

## NEWSLETTER FEBRUARY 2026

*Dear Parents, Students, and Well-wishers,*

*Warm greetings as we step into March 2026!*

*February was a month brimming with energy, pride, and joyful achievements. Our Annual Sports Meet was a spectacular display of enthusiasm, teamwork, and true sportsmanship—reminding us once again that the real victory lies in effort, courage, and spirit.*

*Academically, the month saw focused teaching of new concepts, lively classroom discussions, and meaningful assessments. Our teachers continue to create engaging, joyful learning experiences that support every child's growth at their own pace.*

*Our students also immersed themselves deeply in Project-Based Learning, engaging wholeheartedly in hands-on, inquiry-driven activities that sparked curiosity, collaboration, creativity, and critical thinking. These projects allowed them to explore concepts in meaningful ways, connect classroom learning to real-life applications, and develop essential 21st-century skills with great excitement and ownership.*

*To our students: Keep shining, keep asking questions, and keep growing with confidence.*

*To our parents: Thank you for your trust and partnership—we are together building a legacy of learning, values, and love.*

*Wishing everyone a joyful, focused, and successful March!*

*Warm regards,*

*Madhu Chauhan*

*Principal*

# HIGHLIGHTS

- Tagore Public School Principal, Mrs. Madhu Chauhan, Shines at Global Edu Leader Summit 2026 at IIT Delhi
- IKIGAI 'Awareness for future planning'
- Annual sports day (Grade Nur- VII)
- Project-Based Learning Presentation- Grade VII
- Project-Based Learning Presentation- Grade VI
- Project-Based Learning Presentation- Grade V
- Project-Based Learning Presentation- Grade IV
- Project-Based Learning Presentation- Grade III
- Project-Based Learning Presentation- Grade II
- Project-Based Learning Presentation- Grade I
- From Shapes to Structures: A Project-Based Learning Experience on Geometry
- GRADE IV SUBJECT SST- MADHUBANI PAINTING - AN ACTIVITY UNDER THE ONGOING PBL
- GRADE IV SUBJECT SST- WARLI PAINTING- AN ACTIVITY UNDER THE ONGOING PBL
- GRADE 2 SUBJECT EVS-ICE-BREAKING ACTIVITY UNDER PROJECT-BASED LEARNING TO SPARK STUDENT CURIOSITY
- Grade 1: Math Activity- Topic: Days and Months
- GRADE I SUBJECT MATHEMATICS- TIME WHEEL - AN ACTIVITY UNDER THE ONGOING PBL
- Grade II - EVS Activity: Learning Through Picture Matching and Role Play: Animals and Their Homes
- All Seasons Chart - Group Activity (Under Ongoing PBL)

# TAGORE PUBLIC SCHOOL PRINCIPAL, MRS. MADHU CHAUHAN, SHINES AT GLOBAL EDU LEADER SUMMIT 2026 AT IIT DELHI



Tagore Public School, Gurugram is proud to announce that its respected Principal, **Mrs. Madhu Chauhan**, participated with distinction at the prestigious **Global Edu Leader Summit 2026**, held at **IIT Delhi** on 30 January 2026.

Mrs. Chauhan was invited as the **Moderator** of a high-profile panel discussion on “**Early Childhood Learning: Foundations for Lifelong Success**”. She skilfully guided an eminent panel of national and international educationists, fostering a rich and insightful dialogue on play-based pedagogy, emotional development in early years, inclusive practices, and aligning early childhood education with the vision of NEP 2020.

Her moderation was widely appreciated for its clarity, warmth, depth, and ability to draw meaningful, actionable takeaways that resonated with educators, policymakers, and academic leaders present.

In a proud moment for the school community, Mrs. Madhu Chauhan was also conferred the **Award for Academic Excellence in Education** during the summit. The recognition honours her outstanding



leadership, innovative implementation of experiential and child-centric learning, and consistent efforts in raising the standards of school education in the region.

Under her visionary guidance, Tagore Public School has become a model institution for joyful, meaningful, and future-ready learning – evident in its strong Project-Based Learning framework, consistent board results, global outlook, and deep focus on teacher development and student well-being.

Tagore Public School congratulates Principal Ma'am on this well-deserved honour and continues to draw inspiration from her dedication to educational excellence.



## IKIGAI

### 'AWARENESS FOR FUTURE PLANNING'



The IKIGAI awareness session, conducted by SPRIX at Tagore Public School, Gurugram, proved to be an engaging and transformative experience for students of Grades 8 to 11. Delivered by experts from Sprix Manabie Education India (a subsidiary of the Tokyo-listed SPRIX Japan), the workshop introduced the Japanese concept of Ikigai—the intersection of what one loves, excels

at, what the world needs, and what can sustain a livelihood—as a practical framework for purposeful career planning. Through an interactive format featuring the classic Venn diagram, real-life stories from Okinawa's long-lived communities, guided self-reflection exercises, journaling, and group discussions, participants explored their personal passions, strengths, societal contributions, and viable professions. The session encouraged students to map their responses onto the Ikigai model,



sparkling meaningful conversations about emerging fields, non-linear career paths, and balancing fulfilment with practicality at this critical stage of subject selection and future planning. Feedback from students highlighted increased self-awareness, reduced career-related anxiety, and genuine inspiration, with many describing the program as eye-opening and motivating. By equipping adolescents with

a lifelong tool for discovering their 'reason for being,' the workshop aligned perfectly with SPRIX's mission of holistic education and left a lasting impact on participants, fostering greater clarity and purpose in their academic and personal journeys.

# ANNUAL SPORTS MEET (PRE-PRIMARY TO GRADE VII)

**Date: 18th - 20th February 2026**

Tagore Public School proudly hosted its much-awaited Annual Sports Day from 18th to 20th February 2026 with unmatched enthusiasm, vibrant energy, and an electrifying spirit. The entire campus came alive with colourful flags, cheerful decorations, and festive banners, creating an atmosphere filled



with excitement and celebration. The air echoed with loud cheers, applause, and words of encouragement as students stepped onto the field with confidence and determination. The event beautifully reflected the true spirit of sportsmanship, teamwork, discipline, and healthy competition. Over the course of three thrilling days, the celebration provided an inspiring platform for learners from Pre-Primary to Grade VIII to showcase their strength, agility, coordination, and perseverance, making the occasion a memorable and joyful experience for everyone present.

## Day 1: Pre-Primary (Nursery to UKG) - 18th February 2026



The celebrations began with our youngest participants, whose cheerful smiles and boundless energy filled the surroundings with joy. The event aimed to promote physical fitness, confidence, teamwork, and sportsmanship among the little learners.

Nursery students participated in the **Cup Ball Balancing Activity**, where they carefully balanced a ball placed on a cup and walked steadily towards the finish line. The activity enhanced their concentration, balance, and hand-eye coordination.

LKG students enthusiastically took part in a combined race. In the **Cones Collecting Activity**, they ran to gather cones placed at a distance and brought them back, developing speed, coordination, and motor skills. This was followed by the **Numbers Arrangement Activity**, where they arranged numbers in the correct sequence, strengthening their number recognition and sequencing skills.

UKG students confidently showcased their abilities in the **Chair Arrangement Challenge**, which encouraged teamwork, responsibility, and organisational skills. The little stars performed with great enthusiasm, making the event delightful and memorable.



## Day 2: Grades I to III - 19th February 2026

The second day witnessed energetic participation from students of Grades I to III. To ensure fair opportunities, all events were conducted in two stages – Preliminary Rounds (Heats) and the Final Round.



Grade I students participated in the **Crab Walk Race**, which enhanced their strength, flexibility, and coordination while adding fun and excitement.

Grade II students competed in the **Hoopla Ball Drag Race**, demonstrating focus, balance, and controlled movement. Their enthusiasm and concentration were commendable.

Grade III students took part in the **Ball Balancing with Cone Race**, showcasing patience, stability, and steady coordination.

One of the most exciting highlights was the **Teachers' Race**, which filled the atmosphere with cheers and laughter. Students enthusiastically supported their teachers, making it a joyful and memorable segment of the day.



### Day 3: Grades IV to VIII - 20th February 2026

The final day brought together students of Grades IV to VIII, who displayed remarkable agility, balance, speed, and determination. The school grounds transformed into a dynamic arena of enthusiasm and competitive spirit.

Grade IV students energetically participated in the **Balloon Leg Walk Race**, showcasing coordination and focus.



Grade V boys demonstrated speed and control in the **Dribbling Track Race**. Additionally, the girls participated in an energetic **Skipping Race**, which tested their stamina, rhythm, and endurance, filling the ground with excitement and cheers.



Grade VI boys gracefully undertook the **Cone Tip-Toe Walk**, displaying patience and concentration. The girls also participated in a lively **Skipping Race**, showcasing excellent balance, coordination, and competitive spirit.

Grade VII boys enthusiastically competed in the **Pencil Drop Challenge**, requiring sharp focus, coordination, and quick reflexes. The girls further displayed remarkable endurance and rhythm in the **Skipping Race**, adding energy and enthusiasm to the event.

Throughout the day, students competed with determination, applauded one another wholeheartedly, and celebrated victories with humility and grace.

## Prize Distribution and Conclusion

The grand celebration concluded with the Prize Distribution Ceremony, where medals and certificates were awarded to the winners and runners-up. The motivating presence of our respected Director, **Mr. Ronit Singh**, and Principal, **Ms. Madhu Chauhan**, added grace to the occasion. In her inspiring address, the Principal congratulated the winners and encouraged all participants, emphasizing that effort, perseverance, and participation are more important than victory.

The Annual Sports Day was indeed a grand success. It beautifully highlighted the importance of physical fitness, discipline, teamwork, and holistic development. The three-day celebration left everyone with cherished memories, proud smiles, and a renewed spirit of sportsmanship.





# PROJECT-BASED LEARNING PRESENTATION- GRADE VII MATHEMATICS (DATA HANDLING)

Theme: **Data Detectives in the Library**

Understanding Our Library Through Data: A Project-Based Learning Experience  
on Data Handling

Driving Question:

*How can we use data handling to understand our school library better, identify trends in book preferences, and suggest improvements for better reading experiences?*

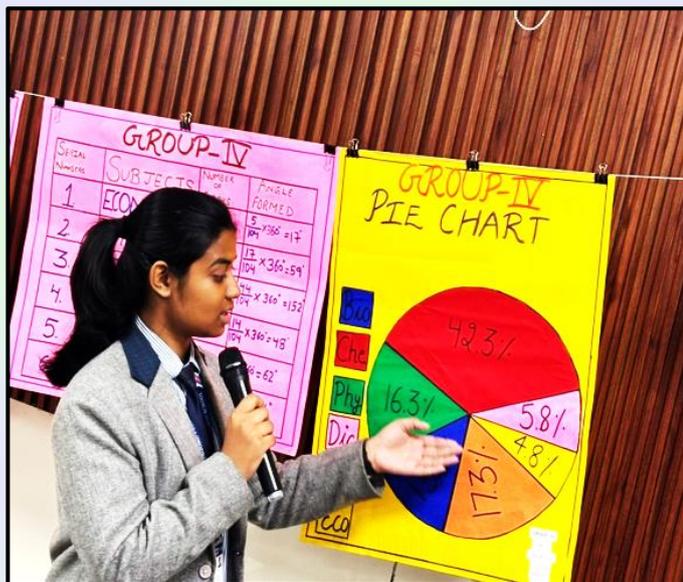
Final Product:

*Library Insights - Surveying, Collecting, and Representing Library Book Data*

On 9th February 2026, the enthusiastic and confident learners of Grade VII, Tagore Public School proudly presented the culmination of their Project-Based Learning (PBL) journey on the topic-Data Handling with the theme 'Data Detectives in the Library'. The project aimed to help students understand how data can be collected, organized, represented, and interpreted to gain meaningful insights about the school library.



The learning journey began with students visiting the school library and observing different categories of books. Students were guided to collect real data related to the number of books available under various subjects, languages, and reference sections. This hands-on experience helped them understand the importance of accurate data collection and organization.



Students were divided into **four groups**, each assigned a specific task to explore different aspects of data handling:

**Group 1** collected data on the *number of books across different subjects* and represented their findings using a **bar graph**, helping them compare subject-wise availability of books clearly.

**Group 2** used the collected data to calculate **mean, median, and mode**, strengthening their understanding of measures of central tendency and their practical application.

**Group 3** prepared a **double bar graph** to compare *language books and reference books*, allowing students to visually analyze differences and trends between the two categories.

**Group 4** represented library data using a **pie chart**, helping them understand proportions and percentage distribution of books in various sections.

Through group discussions and collaboration, students analysed the results and identified reading trends and areas where improvements could be suggested, such as adding more books in popular categories. This activity enhanced their logical thinking, teamwork, and data interpretation skills.



The PBL gathering was addressed by **Senior Coordinator, Neha Yadav Ma'am**,

who appreciated the students' efforts and encouraged them to apply data-handling skills in real-life situations. Parents were invited to witness the learning outcomes on **9th February 2026**, where students confidently explained



their graphs and charts, demonstrating improved communication and presentation skills.

The **Data Handling PBL on Library Insights** proved to be a meaningful and engaging learning experience.



## PROJECT BASED LEARNING PRESENTATION- GRADE VI

**Subject:** Social Studies (Our local government in urban area)

**Theme:** City Guardians: How Municipal Corporations Keep Our Cities Running?

**From Streets to Services - A PBL Experience on Our Local Government in Urban Areas**

**Driving Question:** *How do Municipal Corporations fund and deliver essential services to make our cities liveable, and what role can we play in supporting them?*

**Final Product:** *Informative Presentation and Nukkad Natak*

On 16th February 2026, the confident and dynamic learners of Grade VI proudly showcased the culmination of their Project-Based Learning (PBL) journey on the theme '*City Guardians: How Municipal Corporations Keep Our Cities Running*'. The presentation was a remarkable reflection of inquiry-based learning, critical thinking, creativity, and collaborative effort. As part of their Project-Based Learning (PBL) the students of Grade VI presented an impactful Nukkad Natak titled "Sahar Humaara, Zimmedari Humaari."



The street play aimed to spread awareness about the functions of Municipal Corporations and the importance of responsible citizenship. Through a lively and engaging performance, students highlighted how Municipal Corporations manage essential civic services such as waste management, water supply, road maintenance, street lighting, and public health.



Through dialogue and dramatic expression, students conveyed that while Municipal Corporations act as 'City Guardians,' the active participation of citizens is equally important. The students confidently connected theoretical classroom learning with real-life examples, making the presentation

informative and relatable.

The play concluded with a powerful collective message:  
"Sahar Humaara, Zimmedari Humaari" — Our City, Our Responsibility.

The event showcased not only conceptual clarity but also teamwork, creativity, communication skills, and social awareness. The enthusiastic participation and confident delivery reflected the success of experiential and competency-based learning under the PBL approach.



# PROJECT BASED LEARNING PRESENTATION GRADE V SOCIAL SCIENCE (EVOLUTION OF COMMUNICATION)

**Theme: From Smoke Signals to Smartphones**

**A Project-Based Learning Experience on the Evolution of Communication**

**Driving Question: *How has the way people communicate changed over time, and how do these changes impact our lives today and in the future?***

**Final Product: *Historical Timeline presentation.***

On 11th February 2026, the confident and dynamic learners of Grade V proudly showcased the culmination of their Project-Based Learning (PBL) journey on the theme "***From Smoke Signals to Smartphones.***" The presentation was a remarkable reflection of inquiry-based learning, critical thinking, creativity, and collaborative effort. The programme commenced with a poised and engaging welcome address, setting a thoughtful tone for the event.



Students introduced the concept of communication as a fundamental human need and guided the audience through its fascinating journey across centuries. They explained how early humans relied on smoke signals, drum beats, symbols, and cave paintings to share messages, and how these primitive methods gradually evolved into structured postal systems,

telegraphs, telephones, radio, television, and ultimately into today's digital era of smartphones, internet, and social media.



Through extensive research in the library and computer lab, students explored various historical phases of communication. They analysed the limitations of early methods and compared them with the speed, accessibility, and global reach of modern technology. This process

strengthened their analytical abilities and deepened their understanding of how innovation transforms societies.

A major highlight of the project was the thoughtfully curated **chronological timeline presentation**, where each era of communication was visually represented. Students designed and presented a giant timeline of traditional and modern communication devices,



demonstrating not only conceptual clarity but also creativity and craftsmanship. Their role play effectively portrayed the contrast between sending a message in ancient times and communicating instantly through digital platforms today, making the learning experience engaging and relatable.

During the presentation, students confidently articulated how advancements in communication have influenced education, business, governance, relationships, and global connectivity. They also reflected on the responsibilities that accompany modern digital tools, emphasizing the

importance of ethical and mindful communication in today's interconnected world.



The exhibition concluded with an interactive session, where parents appreciated the depth of research, clarity of concepts, and confidence displayed by the students.

The Grade V PBL on the Evolution of Communication was not merely an academic exercise; it was a transformative learning experience. It enabled students to bridge the past with the present, understand technological progress, and thoughtfully envision the future of communication. The project truly embodied experiential learning—making education meaningful, engaging, and impactful.

The Grade V PBL on the Evolution of Communication





# PROJECT-BASED LEARNING PRESENTATION- GRADE IV SOCIAL SCIENCE (ART AND CULTURE)

**Theme:Unity in Diversity**

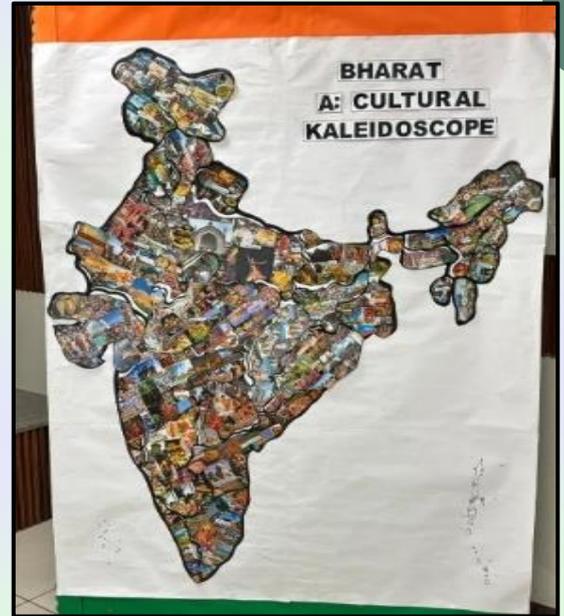
**Celebrating India's Beautiful Differences: A Project-Based Learning Journey on India's Art and Culture**

**Driving Question:**

*How do people from different states, languages, foods, clothes, and festivals live together as one big family, and how can we show this unity in our school?*

## Final Product: Bharat: A Cultural Kaleidoscope

On 13th February 2026, the enthusiastic learners of **Grade IV, Tagore Public School**, proudly presented the culmination of their **Project-Based Learning (PBL)** journey in **Social Studies** on the topic- **Art and Culture** with the theme '**Unity in Diversity**'. The programme beautifully reflected students' understanding of India's cultural richness through creativity, collaboration, research, and hands-on learning.



The event began with a warm and energetic welcome by the students, followed by a short prayer to set a positive tone. Students then introduced the concept of Project-Based Learning and shared how they explored India's diversity in terms of **art, culture, food habits, clothing, festivals, music, and traditions** while understanding the values that unite the nation.



As part of their learning journey, students participated in several engaging PBL activities. They were introduced to **Warli Art** from Maharashtra and **Madhubani Painting** from Bihar, through which they learned how traditional art reflects community life, nature, and cultural values. Students also took part in a **Monument Painting activity**, where they explored famous Indian monuments and learned about India's rich historical and architectural heritage.





To strengthen geographical awareness, students worked on **India map layouts**, solving map puzzles and creating **collages of different states**. They researched traditional art forms, cultural symbols, festivals, food items, and attire of various states and carefully placed them on the map. These activities helped students understand how all states come together to form one united nation.

A special highlight of the programme was the presentation of the **final product** - "**Bharat: A Cultural Kaleidoscope.**" Students confidently presented each Indian state, sharing its key cultural elements in a crisp and engaging manner. The map display showcased the diversity of India while clearly reflecting the message of unity.

A lively cultural dance performance added colour and energy to the programme, further emphasizing the theme.

Adding an interactive element, a **fun Unity Quiz** was conducted for parents, making the session engaging and enjoyable for everyone. The audience actively participated, strengthening the connection between students' learning and parental involvement.





The programme concluded with a reflection by the students, who shared how the project helped them understand that just like India, their school is also diverse yet united. The respected **Coordinator ma'am Ms. Deepika** addressed the gathering and appreciated both the students and the teacher for their confidence, creativity, teamwork, and meaningful learning.

Thereafter, the respected Principal Ma'am Ms. Madhu Chauhan acknowledged the students' sincere efforts, unwavering dedication, and commendable perseverance demonstrated throughout the PBL journey.



The **Grade IV PBL on 'Unity in Diversity'** proved to be much more than a classroom activity. It was a joyful and enriching learning experience that helped students appreciate India's cultural heritage, develop essential life skills, and proudly celebrate the spirit of **One Nation, Many Cultures**.



## FROM SHAPES TO STRUCTURES: A PROJECT-BASED LEARNING EXPERIENCE ON GEOMETRY- GRADE III

**Driving Question:** *Where can we find different shapes in our school, home, and everyday life, and how can we use them to create something beautiful and useful?*

**Final Product:** *Model Creation - My Dream City*

On 6th February 2026, the enthusiastic and confident learners of **Grade III**, **Tagore Public School** proudly presented the culmination of their **Project-Based Learning (PBL)** journey on the topic of **Geometry** with the theme '**Shape Detectives**'. The programme reflected students' growing understanding of



mathematical concepts through creativity, collaboration, observation, and hands-on learning.

The event began with a cheerful welcome by the students, setting a positive and energetic tone. Students then took the audience through their learning journey, explaining how they explored two-dimensional and three-dimensional shapes and identified their presence in real-life surroundings. Through interactive classroom discussions and visual demonstrations, students developed a strong foundation of shapes, their properties, and everyday examples.



As part of experiential learning, students stepped into the role of 'Shape Detectives' and explored their classroom, school, home, and nearby surroundings to identify objects based on different shapes. This activity enhanced their observation skills and helped them understand the practical use of geometry in daily life.



Building upon their observations, students planned and designed their own Dream City. They thoughtfully discussed various city features such as houses, buildings, roads, parks, schools, hospitals, and green areas. Working collaboratively in groups, students prepared layouts and planning sheets, carefully deciding which 2D and 3D shapes would best

represent each structure. This planning phase encouraged logical thinking, creativity, and teamwork. The model-making stage was one of the highlights of the project. Using craft and recycled materials, students actively constructed models of buildings, houses, roads, and other city elements. All individual models were then assembled to form a complete **Dream City**, reinforcing spatial understanding and cooperative learning.

During the presentation, students confidently explained their models and identified the shapes used in different structures. They shared their learning experiences and insights in front of their parents, demonstrating improved communication and presentation skills. Adding a creative and physical element to the programme, students performed yoga postures representing geometric shapes, making the learning experience engaging, interactive, and holistic. The programme concluded with an **exhibition of the Dream City models** for parents and visitors.



The Grade III PBL on Geometry proved to be much more than a classroom activity. It was a meaningful learning journey that helped students connect mathematics with real-life applications, making learning joyful, experiential, and impactful.





**PROJECT-BASED LEARNING  
PRESENTATION-  
GRADE II  
ENVIRONMENT STUDIES  
(ANIMALS AND THEIR HOMES)**

**Theme: Animal Homes-Where do they live?**

**From Curiosity to Care: A Project-Based Learning Experience on  
Animals and Their Homes**

**Driving Question: *Where do animals live, why are their homes  
different, and how do these homes keep them safe and comfortable?***

**Final Product - *Animal Home Book***

On 17<sup>th</sup> February 2026, the keen learners of Grade II, Tagore Public School proudly presented the culmination of their Project-Based Learning (PBL) journey in Environment Studies on the theme Animals and Their Homes. The programme reflected students' understanding of environmental awareness through creativity, observation, teamwork, and joyful participation.



The event began with an energetic welcome by the students, who warmly greeted the teachers and parents. Their excitement set a lively tone for the presentation. The programme then moved into a serene prayer, helping everyone begin the learning celebration with calmness and gratitude.

To spark curiosity, students engaged the audience with a playful icebreaker round, encouraging them to think about where different animals live. Through this interactive start, students introduced the idea that every animal has a special home that protects it and helps it survive just like humans need homes for safety and comfort.



Students explained that their curiosity led them to explore important questions: where animals live, why their homes differ, and how these homes keep them safe. Taking on the role of Animal Home Detectives, they explored books, pictures, classroom discussions, and real-life observations to understand animal habitats. Throughout the

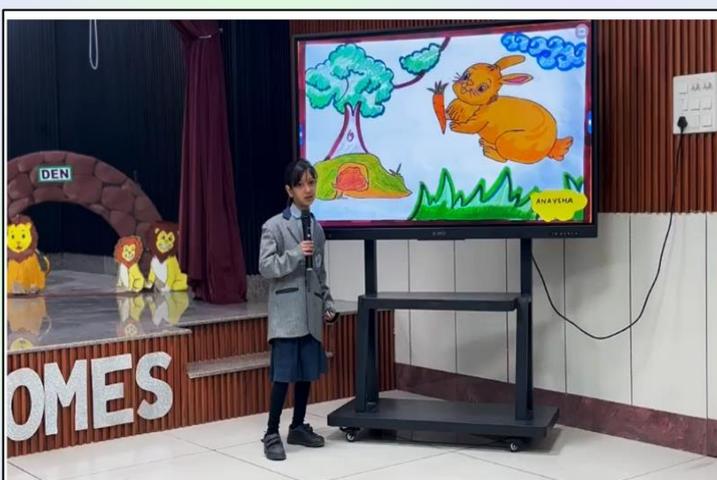
project, students participated in drawing and colouring activities, shared ideas with classmates, and worked collaboratively. They strengthened communication skills, teamwork, and confidence while learning to express

their ideas clearly. Despite small challenges, students supported one another and demonstrated perseverance and cooperation.

A highlight of the project was the creation of Our Big Animal Home Book. Each page featured colourful drawings, labelled animal homes, and simple explanations of why each home suits the animal. This creative task helped students connect knowledge with artistic expression and reinforced their understanding through hands-on learning.

During the presentation, students proudly showcased examples from their book. They explained that birds live in nests high in trees for safety, rabbits live in burrows underground to stay hidden and cool, lions rest in dens for protection, fish live in water to breathe through gills, and bees live in hives where teamwork helps produce honey.

Through these examples, students demonstrated their understanding of animal habitats and survival needs.



The project also helped students develop empathy and environmental awareness. They shared the important message that animals need safe homes just like humans do, and that we must protect nature, avoid disturbing animal habitats, and show kindness toward all living creatures.

The programme concluded with a heartfelt message encouraging everyone to love animals and protect their homes.

The Grade II PBL presentation proved to be more than a classroom activity. It was a meaningful learning experience that connected environmental awareness with real-life understanding, nurturing compassion, responsibility, and joyful learning among students.





## A PROJECT-BASED LEARNING PRESENTATION-GRADE 1 MATHEMATICS (TIME AND CALENDAR)

**Theme: Time, Clock, Calendar, and Seasons**

**From Learning Numbers to Understanding Time: A Project Based Learning Experience on Time and Calendar.**

**Driving Question: *How do we use days, weeks, months, calendars, and seasons plan birthdays, holidays and school days?***

## Final Product: *Time Adventure*

On 12th February 2026, the curious and enthusiastic learners of Grade I, Tagore Public School proudly presented the culmination of their Project-Based Learning (PBL) journey on the topic of *Time* with the theme 'Time Adventurers'. The programme reflected students' growing understanding of time concepts through fun activities, observation, creativity, and hands-on learning.

The event began with a cheerful welcome by the students, creating a joyful and energetic atmosphere. Students then shared their learning journey and explained how they learned about clocks, days of the week, months of the year, calendar reading, and different seasons through interactive classroom activities and demonstrations. This helped them build a strong foundation of basic time concepts and their importance in daily life.



As part of experiential learning, students became *Time Adventurers* and observed their daily routines. They learned to identify morning, afternoon, evening, and night activities. Through clock activities, they understood hours and basic time reading using both analog and digital clocks. This activity helped them connect time with their everyday schedule.

Students also explored the calendar by identifying days, months, special days, birthdays, and festivals.

They learned sequencing of days and months through songs, games, and



calendar charts. This enhanced their understanding of how time is organized throughout the year.



Moving ahead, students learned about the four main seasons — Summer, Rainy, Spring, and Winter. They discussed seasonal changes in weather, clothes, food, and activities. Through role play, drawings, and craft work, they expressed their understanding of seasons in a creative way.

The model-making stage was one of the most exciting parts of the project. Using craft and recycled materials,

students created clock models, seasonal charts, and calendar crafts. All models were beautifully displayed to create a "Time World", showing the connection between clocks, calendar, days, months, and seasons. This activity promoted creativity, teamwork, and practical learning.

During the presentation, students confidently spoke about their models and shared what they had learned. They



demonstrated time reading, identified days and months, and spoke about their favorite seasons. This helped improve their confidence, communication, and presentation skills.

The programme concluded with an exhibition of students' creative work for parents and visitors to appreciate.



The Grade I PBL on Time proved to be more than just a classroom activity. It became a meaningful learning journey that helped students understand

the importance of time in daily life, making learning joyful, practical, and memorable.



## GRADE IV SUBJECT SST

### MADHUBANI PAINTING - AN ACTIVITY UNDER THE ONGOING PBL

As part of the students' ongoing PBL (Project-Based Learning) on the topic **Art & Culture**, an activity on **Madhubani painting** was conducted for **Grade IV** students to explore one of India's traditional art forms from **Bihar**. Students were introduced to the origin and key features of Madhubani art, including bright colors, bold outlines, and natural themes such as flowers, animals, and festivals. They observed sample artworks and learned how patterns are used to fill spaces. Following this, students created their own Madhubani paintings on drawing sheets using vibrant colors and traditional motifs. Throughout the activity, students worked with interest, followed instructions, and maintained neatness. The activity helped enhance creativity, color sense, focus, patience, and appreciation of India's rich cultural heritage.



## GRADE IV SUBJECT SST

### WARLI PAINTING- AN ACTIVITY UNDER THE ONGOING PBL

As part of the students' ongoing PBL (Project-Based Learning) on the topic **Art & Culture**, an activity on **Warli painting** was conducted for **Grade IV** students to help them understand India's tribal art and culture. Students were introduced to Warli art, a traditional folk-art form of **Maharashtra**, known for its simple shapes such as circles, triangles, and lines. They observed sample artworks and learned about the key features of this art form. Following this, students painted Warli designs on earthen pots using basic colours and simple patterns depicting daily life, nature, and community living. Throughout the activity, students worked neatly and followed instructions with discipline. The activity helped students gain awareness of Indian art and heritage while enhancing creativity,



observation skills, patience, teamwork, and appreciation of traditional culture.

## GRADE 2 SUBJECT EVS

### ICE-BREAKING ACTIVITY UNDER PROJECT-BASED LEARNING TO SPARK STUDENT CURIOSITY

An ice-breaking activity was conducted for **Grade II** as part of the PBL (Project-Based Learning) initiative on **04.03.2026** in the school library. The activity aimed to introduce students to the theme "**Animals and Their Homes.**" It was designed to provide learning beyond the classroom and to generate interest, curiosity, and excitement among students for their upcoming PBL project.



During the visit to the library, students explored various books related to animals and their habitats. They observed pictures, read simple texts, and learned about different animals and the places where they live, such as land, water, forests, and polar regions. The library setting encouraged students to explore independently and engage actively with the learning materials.

To guide their thinking and inquiry, teachers introduced the driving questions for the project: *Where do animals live? Why are their homes different? How do these homes keep them safe and happy?* These questions motivated students to think critically, ask questions, and share their observations and ideas with their peers.

Teachers supported and guided the students throughout the activity, encouraging interaction, discussion, and curiosity. This launching activity helped improve reading skills, enhanced observation abilities, and enabled students to gather useful information for their PBL project. It also helped them understand the concept of animal habitats in a meaningful and engaging way, laying a strong foundation for further learning.



## GRADE 1: MATH ACTIVITY

### TOPIC: DAYS AND MONTHS

Learning became joyful and meaningful during this **Grade 1 classroom activity** designed to introduce the **Days of the Week and Months of the Year**. The activity was conducted in the classroom, where the teacher used flashcards to help students read and recognise the names of the days, followed by a fun group reading session. Students then created and



decorated their own flashcards, making learning more interactive. A lively Days of the Week song was sung to help

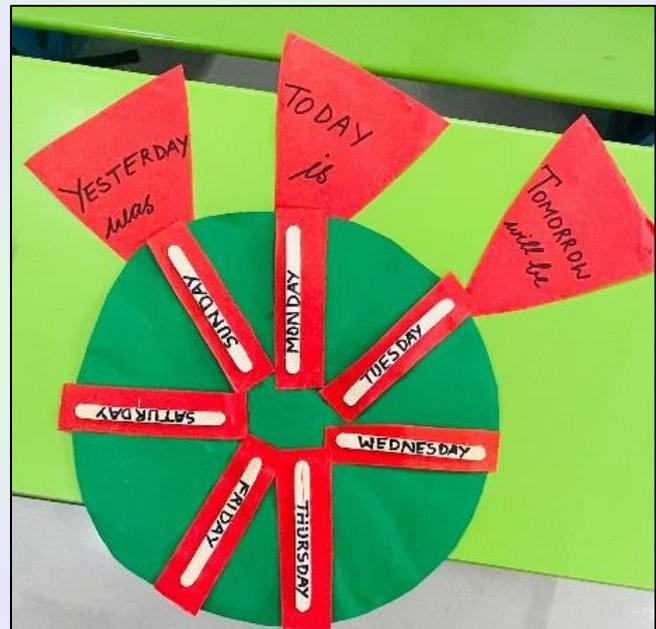


students remember the sequence easily. Later, the teacher introduced the months of the year using flashcards, and students repeated the same process by preparing colourful monthly flashcards and confidently naming them in front of the class. This activity was planned to make learning enjoyable, strengthen memory and speaking skills, encourage creativity, and help students understand time concepts through active participation.

# GRADE I SUBJECT MATHEMATICS

## TIME WHEEL - AN ACTIVITY UNDER THE ONGOING PBL

As part of the students' ongoing Project-Based Learning (PBL) on the topic Yesterday, Today, and Tomorrow, an engaging activity was conducted for Grade I students to help them understand the concept of time in a simple and meaningful way. The teacher introduced the topic



using a bright and colourful wheel, clearly explaining each term while spinning it. Students then participated individually by turning the wheel and sharing their own experiences related to yesterday, today, and tomorrow. The classroom atmosphere was lively and joyful as students spoke with confidence and enthusiasm. This activity encouraged active participation, enhanced speaking skills, and made the concept of time easy, enjoyable, and memorable for the students.

# GRADE II - EVS

## ACTIVITY: LEARNING THROUGH PICTURE MATCHING AND ROLE PLAY: ANIMALS AND THEIR HOMES

As part of the students' ongoing **Project-Based Learning (PBL)** on the topic *Animals and Their Homes*, an engaging and interactive EVS activity was conducted for Grade II students.

During the session, students participated in a **role-play activity** and **matched animal picture cards with their respective homes**. The session began with a discussion on different animals and the places where they live. Students were introduced to various animals and



their homes such as a lion in a den, a rabbit in a burrow, a bird in a nest, and a dog in a kennel, using pictures, masks, and puppets.

To make the learning more interesting, students participated in **role-play** activities by wearing animal masks and using hand puppets. They also worked with colourful picture cards, identifying animals and **matching** them with their correct homes. Throughout the activity, students actively interacted with one another, shared answers confidently, and showed great enthusiasm.

The activity helped students improve observation skills, vocabulary, speaking skills, and conceptual understanding. It also encouraged teamwork, creativity, and a deeper appreciation for animals and their natural habitats, making the learning experience joyful and memorable.



- **Upcoming events:**

- Graduation Ceremony Grade UKG - 14.03.2026

- Parent Teacher Meeting (Result Term 2) - 21.03.2026

- Parent Orientation Day: 25.03.2026

- New Session 2026-27 Begins: 27.03.2026

- Please Note: 1<sup>st</sup> & 3<sup>rd</sup> Saturday of every month shall be working days. 2<sup>nd</sup> and 4<sup>th</sup> Saturday shall be holidays. Monthly Calendar will have the details.

WEBSITE	<a href="http://www.tagoreggn.edu.in">www.tagoreggn.edu.in</a>
PRINCIPAL	<a href="mailto:principal@tagoreggn.edu.in">principal@tagoreggn.edu.in</a>
ADMISSION ENQUIRIES	<a href="mailto:admissions@tagoreggn.edu.in">admissions@tagoreggn.edu.in</a>
TRANSPORT INQUIRIES	<a href="mailto:admin@tagoreggn.edu.in">admin@tagoreggn.edu.in</a>
ACCOUNTS	<a href="mailto:accounts@tagoreggn.edu.in">accounts@tagoreggn.edu.in</a>
GENERAL INQUIRIES	<a href="mailto:info@tagoreggn.edu.in">info@tagoreggn.edu.in</a>
FACEBOOK	<a href="https://www.facebook.com/TPSGurugram?mibextid=ZbWKwL">https://www.facebook.com/TPSGurugram?mibextid=ZbWKwL</a>
INSTAGRAM	<a href="https://instagram.com/tagorepublicschool?igshid=MmU2YjMzNjRlOQ==">https://instagram.com/tagorepublicschool?igshid=MmU2YjMzNjRlOQ==</a>
YOUTUBE	<a href="https://www.youtube.com/@tagorepublicschoolgurugram">https://www.youtube.com/@tagorepublicschoolgurugram</a>
TWITTER	<a href="https://twitter.com/PublicTagore?s=20">https://twitter.com/PublicTagore?s=20</a>
LINKEDIN	<a href="https://www.linkedin.com/in/tagore-public-school-536492169?utm_source=share&amp;utm_campaign=share_via&amp;utm_content=profile&amp;utm_medium=android_app">https://www.linkedin.com/in/tagore-public-school-536492169?utm_source=share&amp;utm_campaign=share_via&amp;utm_content=profile&amp;utm_medium=android_app</a>

