 2024-2025 in the Kindergarten section was filled with joy, creativity, and highly effective **experiential learning**. Our focus was on planning and executing various hands-on activities that made learning fun, meaningful, and memorable for our little ones. These monthly and seasonal events spanned key developmental areas, from life skills to creative expression.



Students embraced **real-life skills and empathy** through practical lessons like the "Beat the Heat" activity, where our young chefs learned to make and enjoy freshly squeezed orange juice. This focus on well-being was complemented by the "Animal Welfare" week, where children wore handmade masks and learned about kindness and care for living creatures. Social-emotional intelligence was reinforced beautifully during the **Magic Words** role-play, where they practiced using 'Please,' 'Sorry,' 'Thank you,' and 'Excuse Me' in real-life scenarios, alongside experiencing basic numeracy and commerce in a lively **Market Scene** setup.

Creative Expression and Foundational Literacy

The children demonstrated impressive confidence and creativity through literacy and aesthetic initiatives. Classrooms came alive for the **Alphabet Parade**, where students showcased letters through imaginative costumes, and during **Rhyme Time**, where they performed their favorite rhymes with expression. The **Colors Day** saw classes decorated with vibrant objects, fostering an appreciation for aesthetics and collaboration, while the **Flowers and Florist** activity added color to their learning about nature and different hues. The year culminated with a highly engaging **Fun Day** featuring various games and the annual **Fancy Dress Competition**: HKG students impressed with their innovative "Best Out of Waste"



costumes, showcasing early environmental awareness, while LKG students displayed their knowledge of societal roles by dressing as dedicated "Community Helpers."





Accolades received in various Inter-School Competitions- A feather on the NIS hat

Competition	Winners
World Scholar’s Cup	<p>Mohammed Irfaan Naufal: Silver Medal Overall Scholar Gold Medal for Top Scoring scholar from NIS Gold Medal in Team Debate Gold Medal for 34th place in Overall Challenge Silver Medal in Debate</p> <p>Hiba Imam Gold Medal in Team Debate Silver Medal in Debate</p> <p>Vyga Shijoy Vazhappully Gold Medal in Team Debate Gold Medal in Collaborative Writing Gold Medal in Debate</p> <p>Issac John Samuel Gold Medal in Tea, Scholar’s Bowl</p> <p>Fidel Marakar Gold Medal in Team Scholar’s Bowl Silver Medal in Scholar’s Challenge Silver Medal in Collaborative Writing</p> <p>Geevarghese Shijo Koomulliyil Silver Medal as the 31st place BarelySenior scholar Gold Medal in Team Scholar’s Bowl Silver Medal for 44th place in Overall Challenge</p>
ISBMUN 2024	<p>Fidel Maraker- Best Speaker Ishaan- Best Speaker Issac John Samuel- Best Researcher Pulkit Singla- Honourable Mention Zurafa- Honourable Mention</p>
National Spell Bee Contest organized by Alia National School, Bahrain	<p>Ansheeska Mishra- 3rd Position</p>



<p>Sastra Pratibha Contest 2024</p>	<p>Sastra Pratibhas Aparnaa Mohan Raj of Grade 6 & Pulkit Singla of Grade 11</p> <p>Finalists Nanthini Sridevi Kumarvel Mohammed Irfaan Pulkit Singla Nahreen Mariyam Shameer D. Viswanath Bhavagnva Kaki Hannah S. Solmon Devthanay Chakkarayan Kurien Paul Gayathri Manoj Nidra Rajesh Nithya S. Pillai Ashvit Sukesha Shetty Nirva Namithesh Darshik Dhanesh Aparna Mohanraj</p>
<p>BMUN'24, held on 8th & 9th November.</p>	<ol style="list-style-type: none"> 1. Fidel Marakar (11-A)- Best Delegate- UNCCPCJ 2. Ishaan V Binesh (12-E)- Best Delegate- VMA's 3. Edwin Prince (9-G)- Best Speaker- UNSC 4. Geevarghese Shijo (8-C)- Most Diplomatic Speaker- UNSC 5. Zurafa Mohamed (11-B)- Honourable Mention- VMA's 6. Antonio Benni (10-F)- Honorable Mention- UNHRC 7. Zerah Maryam (11-C)- Honorable mention- AGGG 8. Dana Ann Roy (8-E)- Honorable mention- AGGG
<p>5th AMH Med-Athlon- secured the overall trophy</p>	<ol style="list-style-type: none"> 1. Teachers' Debate- First Position Team Members- Nityasri Ranganathan, Kala Balachandran & Seethalakshmi 2. Med-Zap- First Position Team Members- Vyga Shijoy, Adith, Merin Elsa Mathews & Sinu Manohar 3. Speech contest- Third Participant- Mohd Irfaan Naufal 4. Short Film Contest- Cross Road- Third Participants: Mridini Sabarinathan Sreedaksha Sunilkumar Hiba Imam Fathima Hairunisha Mysa 5. Quiz- We made it to the finals Team members- Faiza Chunawala, Bezalel & Sai Bhadra
<p>SPECTRA 2024</p>	<p>Winners List Group 3 (11+ Years To 14 Years Category) Hannah Sarah Solomon</p>



SCHOOL BAGGED THE OVERALL TROPHY IN THE CATEGORY 3

Group 1 (5+ Years To 8 Years Category)
Ria Raghavendra Kotian

Group 2 (8+ Years To 11 Years Category)
Andrea Shervin Vinish

Students Amongst The Top 50 In Each Category

Group 1 (5+ Years To 8 Years Category)
Ashtami Rajesh
Prannav Kondan Suresh Babu
Prenitha

Vaishnavi Ganesh Kuma

Group 2 (8+ Years To 11 Years Category)

Aalok Praveen
Aradhya Krishna
Jovial Maria Joseph
Kuzhal Nangaiyar
Nika Nishanth
Shreya Jeevan
Stuthi D.G
Rudra Krishnaprasad

Group 3 (11+ Years To 14 Years Category)

Lekha Jagadish Shet
Oindrila Dey
Shreya Raichel Shaji

Group 4 (14+ Years To 18 Years Category)

Angel Liz Vimal
Varsha Ramesh

BRAINOBRAIN FEST 2024
6th National Abacus Competition

1. Yahya Aseef- Class 1- Category F2 (Champion)
2. G. Ivan- Class 6- Category F2 (Champion)
3. Akansha Karthik- Class 5- Category F2 (Champion)
4. Rupantar Ganguly- Class 6- Category D2 (Champion)
5. Shivanshu Nanda- Class 4- Category I1 (Champion)
6. Olivia Satish Kumar- Class 6- Category D2 (Champion)
7. Kritikesh Palisetti- Class 2- Category R2 (Champion)
8. Shikhar Yadu- Class 3- Category A1 (Champion)
9. Oindrila Dey- Class 7- Category Z (Champion)
10. Asher Tibin- Class 2- Category A1 (Gold Topper)
11. Sijasri Suresh- Class 4- Category T1 (Gold Topper)



	<p>12. Nathan S. Mannureth- Class 5- Category T2 (Gold Topper)</p> <p>13. Kaelyn Lobo- Class 4- Category F2 (Gold Topper)</p> <p>14. Krishnaa Ashokkumar- Class 5- Category H2 (Gold Topper)</p> <p>15. Zoya Azmath Baig- Class 7- Category D2 (Gold Topper)</p> <p>16. Divyanshu Nanda- Class 5- Category J2 (Gold Topper)</p> <p>17. Ashvit Sukesh Shetty- Class 7- Category Class 4- Category Z (Gold Topper)</p> <p>18. Avigna Vipin- Class 2- Category F1 (Gold Topper)</p> <p>19. Sancia Elizabeth- Class 2- Category- P2 (Gold Topper)</p> <p>20. Shirsh Yadu- Class 5- Category Z (Gold Topper)</p>
Bahrain Brain Battle 2024	Geevarghese Shijo Koomulliyil & Arnab- Finalist
BISQ FIRST RUNNERS UP	<ol style="list-style-type: none"> 1. GAYATRI MANOJ 2. KURIAN PAUL 3. NAVANEETH SRI SAI GARAGA
19th Free Drawing Competition organised by the Ministry of Education, Bahrain.	Oindrila Dey - Secured the First Place
Bhavanodaya 2024 By BIS	<p>Overall- 3rd Position</p> <p>Ayris Anis Sarang- 1st Place- Hindi Mono Act</p> <p>Mahalakshmi Ramaswamy- 3rd Place- English Storytelling</p>
Vishwa Hindi Diwas organized by the ISB	<p>Debabrato- 3rd Place- Doha Recitation</p> <p>Shirsh Yadu- 3rd Place- Poem Recitation</p>
BRAINOBRAIN NATIONAL FEST 2024 Britus International School	<p>Ivan Gilton- Champions Trophy</p> <p>Aatish Krish Kumaravel- Gold Topper</p> <p>Rupantar Ganguly- Champion- 1st Place</p>
Bahrain Keraleeya Samajam	<p>Oindrilla Dey</p> <p>1st Place- Short Story Writing</p> <p>2nd Place- Pencil Drawing & Painting</p>
FITJEE SMART 2024, BAHRAIN	Navaneeth Sri Sai Garga- 3rd Position
THIMUN AFFILIATED TO BAYMUN XVII	Adhithya S Menon- Most Diplomatic Speaker in CIS Council
DELFA1 & AZ Certification from Ministry of Education France & France Education International, France	<p>Nahreen Maryam Shameer</p> <p>Michelle Prince</p> <p>Asween Manoj</p> <p>Ezdeen</p> <p>Anirudh</p> <p>Abhiram</p> <p>Pearl</p>

	Norah
Sacred Heart School MUN 5	Aysha Ayoob- Best Delegate
GAMA ABACUS NATIONAL LEVEL COMPETITION	Edwin George- 1 st Place E3 Category
Mental Maths Competition Organized by New Horizon School	James John Keezhotu- 1 st Prize Chinmay Vishal Sutar- 1 st Runner Up Sanjana- Consolation Prize Aaron Sunny- Consolation Prize Shirsh Yadu- Consolation Prize
KCA Indian Talent Scan	Nihaara Milan- Kalathilakam Aidah Jithin- Group 1 Champion Aaradhya Jijesh- Group 3 Champion Sreedaksha Sunilkumar- Group 5 Champion Johaana Joseph Sobin- Group 2 Champion Angel Mary Vinu- KCA Special Group 4 Champion
Palette Season 4 Drawing & Colouring Competition	Prenitha Vinod- 3 rd Place
CBSE Science Challenge	Finalists Antonio Benny Prahlaad Ragavendra Sooryadev P. Aryan Sreekanth Aman Muhammad Avisha Peter
Hindi Diwas by NMS	Ayris Anis Sarang- Mono Act- 1 st Place
ASB Founder's Day Inter School Competition	Mohammed Irfaan Naufal- 1 st Place- Extempore Speech
SMART 2024 Science, Mathematics & Aptitude Reward Test By FITJEE Bahrain	Yashvi Kaushal- 2 nd Rank- Scholar Level Nathan Mathew Punnose- 2 nd Rank- Scholar Level Syed Zayan Ahmed- 3 rd Rank- Scholar Level
Bahrain Students Innovation Congress 2024 By Science India Forum, Bahrain	Senior Team Second Place Nanthini Sridevi Kumaravel Gargi Vinayek Parmar



Accolades Photo Gallery





INTER-SCHOOL COMPETITIONS ORGANIZED BY THE SCHOOL

NewMUN VI



The NewMUN VI OC members make a humble donation to the Smile Foundation, Bahrain



NewMUN VI Organizing Committee with the dignitaries

Overview

The sixth edition of The New Indian School W.L.L. Model United Nations Conference (NewMUN 2024) was successfully held on September 27-28, 2024. The conference provided a significant platform for over 200 student delegates to engage in diplomatic simulations, addressing 22 critical global agendas across 11 diverse councils.

Key Highlights and Objectives

NewMUN 2024 focused on fostering critical thinking, problem-solving abilities, and an atmosphere of mutual respect and inclusivity among participants. The initiative aligns with the

school's objective of promoting world peace by encouraging students to develop practical, diplomatic solutions to complex real-world issues.

Participation and Structure

Delegates represented various countries and engaged in intense deliberations within 11 specific councils, including IMO, UNODC, UNSC, LOK SABHA (SR & JR), and PRESS CORPORATION.

Distinguished Guests and Leadership

The conference featured notable speakers who emphasized the importance of diplomacy and leadership:

- **Inaugural Address:** Chairman Dr. Jaan M. T. Thottumalil, with Chief Guest Dr. Babu Ramachandran (Senior General Physician, American Mission Hospital, Bahrain).
- **Closing Ceremony:** Chief Guest Mr. Ravi Singh (Second Secretary (Consular), Embassy of India in Bahrain) praised the students' dedication and leadership skills crucial for peacebuilding.
- **School Leadership Remarks:** Director Mr. Joby K. Augustine and Principal Mr. K. Gopinath Menon underscored the conference's role as a transformative educational experience.

Outcomes

The two-day event culminated in the recognition of delegates who demonstrated exceptional skills in diplomacy and negotiation. NewMUN 2024, Chapter VI, successfully met its objectives of enhancing students' understanding of global challenges and their ability to contribute to a mosaic of solutions for our collective future.

Mathletes III





Bahrain, December 19, 2024 – The New Indian School successfully hosted the Matheletes 4 Inter-School Quiz and Symposium Competition on December 19, 2024, featuring participation from six CBSE schools in Bahrain.

The event aimed to inspire a love for mathematics and provided a platform for students to showcase their knowledge and analytical skills. The quiz included multiple rounds that tested participants' mental agility, while the symposium featured presentations on “GEN Z MATHEMATICS: Mathematics in the Age of Digital Natives.”

After a challenging competition, Bahrain Indian School won the Matheletes Inter-School Quiz, with Ibn Al Hytham Islamic School and New Millennium School taking second and third places. In the symposium, The Indian School emerged victorious, followed by Bahrain Indian School and The New Indian School.

Winners received certificates and trophies to recognize their achievements. The event concluded on a high note, with organizers expressing gratitude to all participants and judges for their contributions and promising more exciting competitions next year.

Talent Fest

Dhwani 2024



The school organized **Dhwani – Talent Fest 2024**, a vibrant platform for students of **Classes I to XII** to showcase their creativity and artistic flair.

The fest featured a variety of competitions, including **Solo Singing, Solo Dance, Young Chef, Mono Act, Storytelling with Puppet, and Poem Recitation**. Students



enthusiastically participated, displaying exceptional talent, confidence, and originality.

The event provided an opportunity for every participant to express their individuality, develop stage confidence, and celebrate the spirit of creativity, making Dhvani 2024 a memorable and enriching experience for all.



Recognized as the UNESCO ASPnet school



Hannah Sarah Solomon- Winner of the Logo Design Contest

We are proud to confirm that the [NIS - insert full school name if needed] has been formally recognized by the **Ministry of Education, Bahrain**, as a member of the prestigious UNESCO Associated Schools Network (ASPnet). This recognition formalizes our commitment to promoting UNESCO's ideals of peace, dialogue, and sustainable development through education.



Vision and Mission Statements

The NIS UNESCO Committee operates under the following guiding principles, which steer all our activities and initiatives:

Vision Statement: "To ignite a passion for global citizenship, where every student becomes a catalyst for change in their community and beyond."

Mission Statement: "To nurture innovative thinkers and compassionate leaders by integrating UNESCO's values into our learning experiences, empowering students to create a sustainable and equitable world."

Committee Constitution (2024-2025)



The committee is led by a dedicated team of teachers and student leaders across various strategic and operational roles:

Role	Teachers	Students
Team Directors	Ms. Nityasri Nagarajan & Ms. Soumi Mondal	Master Lakshya Shetty (XI-C) & Miss Zurafa Muhammed (XI-B)
Secretaries	Ms. Sarija Shijoy & Ms. Shyji Joseph	Master Alex Gnana (XI-B) & Miss Daksha Prateesh (XI-F)
Treasurers	Ms. Saritha Sethumadhavan & Ms. Sherin Varghese Abraham	Miss Alfia Rejan Varghese (XI-F)
P.R., Creative Director & IT	Mr. Likson Lazar & Ms. Catherine Sheena	Master Karthikeyen Pazhamalai (XI-B), Viswadath E.R., Miss Sreya Saju (XI B), & Miss Hiba Imam (XI-B)
Outreach Coordinators	Mr. Mohammed Shafi & Ms. Ramya Gangadharan	Master Albin Benny (XI-D) & Miss Sreedaksha (XI-B)
Research Officers	Ms. Ruby Paul & Ms. Anu George	Master Fidel Marakar (XI-A) & Miss Fathima Hairu Nisha (XI-B)
Newsletter Editors	Ms. Aiswarya Mariam & Vanmathi Damotharan	Ms. Master Alan Thomas (XI-C) & Miss Peehu Desai (XI-F)

Event Coordinators (Club Leads)

Club	Teachers	Students
Science Club	Ms. Shanipriya Rajesh & Ms. Lesheeja Shajisam	Master Mohammed Irfaan Naufal (XI-B) & Miss Nanthini Sridevi (XI-A)
Cultural Club	Ms. Mamta Ainani, Ms. Akeena Lauranthios Alappat & Ms. Kathu Sachindev	Miss Lenora Mariam (XI-B) & Miss Thanishka Chakkrarayan (XI-A)



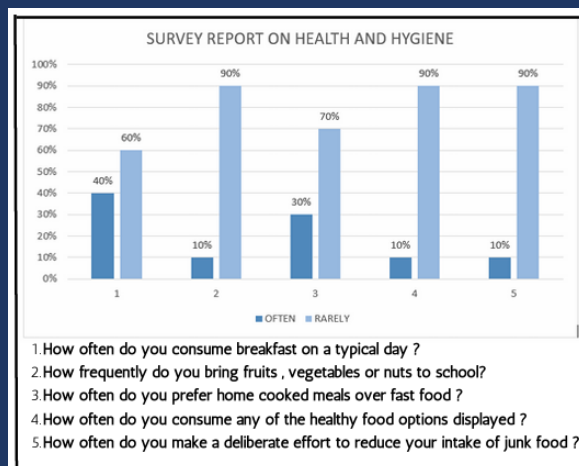
Heritage History Club	& Ms. Nausheen Salma & Ms. Vijitha Suraj Nair	Master Mohammed Irfaan Naufal (XI-B) & Miss Nanthini Sridevi (XI-A)
Environment Club	Ms. Merlin Ajish & Ms. Sindhu Ranjith Kumar	Master Adish (XI-A) & Miss Ashika (XI-C)
Quiz Club	Ms. Sreeja S. Nair & Ms. Rebecca	Master Pulkit Singla (XI-C) & Miss Anna Tressa (XI-B)

Year Plan Snapshot (2024-2025)

The initial phase of the year plan focuses on establishing the committee, defining roles, and launching awareness campaigns centered on the Sustainable Development Goal (SDG) of *Good Health and Well-Being*.



Month	Key Activities	Lead Teams
December	1. Initiation Meeting and Formal Induction of all Committee Members. 2. Briefing Session to define departmental roles and responsibilities. 3. Launch of 'Design the Logo and Draft a Caption' competition (Grades 4-9 & 11) focused on the Good Health and Well-Being SDG.	All Teams
January	1. Cultural Team Campaign: Promoting Traditional Practices as a means to good health (Grades 4-9). 2. Quiz Team Event: Quiz on Nutrition, Hygiene, and Global Health (Grades 4-9 & 11). 3. Outreach Programme: Conducting a Health and Well-Being survey among students and teachers. 4. Science/Environment: Poster/Collage making (Grades 4-8) and NIS Garden initiation.	Cultural, Quiz, Outreach, Science, Environment
February	1. History & Heritage: Short Film project on Ancient Times (Grades 9 & 11). 2. Environment Club: Aquaponics initiative development. 3. Quiz Team Event: Quiz on Mental Health Awareness, Diseases, and Vaccines. 4. Science Club: Street Play performance on the dangers of e-cigarettes.	History & Heritage, Environment, Quiz, Science



Quiz Competition:
Nutrition, Hygiene, and Global Health



The Mental Health Themed:
Poster Making Contest

STUDENTS ATTENDED

Veteran Day celebration on 13th January, 2025 at the Embassy of India, Bahrain

10 students from Grade 9 to 12 participated in the event. Engaged in activities like patriotic self-composed poem recitation and patriotic face painting.

8th edition of Pariksha Pe Charcha, a programme of Hon'ble Prime Minister of India Sri Narendra Modi. Students from classes 6 to 12 participated in the online session.

Speak to Dr. Tessy Thomas, First Missile Woman of India



Chief Guest:
Dr. Tessa Thomas
Vice Chancellor
NICHE University - India

The winners of the Sastra Pratibha contest got the opportunity to meet Dr. Tessa Thomas, First Missile Woman of India and interact with her.



BKS-DC International Book Festival & Cultural Carnival- a Book Fair organised by The Bahrain Keraleeya Samajam

Students participation in Cultural & Literary Events :

Students who opted for French as their second language participated in the competitions organized by the Alliance française Bahrain, on 25/05/2024. (2 p.m. to 5 p.m.) at Swiss Bel Hotel , Seef.





Interview with the Ambassador of India to the Kingdom of Bahrain





Major Departmental Activities

Scientia 2024: Science Day

Celebrating Innovation and Inquiry

The school successfully hosted its annual Science Day celebration, **Scientia 2024**, showcasing the vibrancy of scientific inquiry and innovation across all academic levels. The event was held with the core objective of nurturing a deeper **scientific temperament** in students and reinforcing the ethical responsibility that science must always be used for the **welfare of humankind**.

Key Presentations and Ethical Focus

The day commenced with a ceremonial **Science Pledge**, where students and faculty committed to approaching life's issues with rational thought and ensuring that scientific advancements serve global welfare.

Following this, the audience was treated to a series of insightful presentations:

- **Annual Review Video:** A brief video presentation highlighted the various science-related activities, club achievements, and departmental milestones accomplished throughout the academic year.
- **Mime Performance:** The drama club presented a powerful mime titled "**Evolution of Science**," which captivated the audience by visually tracing the journey of scientific progress from ancient discoveries to modern breakthroughs.
- **Short Films on Modern Science:** To spark critical thinking on contemporary issues, students produced and screened two thought-provoking short films: one exploring the transformative potential and ethical implications of **Artificial Intelligence (AI)**, and another detailing innovations in the **Healthcare** sector.

Interactive Competitions and Exhibits

A significant portion of Scientia 2024 was dedicated to highly interactive and competitive events designed to engage students actively with scientific concepts.

- **Science Quiz:** The popular **Science Quiz** challenged the general and specialized knowledge of student teams, testing their grasp of physics, chemistry, biology, and current scientific affairs.
- **Scientific Games:** Fun, team-building activities were organized, including **Dumb Charades** focused solely on scientific terms and a high-energy **Connection Game** that required students to link diverse scientific facts and concepts.
- **Science Exhibits:** The highlight of the interactive segment was the display of **Science Exhibits**. Students passionately presented working models, research posters, and experiments covering various scientific disciplines, demonstrating practical applications of classroom learning and their capacity for innovative, project-based work.

Scientia 2024 successfully blended academic rigor with creative expression, reinforcing the school's commitment to developing well-rounded, scientifically-aware global citizens.

Commerce Day



The Commerce Department of The New Indian School W.L.L. Bahrain, conducted its' Commerce Day 'Dia El Comercia' on Thursday, 1st October 2024 for the commerce students of class XI and XII. Under the theme 'Celebrating the value of money', the event aimed to create an opportunity for the commerce students to be aware and educated about the impact of commerce and trade in our society.

The Principal Mr.K.Gopinath Menon, welcomed the gathering followed by the inauguration by Dr.Jaan M.T. Thottumalil, the Chairman of the school and Keynote address by Director Mr.Joby K.Augustine. A Second edition of newsletter titled 'The Commerce Mirror' outlining the events and updates about the school was launched by the Chairman. Felicitations from the, Vice Principals Dr.George Mathew and Mr.P Mohan, the Head teacher Mrs.Susy T Paul made the occasion more lively.

Competitions and programmes were arranged by the students to create a platform to showcase their talents through Symposium, Debate and Ad-Tech competition. Students delivered an engaging skit performance that effectively highlighted the theme on consumer protection, showcasing their creativity, teamwork and acting skills. Students also made models on commerce related topics which were displayed on the day of the event. The event was organized and conducted by the students and teachers with diligent planning, cooperation and zeal. Moreover, students dressed up formally made the event feel professional. 'Dia El Comercia' was indeed a memorable day.

Monthly Cognitive and Literacy Initiatives





The school maintains a structured monthly calendar of activities dedicated to the holistic development of student literacy, numeracy, and general knowledge. These three fixed initiatives ensure consistent engagement and reinforcement of essential skills outside of the standard curriculum.

1. Mental Maths Initiative

Date: 18th of every month **Focus:** Numeracy, Speed, and Accuracy

Held on the **18th of every month**, the **Mental Maths** initiative challenges students across all grades to sharpen their quick calculation and mental agility skills. The program is designed to move students beyond reliance on calculators, emphasizing the development of **rapid recall** and numerical confidence.

This activity is crucial for:

- Improving computational speed and efficiency.
- Building student confidence in tackling complex problems.
- Fostering a proactive approach to mathematical problem-solving, helping to mitigate math anxiety.

2. Whole School Reading Together

Date: 22nd of every month **Focus:** Literacy and Community Building

The **Whole School Reading Together** initiative is celebrated on the **22nd of every month**, transforming the school environment into a shared space for reading. During a dedicated time slot, the entire community—students, teachers, and staff—pauses all other activities to engage in silent reading.

The core aims of this initiative are:

- Cultivating a sustainable, pleasure-based **reading culture** across all age groups.
- Demonstrating the importance of reading as a lifelong skill through faculty participation.
- Enhancing comprehension, vocabulary development, and sustained attention span.

3. Mind Sport (Monthly Quiz Activity)

Date: 29th of every month **Focus:** General Knowledge and Critical Thinking

Capping off the month on the **29th**, the **Mind Sport** is a popular competitive quiz activity. This event serves as a platform for students to test their general knowledge, current affairs, and logical reasoning skills in a high-energy environment.

The structure of the quiz typically includes rounds focused on rapid recall, connection games, and lateral thinking, ensuring that students:

- Develop quick-wittedness and the ability to think under pressure.
- Expand their knowledge base across various subjects outside the curriculum.
- Experience healthy competition and teamwork.

These three monthly programs—Mental Maths, Whole School Reading Together, and Mind Sport—collectively reinforce the academic pillars of **numeracy, literacy, and general awareness**. By dedicating specific, fixed dates to these initiatives, the school ensures a consistent focus on essential cognitive skills, thereby enriching the overall learning experience and challenging students to achieve holistic intellectual development.



Accolades in the Field of Sports

Annual Report 2024-2025

The academic year 2024-2025 proved a great one for the Department of Physical Education after the school from April 2024. Though the CBSE cluster event was cut short due to lack of time as the schedule was much earlier than to the previous years.

Our school teams participated in the CBSE cluster events in Badminton, Chess, Basketball and Table Tennis, and in chess under 11 team emerged as the champions in the category (team members Master. Edwin George -IV I, Master. Joy Aharon -IV G, Adam Binu Abraham -V E and Noel Abraham Punnoose IV I).

Our tiny tots participate in the baby Olympics,

SL No	Name	Class & Div	SL No	Name	Class & Div
1	ETHAN CHLACKALPARAMPIL	LKG B	22	TAARUSH N F	LKG G
2	VIGNITA REDDY KANCHARLA	LKG B	23	MUHAMMED RAIZAN	LKG G
3	ADHI IZAAN	LKG B	24	VIJAYA PARVATHY MANIAN	LKG G
4	ALI ABDULLAH ISA RAHMA	LKG B	25	IVAN RONY	HKG A
5	KRITHIK KRISHNA PALLIKKATTIL JYOTHISH	LKG B	26	NIVEDH VATHIYATH ASWIN	HKG C
6	NATHANIEL SHIBIN KURIAKOSE	LKG C	27	TANVIR KAUR	HKG C
7	AARAV L DANGER	LKG C	28	AIDEN JISHAM	HKG D
8	SHAIZA MAZRIN V S	LKG C	29	LAKSHAN P K	HKG E
9	MUHAMMED ANSAF LATHEEF FAIZAN	LKG B	30	JONADH VINCENT JOSEPH	HKG E
10	DIVYARAJ SINH	LKG D	31	ENAKSHIT DEB	HKG H
11	MUHAMMAD ZAYAN	LKG D	32	NOWRA FATHIMA	HKG H
12	MOHAMMED RAHAAN KHAN	LKG D	33	KALPITA NATH K	HKG I
13	RITHUVED SREEJITH	LKG D	34	MITANSH R BULANI	HKG I
14	AIDEN GEORGE	LKG F	35	CHARUN CHARVIK	HKG I
15	FAIZAN KHAN	LKG F	36	INSHAL LAHAN	HKG I
16	BASIL JOSEPH ABIN	LKG F	37	VEDHANTH SEENIVASAN	HKG D
17	PRARTHANA RANJIT	LKG F	38	DHANWIN DILJITH	LKG B
18	IZHAAN ABDUL MAJEED	LKG F	39	MUHAMMAD EWAAN	LKG A
19	VEDIKA VISHNU	LKG F	40	EHSAN SADIK	LKG A
20	MOKSHITH REDDY VARAPANA	LKG G	41	KANISHK NATH	LKG E
21	KHALIFA JASIM MUBARAK	LKG G	42	CHERIKA SHARMA	HKG G



As every year the school teams in various events participated in the 6th National School Olympics 2024-2025. And our students went on to have a podium finish.

MEDAL WINNERS

KARATE				
SL NO	PLAYER NAME	CLASS	EVENTS/CATEGORY	MEDAL
1	FAIZ CHEMMOLI	XII D	Secondary Boys	BRONZE
2	ALBIN JOY ROBIN	XI C	Secondary Boys	BRONZE
3	MARIAH JESSICA BENSON	X F	Intermediate Girls (Kumite)	BRONZE
4	ADISH MUHAMMED	IX C	Intermediate Boys (8 Pointer)	BRONZE
			Intermediate Boys (2 Pointer)	BRONZE

ATHLETICS

1	AARON JERRY	XI C	100M Boys	BRONZE
			200M Boys	SILVER
2	AHMED SALIH	IX E	800M Boys	SILVER
3	FAHEEM DASTOGIRI	X C	3000M Boys	BRONZE
4	ASSWIN SURESH PILLAI	XI C	4 X100M Relay Boys	BRONZE
5	AARON JERRY	XI B		
6	ADIL JACOB	X C		
7	AHMED SALIH	IXE		
8	HARIPRIYA SIJU	X B	Medley Relay Girls	BRONZE
9	VARSHA RAMESH	XI B		
10	VISMAYA AJI	X D		
11	GARGI VINAYAK	XI A		



The entire team with school principal, vice principals and PE department.

The most highlight of the events was the students of NIS were the volunteers of the ISF Gymnasiade Bahrain 2024. The student was attached to the medical first aid team after being given training at the Salmaniya Hospital.





The school sports kick started in the month of October 2024 with varies athletics and games events from class LKG to XII.

The school sports day was celebrated on December 23rd, 2024. The function witnessed a grand inaugural ceremony. With outstanding march past by four houses'. Mr.Hassan Ali Bahrain National Football team member the guest declared the meet OPEN. The day witnessed an energetic display of talent, coordination and strength. the events started with the school sports captain boy Master. Emil Joby leading the March past .The finals of athletic events of grade I,II & III in obstacle race and 50m race was held. Along with it inter house the tug of war for girls followed by the prize distribution. The opening ceremony also witnessed the students display of calisthenics exercise, aerobics dance, tableau and sports events.



SCHOOL FLAG HOISTING : CHIEF GUEST.



AEROBICS : CLASSES 6 & 7



TABLEAU



TUG OF WAR - GIRLS



TUG OF WAR - GIRLS



PRIZE DISTRIBUTION



PRIZE DISTRIBUTION





The meet concluded with the School sports captain girl Ms.Dana Jabari presenting the vote of thanks and followed by the principal declaring the meet closed

17.

SAFETY & DISASTER MANAGEMENT

Fire & Safety

Evacuation drill:

Procedure:

1. The section coordinators along with the class teachers to visit the assembly area and mark the point of line up of the classes in their section. The football ground is the assembly area for classes 4 to 12.
2. On the day of evacuation drill, the class teachers must line up their section students and bring them in an orderly manner & line up in the assembly point designated to their class.
3. The class teacher should count the number of students, verify whether all students are present in the assembly area. After verifying, they should report to the section coordinator that all the students are present.
4. The section coordinator must collect the student count in all the classes of their section and verify that the number of students present in the assembly area matches the attendance of that day.
5. Once the section coordinator verifies and finds that all her section students are present, it should be reported to the principal that all students & staff of her section are present in the assembly area.
6. The principal to get the information from all the section coordinators about the students & staff present in the assembly area and confirms that all the students & staff are present in the assembly area.
7. Meanwhile the Disaster Management team members, should check the classrooms & toilets and confirm to the in charge that nobody is in the building.
8. The disaster management team in charge will check the building is safe and inform the principal that "All is Safe".
9. Upon receipt of the safety message, the principal will instruct the section coordinators to disperse the students in an orderly manner, and the students will return to their classroom in a single line.
10. The normal functioning of the school commences.
11. In case of any real situation emergencies, the staff should report immediately to the school principal.



Cooperation of all the staff members solicited for the smooth conduct of the drill & to tackle any emergency situation.

Disaster Management, Fire , Safety – Duty list

Chief	Mr. Kollath Gopinath Menon, Principal
Deputy-Chief	Mr. P. Mohan, Vice Principal Dr. George Mathew, Vice Principal
Section In charges	Mrs. Susy Paul, Head Teachers (Classes 11,12) Mrs. Kala B.K, Coordinator (Classes 9,10) Mrs. Ancy Joseph, Coordinator (Classes 6,7,8) Mrs. Valen Pinto, Coordinator (Classes4,5) Mrs. Suja, (Classes 1,2,3) Mrs. Reena, (KG Section)
Coordination Team	Coordinators, Class teachers & section teachers.
Disaster Management team	
Planning & coordination	Mr. G Mohammed Shafi Shariff, H.O.D French
Floor checking in charges	
KG Section	Mrs. Reena & team
Primary Section	Mrs. Suja & team
Classes 4 & 5	Mr. Joy, H.O.D, Physical Education & Training
Classes 6,7,8	Mr. Likson
Classes 9,10	Mr. Bijo
Classes 11,12	Mr. Shaji, H.O.D Physics
Ground Assembly Support	Mrs.Bisma, Mrs.Sharmila, Mrs.Thasmila, Mrs.Masooma will coordinate with the section coordinators.
Health & First Aid	School Nurses
Mental Well-being support	Mrs. Suzy, Mrs. Azhar

Non -Class teachers to support their section teachers for the smooth conduct of the evacuation drill and during any emergency situations.

Whole school Fire Evacuation Drill - 09/11/2025





18.

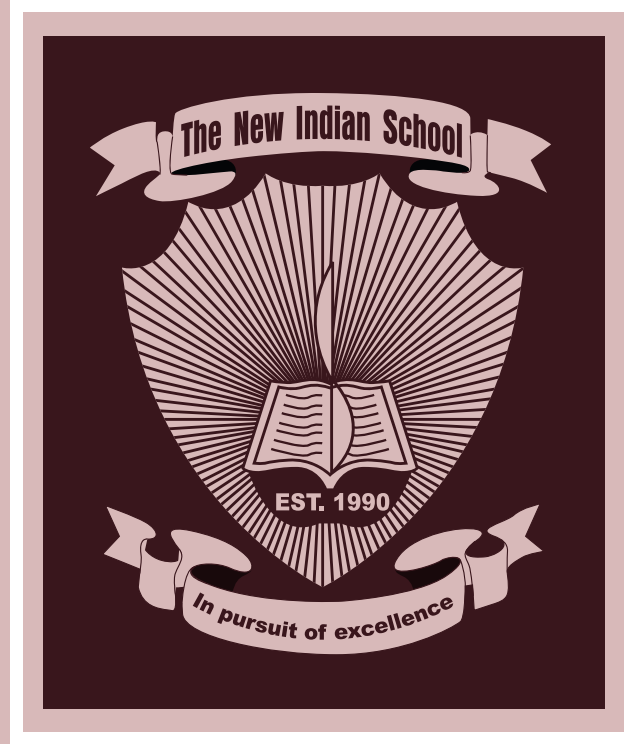
Conclusion

Conclusion

The academic year 2024-2025 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 2025-2026.

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



المَدْرَسَة الهِنْدِيَة الجَدِيدَة ذ.م.م.
The New Indian School w.L.L.

P.O. Box: 33131, Isa Town, Kingdom of Bahrain
Tel.: 17 622350, Fax: 17 622351, e-mail: nischool@batelco.com.bh
www.thenewindianschool.org