

TIPS BEACON

THE INDIAN PUBLIC SCHOOL - COIMBATORE

SPARK PLUG

Concept based learning

The world is changing. In my point of view, concept based learning is a framework to study everything. Content can change, concepts stay the same. Content based teaching may not get beyond information transmission/superficial learning. Concepts are a way to organize and make sense of learning.

The concept-based instructional model was designed to accommodate students with various learning needs while raising the expectations and performances of all students. The teacher determines the concept that is the target of instruction. The concept based learning helps to illuminate the students knowledge through out their life. Students' success in mastering the concepts by applying them in real life situations.

In TIPS, we are proud to practice the concept-based teaching and learning which provide intellectual depth in thinking and global understanding and leads to student centered learning. It develops effective approaches to teaching and learning. It also empowers young people to become life-long learners, independently and in collaboration with others and preparing a community of learners that engage with global challenges through inquiry, action, and reflection. Parents of Tips wonder and encourage when their children reflect on the learning concepts in and around the school premises.



Ms. Sheela
Grade -5

Learning Curve

Reflection and Action must never be undertaken independently.”

~ Paulo Freire



Reflection and action has always been an integral part of learning for TIPSians. This continuous reflection and action is not only initiated and get involved by the learners, but by the whole learning community.

As a part of Student led conference, little explorers of grade 4 has organised a Chemistry Expo to reflect and showcase their learning experience as a part of the inquiry 'How the world works'. The event was a collaboration of what they have learned and its real world applications.

Learners have exhumed multiple vistas in the field of Chemistry. This included 'Chemistry in Invention, Art, Medicine, Fashion, Cooking, Agriculture, etc. Children enthusiastically explored and demonstrated various experiments in front of the learning community.

The outcome of this event was eminently favourable as the feedback from the spectators approved the results. When the parent community joined along with the little explorers in the execution of the experiment, more confetti was added to the success of this event.



Grade -4

Parent Chronicles

This parent note is to express my gratitude towards the team and the homeroom teacher.

I am really glad about the holistic development of my daughter Thushara (Grade II A). Not only is she academically strong but her etiquette and manners have improved. Her conceptual understanding is great. Thanks to the entire team, for the unconditional care and warmth provided at school.

She has become a responsible individual. My daughter after learning the concept of 3Rs (reduce, reuse, recycle) of waste management has been insisting that I don't buy or use disposable bottles as they cause landfill dumps. She reminds me to carry a cloth bag whenever we head out, shopping.

Thushara tells the capitals of all the states in India and the prominent countries across the globe. I appreciate the efforts of the homeroom teacher. I feel my daughter is trained in the classroom environment with global standards

The immense thoughtfulness and efforts behind each and every SLC or competition reflects in my daughter's day to day activities. One of her SLCs involved a story narration which helped her get over her consciousness in front of the crowd. Her Pongal competition made her informed about the Thirukural and ignited the desire to know more about the same. Her quiz competition gave her the opportunity to explore a ton of facts. The recent SLC made her curious about the Big Bang theory, Supernova explosion and the space. The way she is made to grasp such complex concepts at ease is a clear indicator of the hardwork done by the homeroom facilitator.

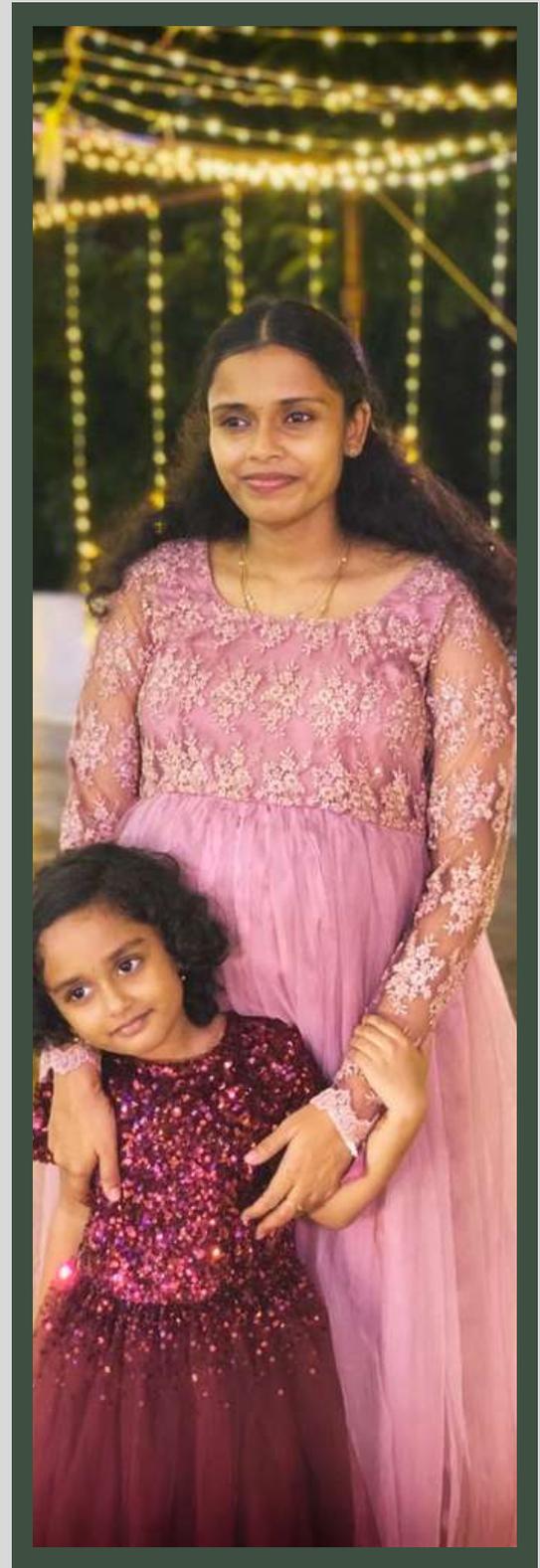
Her accent has improved a lot across the year. She corrected the way I pronounce 'chef', which shows her command over the language. We look forward to reading the book sent, every weekend as a part of our bedtime ritual. It has got her hooked to reading and reduced her screentime, considerably. Thanks to the initiative of sending books across.

Overall, I am very happy with her development in this academic year. Thank you. Keep up the good work, team."

Regards,

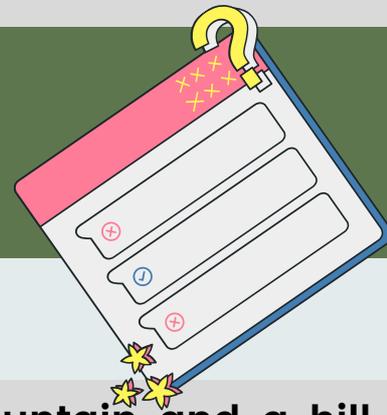
Abisheka C J.

Mother of Thushara, Grade 2



Unlocking Minds

quiz



1. Which layers make up the lithosphere?

- a) crust, mantle, core
- b) the lithosphere does not exist
- c) crust and uppermost part of the mantle

2. The mantle makes up ----- of the Earth's volume.

- a) 20 percent
- b) 80 percent
- c) 40 percent

???



3. The period of rotation is known as the

- a) spherical
- b) Earth day
- c) Mid -day

4. The world's longest river is:

- a) Congo river
- b) the Nile
- c) Amazon river



5. Which of these is not a peninsula?

- a) India b) Korea c) Japan

6. How are a mountain and a hill similar

- a) both have raised area of land
- b) have pointed tops
- c) none of the above

7. The world's highest plateau is the

- a) Deosai plateau
- b) Qinghai - Tibetan plateau
- c) Bolivian plateau

8. The oldest landmass of India is -

- a) The Peninsular plateau
- b) The Himalayan mountain
- c) none of the above

9. Glaciers are found in -----.

- a) the mountains
- b) the plains
- c) the plateau



10. The universe is expanding! This means that:

- a) all of the galaxies are spreading out
- b) the universe is cooling down
- c) all of the above

Answers -

- | | | |
|--|------------------------------|-------------------------------------|
| 1. c) crust and uppermost part of the mantle | 2. b) 80 percent | 3. b) earth day |
| 4. b) the Nile | 5. c) Japan | 6. a) Both have Raised area of land |
| 7. b) the Qinghai - Tibetan plateau | 8. a) The Peninsular plateau | |
| 9. a) the mountains | 10. c) all of the above | |

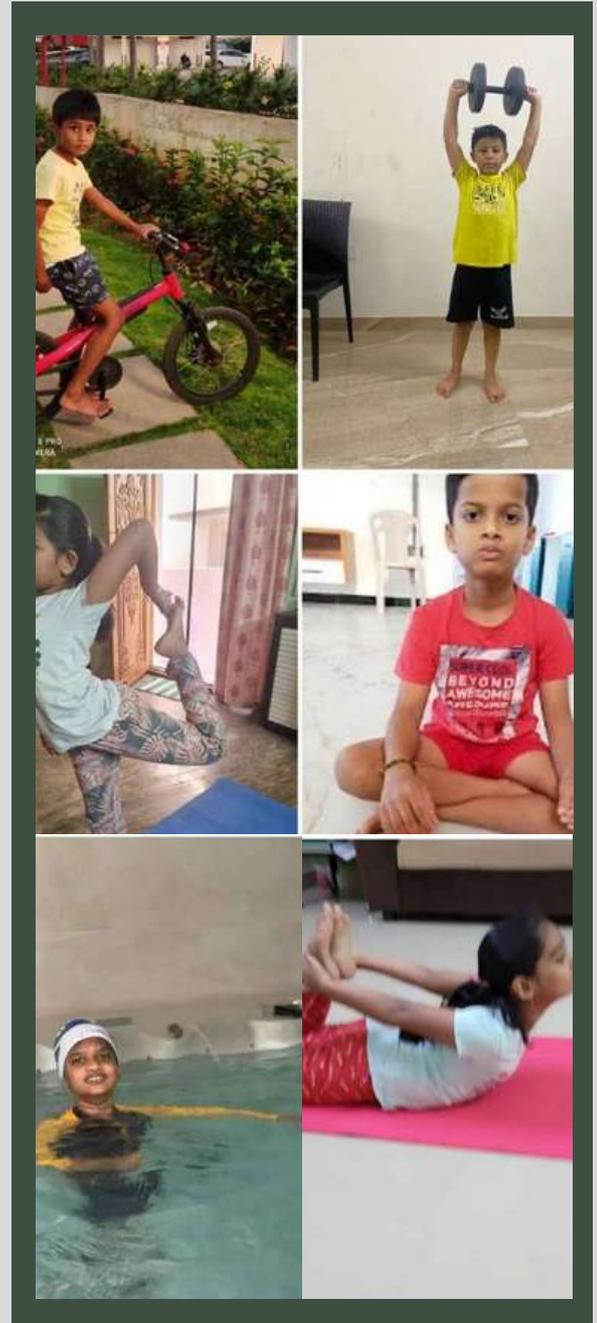
Grade -4

Health and Beyond

” Don't get so busy making a living that you forget to make a life”

Our learners had a great opportunity to help serve the young minds by sharing the importance of health and wellness. The "healthy food day" event helped students realize the significance to lead a healthier lifestyle. The nutritional value of fruits and vegetables and the harmful effects of the unhealthy (junk) food has been discussed with them, which promotes the health and wellness by adopting healthy lifestyle on their own. Students were encouraged to have a daily morning routine to have a stress free day, yoga to reduce anxiety, healthy food to boost the immune system , and to reduce the screen time to have a quality time with their parents. These activities imposed their own self care responsibilities.

Spring is the season for change and renewal, our students replaced their old ideas which don't serve them good with substantially new ideas on health and wellness leading to healthy lifestyle. They realised how essential is to improve their healthy diet, to self care and to have a responsible behaviour towards health and wellness. Students felt confident to promote wellness and to live harmoniously with their friends and family.



Grade -3

Budding Influencer

Sustainable energy for a sustainable future

The energy is not in the idea, it is in the execution!

TIPSians go home with some learning everyday. Contrary to usual, students were the educators and the school community was at the learning end. Last week, students met the learning community and explained how increased energy consumption is one of the major causes of damage to the environment. They tried to inculcate a mindset to adopt sustainable energy by spreading awareness of energy conservation.

They used different strategies to target different type of people. For example, story telling was used for younger children and local language was used to converse with the helpers to convince them. The learning community was influenced by the powerful message.

They took out a rally with placards of messages highlighting the depleting sources of energy and the growing demand for energy across the world. They raised slogans urging people to save energy and use energy efficient appliances, at their homes and work places. At the end of the rally, students took an oath to protect Mother Nature by conserving energy.



Grade -5

Mixed Bag - Pot Pourri

Learning life skills helps our children create better futures for them and for the world. Like many of us, children learn best through action rather than instruction – that's why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work.



When students participate in experiential education opportunities, they gain a better understanding of course material. A broader view of the world and an appreciation of community. Insight into their own skills, interests, passions, and values



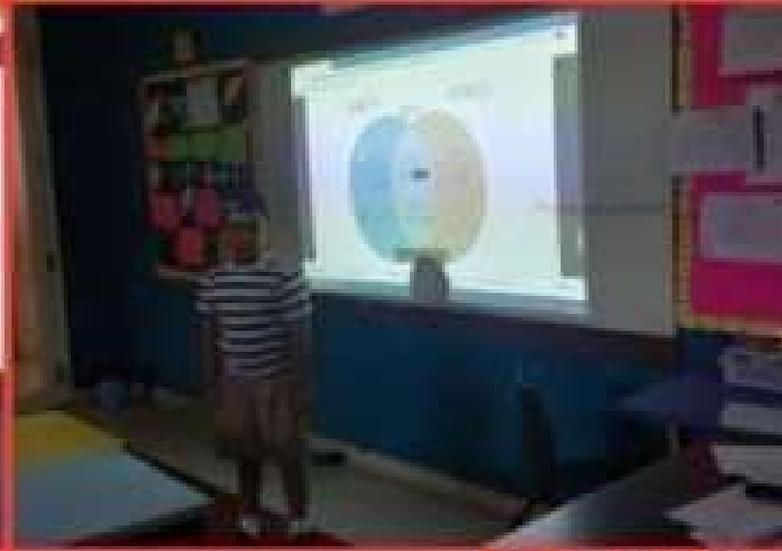
Grade -1

Candid Memories

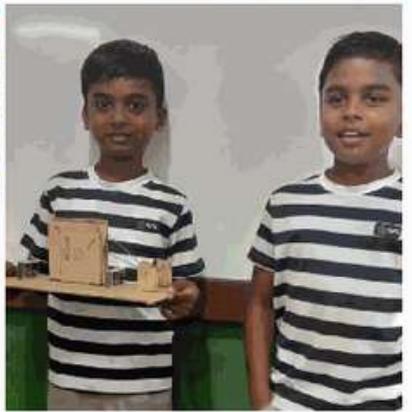


Grade -1

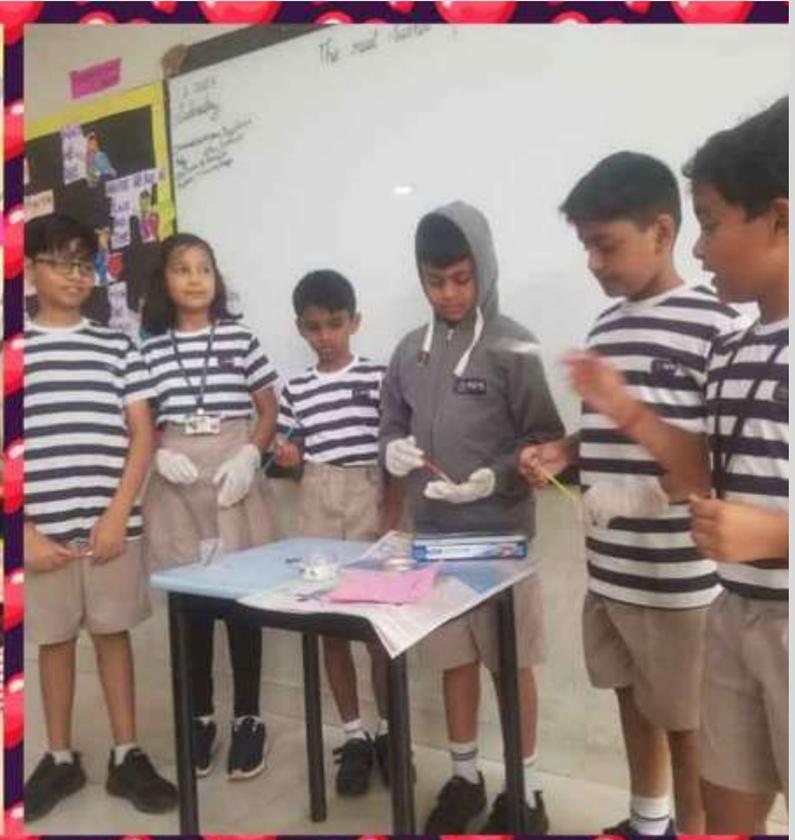
Candid Memories



Candid Memories



Candid Memories



Candid Memories



Look Out Notice

- MARCH-16 - NATIONAL VACCINATION DAY
- SWIMMING FEST
- MARCH-22 - WORLD DAY OF WATER

Reach us @
www.tipskovai.com

