



DELHI PUBLIC SCHOOL ALIGARH

NEWSLETTER

APRIL-JULY, 2022

“The art of progress is to preserve order amid change and to preserve change amid order.” – Alfred North Whitehead

Human evolution that results in innovation, creativity and development always comes through crucial stages of painful changes. We sacrifice our old habits to embrace new dawn, we let go of our regrets from the past to make the future more secure. Education with its purpose to make us more evolved has always strived to help students not only gain knowledge in the most conducive environment but also through hardship and change. The last two years of the pandemic, virtual education, internet-based learning and assessment, restricted social interaction and limitations in the ways to explore our identities have created a ripple of change in our world, especially in the field of education. They have shown that even with the most challenging circumstances, they can never fail to make us proud with their academic as well as co-curricular excellence.

“Change doesn’t necessarily assure progress, but progress implacably requires change. Education is essential for change, for education creates both new wants and the ability to satisfy them.”

-Henry Steele Commager

We take pride in saying that not all our students have been able to adapt to the changes around the world, but through their efforts and sincerity, they have all embraced the reality that without change, there is hardly any progress. Students who complained about appearing for exams, have adjusted themselves to online exams, the ones who cribbed to complete their homework can now submit their assignments virtually without asking for their parents’ help, the students who once ran to the teachers or parents to ask for help with research now effortlessly know how to do it effectively online to produce the best results.

This adaptation is nothing short of change, or progress that is going to make our school and society better than yesterday. With the fast-changing world online, the students are now more aware, more equipped, and more understanding of each other’s needs. The friends who took each other for granted, now understand the pain of separation which only leads to a more beautiful relationship. So, we nurture and encourage our students to not complain whenever there is a change, but to flip the coin, toss it and see the other side of the new dawn and progress that it brings to the world.



LIFE AT DPS



Activity-based teaching Learning

Students often don't remember what you taught in your classes, but what you did and how involved they were in the process. Students often believe in what Benjamin Franklin has rightly said:

*"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."*

The teachers at Delhi Public School, Aligarh are actively adapting to methods of introducing activity based learning in classrooms to enhance student participation and build their confidence with hands on practice. The students who earlier used to be the passive listeners in the classroom, now actively contribute their ideas, opinions, questions, and show interest in the learning process. They are no longer the empty barrels waited to be filled, but the creator of their own destiny. We no longer tell students to learn the answers given by the teachers, rather curate their own experiences and get proactively involved in classroom along with the teacher. In this teaching-learning process, the teacher is less of a controller or the epitome of knowledge, and more of a facilitator, a mentor, a motivator all rolled into one.

As John Holt has rightly pointed out, *"Learning is not the product of teaching. Learning is the product of the activity of learners."* Since it is a child-centred approach, we have received immense amount of involvement and participation from the students which has also in turn improved their interest and motivation in the subject. Earlier if students were learning the 'what' of the process, now they know the 'how' and the 'why' too. This in turn will certainly make them more responsible and empathetic citizens of our country.

Swimming lessons

Researchers have discovered that children who take swimming lessons at a young age have better academic performance. In addition, it can help people overcome their fears, deal with obstacles, form new relationships and retain their dignity. Amidst the busy days of study, exams and other co-curricular activities, it is a great cardio workout which works for multiple muscle groups, helping students to be healthy, maintain good body-weight, especially the ones suffering from chronic diseases and mental illnesses. That's the reason why we place special emphasis and care on ensuring that students from every grade, pre-school to pre-university get an opportunity to let their stress go once a week through swimming. Our expert instructors train the students on how to instinctively tune out what's going on elsewhere and stay focused on what's planned to do. One hour in the pool not only makes one mentally and physically active, but also helps children learn about safety in and around water, which is an important life skill.



Summer Camp

"I have a conviction that a few weeks spent in a well-organized summer camp may be of more value educationally than a whole year of formal school work." – Charles William Elliot

Summer camp offers a structured opportunity for children to grow. Summer camps help children to grow important social, emotional and cognitive skills. They create memories with their friends that last a lifetime. They become independent and self-confident, while socializing and making new friends, and even nurturing new hobbies. The summer camp also fosters socializing and teamwork skills of the students, as they understand it's more fun to do an activity with your peers than to do it alone in a classroom. They learn how to face their fears, try new things, push their boundaries and accept themselves with their unique identities. This year in 2022-2023 our students of classes III to VI got an opportunity to join Summer camp- "The Quest" in Purna International School. They learnt sculpture, dance, drama, cooking without fire etc. They enjoyed several team-building activities and had a lot of fun!



Tours and excursions

Tours and excursions during school life to new places are not just a fun get-away. It is about exploring new environments and cultures.

Tours away from the comforts of home and school foster independence, leadership skills, and communication skills. It helps students in becoming more accommodating individuals that respect other cultures equally as theirs.

Tours and excursions like these help in giving a concrete shape to the idea of much-talked-about global citizenship.

Keeping in mind the benefits of tours and excursions, we at DPS had organized 2 inter-state and one international tour.

Our students visited Shimla, Mussoorie, Manali, Chandigarh, and Dubai during these outings. These excursions became a part of lifelong learning for our students.



Plantation Program



Tree planting is the most pragmatic activity in school for making the world greener, livelier, and healthier. In our school's Plantation program, students from various classes worked together to plant seeds in the school garden alongside our distinguished guests, including Mr. Fakhrudin (RTO Aligarh) and Mr. Pravesh Kumar (ARTO Aligarh), our honorable principal, and their teachers. This program taught students the importance of plantation and being responsible national citizens. Trees planted on school grounds also provide opportunities for environmental education, introducing young children to the importance of environmental conservation from an early age. With this plantation program, the school aims to inculcate in its student's culture and practice environmental awareness along with gratitude for our mother nature.

Clubs

School clubs attract people who have similar interests, such as music, the arts, or sports. Club activities help students develop a sense of unity and teamwork by teaching them how to collaborate with others to achieve common goals. Our school is dedicated to providing a well-rounded education that balances academics and co-curricular activities. It is one of the reasons why we have established the Philately Club and have been working towards establishing the Commerce club. Delhi Public School, Aligarh in collaboration with the Department of Posts under the aegis of the Ministry of Communication, the Government of India has established the first Philately Club of Aligarh Division. Philately Club at DPS, Aligarh is going to be the milestone for the 'king of hobbies' i.e. the collection of stamps. The Commerce Club is soon going to be founded with the aim of going 'BEYOND THE CONVENTIONAL BOOK METHODOLOGY.' We hope to provide the ideal platform for students to express their hidden talents and skills.



Competitions

Perfection is not attainable, but if we chase perfection, we can catch excellence.

The school was a witness to the myriads of activities that were conducted for the juniors as well as the seniors. Various Inter-House and Intra-Class competitions were held to mark the occasion of Azadi ka Amrit Mahotsav. The competitions were a fusion of talent, imagination, creativity, and alertness. Whether it was art, handwriting, creative writing, quiz, or sports the activities helped to bring out the uniqueness of each individual. The students of all the four houses were at their best. Spontaneity and confidence were the hallmarks of the competition. The students left everyone awestruck as they presented their talent so immaculately and effortlessly. They were applauded for their superb performance by our respected Principal.



SPECIAL ASSEMBLIES



The goal of assemblies is to foster, nurture, and sustain a sense of community. They can help to foster a positive school ethos that reinforces the school's identity and goals. Special assemblies were held to commemorate a specific festival or major event, such as yoga day, Mothers' Day, Earth Day and so on together as a family. The essence of the festival or special day is conveyed through dance, music, mime, role play, and audio-visual presentations. The goal of implementing all-school assemblies is to build a sense of unity and a positive school culture among students and faculty.

SPORTS ACTIVITIES



The opportunity to participate in co-curricular activities is critical to a student's development. Being a part of a team can aid in the overall mental development and physical growth of children. Students can learn the value of hard work and teamwork. Sports teach children self-confidence, allowing them to feel comfortable displaying their abilities on the playing field. DPS Aligarh provides its students access to a variety of sports activities such as football, swimming, basketball, cricket, and the list goes on with more being added regularly.

BOARD RESULTS



Shruti Agarwal of class XII



Vidhan Jain of class X

"It is not the beauty of a building you should look at, it's the construction of the foundation that will stand the test of time." Students often get carried away before exams and end up focussing only on the final score. They often tend to overlook the process of learning and the knowledge gained through several trials and errors. However, the students of Grades X and XII of Delhi Public School Aligarh have proved us wrong with their results and their dedication to their studies. Despite the changing model of education, moving from offline to online tests and classes, to on-campus classes again, they have witnessed a lot of confusion and experimentation. But despite all the trials and tribulations, this year the CBSE board results have shown excellent results with 97 out of 193 students scoring above 80% in class XII. Shruti Agarwal from Commerce section bagged 97.6% along with 10 other students who scored more than 95% in their school leaving exam. Not only for class XII, but the students have also excelled in Class X board exams with 63 students out of 138 appearances have scored above 80%. Vidhan Jain scored the highest at 98.6% with 21 other students scoring above 90%. The school secured full marks in Mathematics with Vidhaan Jain and Keshav Gangwar and in Social Science with Vanshaj Bhardwaj and Tejaswita Singh. Students have performed exceptionally well in all the subjects, making Delhi Public School Aligarh proud in its true sense of the term. These students have not only proved themselves worthy of their dreams and ambitions but have also made the school proud of their feat.

ELECTION



“Leadership is action, not position.” In Delhi Public School Aligarh, the student council stands right by it. The nominated candidates for the Students’ Council for the year 2022-2023 have shown their skills, talent, and dedication to represent and make their school proud in several competitions, with their ability to inspire and motivate their juniors to participate in events, organize several activities in school, and work in teams together to uphold the name and banner of Delhi Public School Aligarh. The President, Head Boy, and Head Girl were elected by not only the Principal and the Core Committee of teachers, but for the first time in the history of the school, through a system of voting by the students of classes XI to XII. The overwhelming number of voters and their choices have made the initiative a grand success. To make the students understand the importance of the voting system and rights, and responsibilities, and to make the selection as unbiased and fair as possible, the school organized an elaborate voting system, with ballot boxes, thumb printing to choose the candidates, and marking for voting on their fingers thereby making it resemble the authentic voting system to its maximum capacity. The students of classes XI to XI were not only thrilled to cast their votes which were held on July 25 in the lobby, but they were also motivated to take on these roles and responsibilities as it helps in developing their communication, problem-solving, organization, and decision-making skills. The students from grades X to XII were nominated for several posts like Environment Prefect, Cultural Prefect, Discipline Co-ordinator, or Editor. The election process was organized keeping in mind that it will nurture and make the students aware of the significant responsibility of a voter in shaping the future of their institution now, and the country later. The voting was done in front of junior students who witnessed the event as an audience and were made aware of the election process with its procedures. The students elected for different posts will be taking an oath to serve the best interests of the students in school, help them in times of need, and give equal importance to their duties as a council member and a career aspirant. The Student Council members along with the students from grades IV to XII have therefore witnessed and contributed to a historical moment of choosing their representative, their house captains, their co-ordinators and deputies through an impartial system of election for the first time in the history of Student Council in Delhi Public School Aligarh.

CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM

The students trust the teacher's advice and look up to them for guidance. Given that the teachers spend a significant amount of time with them during their formative years, they can reach out to them if they are going through certain issues and provide the right counsel. In order to be their mentor, motivator, confidante, and facilitator, teachers need constant upgrading of their skills and knowledge. In the fast-changing world of technology, innovation, cyber-crimes as well as distanced relationships, kids often feel secluded even in the most secure classrooms. They often feel left out or neglected when teachers focus more on a few and less on the others. In order for teachers to hone their skills and responsibilities efficiently, teacher training programs and workshops are of immense importance as a part of their professional life. The teachers need to be strong communicators, good listeners, lifelong learners who are adaptable, engaging, and empathetic in order to make their relationship with students stronger and their classrooms lively. With this aim in mind, Delhi Public School Aligarh organizes monthly workshops and skill-building programs where teachers are given ample opportunities to research, adapt, present their ideas, polish their communication and other soft skills through events like debate, declamation, presentation, extempore among several others. The sense of competition and winning brings out the child in every teacher who in turn puts his/ her best foot forward to make the school proud with their representation. One such example would be the Debate competition recently held in Pavna International School auditorium on July 16, 2022 organized by Delhi Public School Civil Lines. Four teachers participated in the Hindi extempore competition along with several other teachers from Delhi Public School Civil Lines and Delhi Public School Hathras. Ms. Seema Maheshwari bagged the third prize in Hindi Extempore with her brilliant speech on Rashtravad. The Debate competition also witnessed Delhi Public School Aligarh as the First runner up with DPS Hathras as the winner and DPS Civil Lines as the second runner up. Our eloquent speakers like Ms. Akanksha Jain and Ms. Neeru Gupta, contended with several other participants who spoke supporting the motion that modern thinking of youth is a challenge to preserving the Indian value system, whereas Ms. Samvedna and Mr. Alok Chaturvedi left the audience speechless with their views against the motion. They debated on various topics ranging from the rising number of suicides and divorce cases in India, to the benevolent nature of youth and their incomparable, commendable service during the pandemic. The event saw not only a flourish of research skills, but also honest efforts made by every speaker to hone their communication and oratory skills.



STUDENTS' ARTICLES

Why are scores and grades so important?

"Intelligence cannot be defined by grades or exams, and exam results do not determine success in life." Most students hate the fact that teachers in schools or lecturers in universities judge students based on their grades. And it is not just the teachers, in my opinion, even parents judge their children and compare them to other students who scored an A.

There is no such thing as an excellent student or a poor student. Teachers should understand that students are motivated at different levels, have different attitudes to learning, and respond differently to specific classroom environments and teaching methods. The more the teachers understand these differences and how they affect their students, the better chance they will have of meeting the diverse learning needs of their students. Some students who don't do well academically are more socially aware and have better life experiences than those who get higher grades. They do not spend much time attending classes that are considered unnecessary. They also devote time to activities that will aid in their personal development. Moreover, they receive invaluable experiences that an A-grade student might miss out on. Sometimes, what is most important about C-grade students is that they follow their dreams. Several successful people did not perform well in school. They only did the bare minimum to finish school and work to raise funds to start their businesses. Steve Jobs, for instance, never finished college yet he became a successful and world-famous inventor and entrepreneur. Success requires emotional intelligence, perseverance, passion, and, more importantly, the ability to overcome failure. Grades do not dictate the rest of our existence and there are always limitless possibilities. Many highly intelligent people are poor thinkers. Even those with average IQ often have good thinking skills.

Students' grades should not be used as a measure to judge their overall potential because grades are always subjective. They also eliminate the opportunity for self-evaluation. I believe that grades cannot measure one's ability because not every A-grade student is happy and accomplished in life.

By Sanvi Mittal IX-B

SUBJECTIVE SCORE INSTRUCTOR USE ONLY

(T)	(F)	KEY		
<100>	<90>	<80>	<70>	<60>
<50>	<40>	<30>	<20>	<10>
<9>	<8>	<7>	<6>	<5>
<4>	<3>	<2>	<1>	<0>

PART 1

TEST RECORD

NAME	SUBJECT	DATE	TEST NO.	PERIOD	PART 1	PART 2	TOTAL
K. J. N. N. N.		12/10/22		Pa			

THIS DOES NOT DEFINE YOU

Coping up with changes

School is the best and most important part of life and growth. COVID with all its world-traveling plans brought a halt to the beautiful schooling process. After a long wait, the school reopened and brought with it the cycle of getting back to school with excitement and joy. But with this came many hardships too. Students got too used to attending classes and giving exams from the comfort of their beds, which is a big issue as now most students have lost the habit of sitting in a classroom for a long period. Writing for most was an extremely difficult task because they lost their habit of writing and studying daily. Students feel anxious and scared while giving exams and their confidence has dwindled. Fear of crowds and going out instilled during the lockdown is still high in children's hearts. The loss of loved ones has affected them emotionally and many have developed mental health issues like depression, panic attacks, and in some extreme cases, self-harming tendencies and suicidal thoughts. The extroverts and social butterflies who thrive on public exposure are frustrated after spending hours, days, and months in the same chat room with their friends. Some have become quieter and lost their bubbly personality. Coming back to school brought students the joy and comfort of having friends on their sides, but they too have changed not just in their physical appearance, but in their character and behavior. Some came back to more loving and caring friends, and some maintained the same bond throughout the pandemic with regular video calls and social media interaction, but many lost their friends to death, to inflated ego and attitude, and some to a reduction in social skills and some to change of schools. Most students are happy about returning to school but the change of campus is something they have conflicting feelings about.

The senior students are happy that they are still able to meet their old teachers but are saddened and a bit disappointed as they were excited to go to the Senior wing. The presence of younger students makes them restricted as they feel they have the responsibility of being their role models on their shoulders. The younger students have binary feelings as well, but they are a bit sad about not being able to be a part of the student council as it is now open for the senior students only. They aren't seniors anymore and are fed up with all the older students treating them like small kids, but on the other hand in the presence of these seniors, they find the help and guidance they need to steer their boat. Students feel weak physically, mentally, and socially, but they are working hard and doing their best to get back on track and tap on their full potential. They want the teachers to be a little sympathetic towards them. They acknowledge the fact that they have turned lazy and didn't have to study much when classes were online, but now they are working hard and need the support and trust of their teachers. Some feel that the teachers should be more aware of these mental health issues as they have seen their friends fight with mental illnesses, negative thoughts, and self-harming acts and are scared for them. They feel no matter how hard they try they can't provide the mental support and boost in their motivation as a teacher can. They want teachers to recognize their hard work and praise them for it. So, the students will soon be back to their full potential, but for that, they need their teachers to hold their hands for a while and say "everything is going to be okay with time."

By Anushka Singh
XII-A

The Pandemic Transition

Standing in front of a class and speaking in front of a hundred gaping eyes and a hundred more eager ears gives an adrenaline rush and performance anxiety. The challenge of the stage, the thrill of standing on a platform and delivering lectures, and the ability to pass more than just knowledge shapes the mould of a teacher. It has been a tough time for not only the students but also the teachers. The COVID-19 pandemic has robbed them of their identity. Sitting in front of screens for hours on end and interacting with students' mute and unmute buttons and videos is not what they bargained for. The role of a teacher is rapidly evolving, in more ways, becoming more difficult than it was in person. Teachers had to step outside their comfort zones to learn how to use technology all the while juggling between offline and online classes. Teachers had to customize their methods and go above and beyond to keep the students engaged. Each home was transformed into a classroom, with a whiteboard and marker changed to Zoom and Teams whiteboard, at the expense of the teacher and a tedious routine to manage a classroom full of distracted kids amidst an international crisis. But despite the sleepless nights and early mornings, it is remarkable how teachers have handled these challenges so graciously.

We had open discussions with a couple of our teachers about their experiences of teaching during and after the pandemic. According to the teachers, students' attitudes have changed significantly. Students had little to no supervision for the last two years, were under no obligation to complete schoolwork or attend classes, and were in the comfort of their homes. This became their new normal, but now that the definition of new normal has gone back to the traditional mode of teaching, they are not ready to accept it yet.

Teachers have been working diligently to get them back on track, but without cooperation from the students and understanding from the parents, it is quite a task. Teachers find it more difficult to teach in this new environment because students have forgotten what it is like to study in a classroom, to cooperate with your classmates, to follow the rules and regulations of the institution; we see them frequently skipping school and displaying a very casual attitude toward studying. The biggest obstacle that the majority of teachers encountered was figuring out how to use technology while managing classroom activities. No matter how difficult it was, teachers with little to no digital experience had to create PDFs, online assignments, and interactive activities while making sure the students were comfortable using them. Students have skipped the required two years of growth. A teacher walks into her 12th-grade class expecting a student to have the maturity of an eighteen year old. Instead, they get a student who is still mentally in 10th grade. Consider the patience required by a teacher to deal with this situation. Better yet, put yourself in their shoes. How well would you manage the class? Teachers are well aware of the issues students are facing, and they have been fully committed to supporting them in adjusting to this new normal by counselling them regularly and reaching out for parental support.

The transition from offline to online learning and then back to offline has been as difficult for teachers as it has been for students. Both parties need to come to a consensus, where students need to take their future more seriously and work in unison with teachers to get their routine back on track.

By Paridhi Varshney

XII-B



Sadness

Sadness is as much part of the life as happiness is!

Sometimes I feel lost and other times I feel as if I have conquered the world. At times the laughter is not in my control and other times the tears can't be held in my eyes.

When I am sad I wanna know how to overcome it but when my lips are busy laughing and screaming in happiness, then I don't find any problem with me.

Sometimes I try to find a solution so that I don't have to be sad. But with deep thinking I get to know without sadness the recipe of life is incomplete.

To give a taste to the recipe, I need to put all the emotions in the plate of life.

By- Nitya Sadani

XI-B

Impact of social media on teenagers

Social media is a vast community in itself. Nowadays, teenagers are getting very indulged in social media. It allows them to create online identities, communicate with people around the world, and build social networks. People have the chance to open up and can boost their confidence. However, social media can also have negative impact as it forms unrealistic expectations about our bodies, our relationships, and our lives in our minds. Moreover, Chronic users of social media are more likely to report poor mental health, they may face issues like anxiety, depression, social isolation, turning aggressive very often and so on. In my opinion, social media addiction is the biggest and most critical problem in the society and getting rid of this addiction should be our priority.

By Rishika Varshney

XI-B



YOUNG AUTHORS OF MATHS



Mathematics is an expression of the human mind that reflects the active will, the contemplative reason, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, general and individual capabilities.

Showing the desire for perfection, our students of Class VIII-A (Bratesh Kumar, Abhimanyu Singh and Himank Varshney) have launched a book named ' Crazy Maths'.

Congratulations to our young mathematicians cum authors!!!!

KEEP ON....



Delhi Public School Aligarh is committed to recognize the importance of communication and encouraging dialogue among all constituencies. With its wide range of activities, innovative classroom methodology, and creative events to brush up the skills of its students as well as teachers, the school provides an opportunity to explore, clarify its own beliefs and values, take risks, and prepare its students and teachers as lifelong learners and responsible citizens ready to meet challenges of the future. The different activities and competitions organized by the school will help students to achieve their career goals, hone their interpersonal skills, and become caring and open-minded learners who can think both globally and locally. The students learn the values of confidence, independence, resilience, persistence, and respect for others irrespective of age, caste, creed, profession, or gender when they come together to take part in sports, cultural activities, student council, as well as through individual, pair and group work activities in the classroom. With the events lined up throughout the Academic year, the school aims at acquiring academic as well as co-curricular excellence in every field by motivating its students and teachers to participate, enjoy and perform in these activities at their highest potential.

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