



TAGORE
PUBLIC SCHOOL
A Synonym to Discipline

**SECTOR-50,
GURUGRAM**

NEWSLETTER July 2026

Dear Parents,

It gives me immense pleasure to present the July edition of our school newsletter, which captures the enthusiasm, creativity, and accomplishments of our students during the month.

July was a month of meaningful learning and enriching experiences. Our students participated enthusiastically in the Model United Nations (MUN), where they developed confidence, public-speaking skills, research abilities, and a deeper understanding of global issues. The PBL activities provided opportunities for collaboration, leadership, creativity, and learning beyond the classroom.

Through various RIDS activities, our students explored new ideas, strengthened their problem-solving skills, and engaged in purposeful learning experiences. The month also witnessed several experiential learning activities, enabling students to connect classroom concepts with real-life situations and understand the practical application of their knowledge.

At our school, we believe that education is not limited to textbooks or examinations. It is a continuous journey of exploration, reflection, participation, and personal growth. The achievements and activities highlighted in this newsletter are a reflection of our commitment to nurturing confident, responsible, creative, and lifelong learners.

Together, we remain committed to providing every child with opportunities to learn, grow, and shine. We hope you enjoy reading this edition and celebrating the accomplishments of our school community.

Warm regards,
Madhu Chauhan
Principal

Tagore Public School Honoured at Economic Times Annual Education Summit 2026

TWO LEADERS, TWO TRIUMPHS

We're thrilled to share that **Tagore Public School** achieved significant recognition at the **Economic Times Annual Education Summit 2026**, held on **11th & 12th June 2026** at **Hall 1B, Yashobhoomi, New Delhi!**

Two of our senior leaders were awarded for their outstanding contributions to K12 school leadership and principal excellence. The event was organized by The Economic Times and brought together educational leaders, policymakers, and innovators from across India.

Award 1: Visionary K12 School Leadership (Silver Category)

*Ms. Rakhi Yadav, Director of Tagore Public School, was awarded the **Visionary K12 School Leadership in the Silver category**. She received this honour for her visionary leadership in the K12 education sector, demonstrating strategic direction and transformative impact on school development.*



Award 2: Exemplary Principal Leadership (Bronze Category)

Ms. Madhu Chauhan, Principal of Tagore Public School, was awarded the Exemplary Principal Leadership in the Bronze category. She received this recognition for her exemplary performance as a school principal, showcasing operational excellence and commitment to student outcomes. The awards reflect both high-level vision (Director) and ground-level execution (Principal).

Both the Director and Principal were awarded, highlighting the institution's comprehensive leadership strength. It is uncommon for a single school to secure awards in two leadership categories at the same summit. The awards demonstrate that Tagore Public School has strong leadership at both strategic and operational levels. Tagore Public School's recognition at the Economic Times Annual Education Summit 2026 marks a significant milestone in the school's journey. The awards for Ms. Rakhi Yadav (Silver) and Ms. Madhu Chauhan (Bronze) validate the institution's commitment to quality education and leadership excellence in the K12 sector.



SPORTING TRIUMPHS OF TAGORIANS AT SGFI

Tagore Public School takes immense pride in the remarkable achievements of its young sportspersons who showcased exceptional talent, determination, and sportsmanship at the **School Games Federation of India (SGFI)** competitions held during July and August 2026.

Competing across various disciplines and age categories, our students delivered outstanding performances, bringing laurels to the school through their dedication and perseverance. Their achievements reflect the school's commitment to nurturing excellence in sports alongside academics.

The accomplishments of our budding athletes are as follows:

S.no.	Name of student	Sport/Discipline	Category	Position attained	Achievement /Qualification
1	Chaman	Freestyle Wrestling	U-17, 60 kg Weight Category	1st Position (Gold)	Selected for District Level
2	Chaman	Freestyle Wrestling	U-17, 60 kg Weight Category	2nd Position (Silver)	District Level
3	Devansh	Athletics	U-17, 110 m Hurdles (Boys)	1st Position (Gold)	Block Champion
4	Devansh	Athletics	U-17, 110 m Hurdles (Boys)	2nd Position (Silver)	District Level
5	Shubham	Athletics	U-19, Javelin Throw (Boys)	1st Position (Gold)	Block Champion

6	Sara	Lawn Tennis	U-19 Girls Team	3rd Position (Bronze)	<i>Selected for State Level</i>
7	Shagun	Lawn Tennis	U-19 Girls Team	3rd Position (Bronze)	<i>District Position</i>
8	Siya	Lawn Tennis	U-19 Girls Team	3rd Position (Bronze)	<i>District Position</i>

These accomplishments are a testament to the hard work of our students, the dedicated guidance of the Physical Education Department, and the unwavering support of parents. Their success inspires fellow Tagorians to strive for excellence, embrace discipline, and pursue their dreams with confidence.

Tagore Public School congratulates all the achievers and wishes them continued success in their future sporting endeavours. May they continue to uphold the spirit of fair play and bring greater honours to the school in the competitions ahead.





First Aid Activity (Grade Nur to III)

A little care goes a long way—and knowing first aid can make all the difference!

A special **First Aid Activity** was conducted for students of **Nursery to Grade III** to create awareness about basic safety and self-care. The session began with an interactive introduction, where the teacher showed a real first aid box and familiarized the children with



its essential contents, including bandages, cotton, antiseptic cream, scissors, and adhesive tape.



Through simple demonstrations and age-appropriate explanations, students learned the importance of each item and how they can be used to manage minor cuts, bruises, and insect



bites until an adult can help. The activity encouraged children to stay calm during small emergencies and understand the importance of seeking help from parents, teachers, or other trusted adults when needed.

The session was engaging, informative, and enjoyable. It helped foster a sense of responsibility, promoted safety awareness, and encouraged children to care for themselves and others, making it a meaningful learning experience for all.



Cleanliness Drive - A Step Towards a Cleaner Classroom

A clean environment reflects disciplined minds and responsible hearts. On 9th July, Tagore Public School inspired students to take ownership of their classrooms through a meaningful Cleanliness Drive, turning every corner into a symbol of care, teamwork, and pride. With great enthusiasm, students took ownership of their learning environment by dusting desks, arranging shelves, organizing classroom corners, and ensuring every space reflected care and discipline—all under the thoughtful guidance of their teachers.



More than just a cleaning activity, the initiative became a valuable life lesson, inspiring students to understand that cleanliness is not merely a habit but a shared responsibility. As they worked together, they developed a deeper appreciation for hygiene, cooperation, and respect for their surroundings. The Cleanliness Drive beautifully reinforced the belief that a clean classroom nurtures a focused mind, a healthy body, and responsible citizens of tomorrow.



A Virtual Tour of India's Famous Foods – Part of Ongoing PBL

As part of an exciting *Project-Based Learning (PBL)* journey on the theme **Food Across India**, Grade I students embarked on a delightful virtual adventure across the country! Through a vibrant and engaging educational video, students travelled from one state to another, discovering a colourful world of famous and delicious foods. With eyes full of curiosity and excitement, the young learners explored a variety of traditional dishes and began identifying the states they belong to. The lively visuals and simple, child-friendly explanations made the experience both enjoyable and memorable. The classroom buzzed with enthusiasm as students eagerly discussed what they saw, sharing their thoughts and favourite foods. This fun-filled activity helped them understand that every state in India has its own unique cuisine and rich food culture.



The video not only made learning joyful and interactive but also enhanced their observation and listening skills, turning the session into a wonderful blend of learning and fun that they will remember for a long time.



From Map to Meal: A Fun Matching Adventure Across India!

As part of the ongoing **Project-Based Learning (PBL)** on the theme *Food Across India*, Grade I students dived into an exciting and interactive learning experience through a lively State and Famous Food Matching Activity. The classroom transformed into a vibrant learning hub as the teacher displayed colourful pictures of different states of India along with images of their famous dishes. Filled with curiosity and excitement,



students carefully observed each picture and eagerly matched the delicious foods to their respective states. A wave of excitement filled the room as children joyfully recognized familiar dishes, shared their thoughts, and eagerly participated in discussions. The activity not only sparked curiosity but also helped students discover that every state in India has its own unique flavours and rich food traditions. This hands-

on and engaging activity strengthened their observation, thinking, and identification skills while making learning a delightful and memorable experience. It truly turned the classroom into a joyful journey across India—one delicious dish at a time!

Fireless Cooking Activity – Part of the Ongoing PBL: Food Journey Across India

As part of the ongoing Project-Based Learning (PBL) on the topic **Food Journey Across India**, Grade I students participated in a Fireless Cooking Activity. The activity aimed to help students explore different regional cuisines of India in a simple and engaging manner.



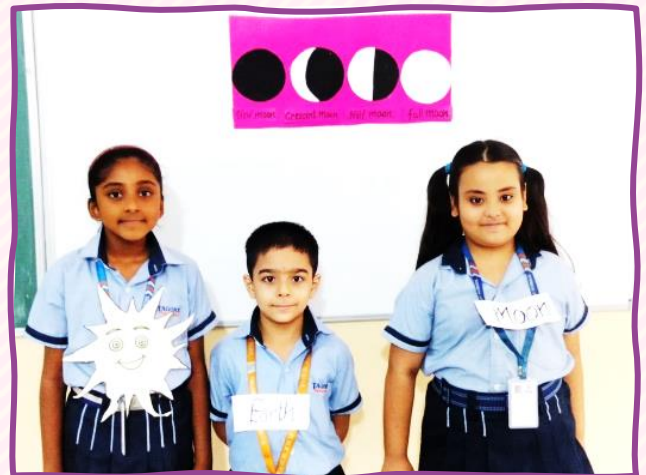
Students prepared a variety of healthy dishes without using fire, including **Bhel Puri (Maharashtra)**, **Lemon Rice (South India)**, **Lassi (Punjab)**, and a **Fruit Salad** using seasonal fruits. Before the preparation, students were introduced to the respective states, key ingredients, and basic nutritional value of each dish. The activity encouraged teamwork, creativity, and participation. It also helped students develop awareness about healthy eating habits and India's cultural diversity through its food. Overall, it was an enjoyable and meaningful learning experience for the students.



MY SPACE ADVENTURE: EXPLORING THE SOLAR SYSTEM

Second Day of PBL: PHASES OF THE MOON

The second day of our exciting Space Adventure took our young explorers on a magical journey to discover the changing face of the Moon. Through an engaging presentation and interactive discussion, students learned that although the Moon always remains the same, it appears to change its shape as it travels around the Earth.



With great curiosity, they explored the four basic phases of the Moon—New Moon, Crescent Moon, Half Moon, and Full Moon—and learned to identify them in the correct sequence. To make the concept come alive, students participated in a fun hands-on activity where they observed how the Moon's appearance changes over time. They then enthusiastically drew, coloured, and arranged the Moon phases in order, creating their own beautiful Moon Phase charts.

The classroom was filled with excitement as students shared their observations and proudly explained each phase to their friends. This engaging activity strengthened their understanding of the Moon's changing appearance while enhancing their observation, sequencing, creativity, and communication skills, making learning both joyful and unforgettable.



Theme: Food Journey Across India

Topic: Unity in Diversity through Food

How do different foods from different states of India help us stay healthy and how can we showcase India's diversity through regional food?

The Project-Based Learning (PBL) exhibition for **Grade I** turned into a lively celebration bursting with flavours, colours, and creativity. The young learners transformed the exhibition hall into a vibrant Indian Food Festival, bringing India's rich culinary heritage and cultural diversity to life. With beautifully decorated stalls, eye-catching displays, and enthusiastic presentations, students proudly showcased the famous dishes of different states through beautifully decorated food stalls, informative displays and interactive presentations.



Throughout the project, students explored the fascinating food culture of India through storytelling, educational videos, classroom discussions, picture-based activities, art and craft, collaborative learning, and hands-on experiences. Each child represented a different state of India and confidently introduced its famous traditional food. Dressed in the traditional attire **of their assigned state**, the students added authenticity and colour to the exhibition, making it an engaging and memorable experience for everyone. A major attraction of the exhibition was the **state-wise food stalls**, where students beautifully displayed the famous dishes of their respective states. Standing proudly at their stalls, they introduced parents to the traditional foods, explained the ingredients used, shared interesting facts about their cultural significance, and highlighted their nutritional value. The stalls showcased the incredible diversity of Indian cuisine, helping everyone understand how food reflects the culture, climate, and traditions of different regions of the country.





During this enriching learning journey, students developed an understanding of the importance of a **balanced diet** and the role of various nutrients in keeping our bodies healthy. They confidently explained how **carbohydrates provide energy**, **proteins help in growth and body repair**, **vitamins and minerals protect us from diseases and keep us healthy**, **healthy fats provide energy**, and **fibre aids digestion**. They also learnt the importance of eating fresh, seasonal, and locally available foods while developing healthy eating habits from an early age.

The project not only enhanced the students' knowledge about Indian food and nutrition but also nurtured essential **21st-century skills**, including communication, collaboration, creativity, critical thinking, observation, confidence, and presentation skills. Through teamwork and interactive learning experiences, they learnt to express their ideas confidently while appreciating India's cultural diversity and the spirit of **Unity in Diversity**.

The project culminated on **29th July 2026** with the presentation of the **Food Museum**, where students enthusiastically welcomed parents, teachers, coordinators, and the Principal. They confidently explained their exhibits, introduced the famous foods of different Indian states, shared their nutritional benefits, and answered questions from the visitors with remarkable confidence. Their enthusiasm, knowledge, and excellent presentation skills were highly appreciated by everyone present. A special highlight of the event was the inspiring address by **Principal Ms. Madhu Chauhan**, who appreciated the students for their confidence, creativity, cultural awareness, and outstanding presentations. She also acknowledged the sincere efforts of the teachers in making the project a grand success and encouraged the children to continue learning through exploration, observation, and real-life experiences. She emphasised the importance of healthy eating habits and respecting India's rich cultural heritage.



The beautifully decorated **Indian Food Exhibition**, colourful **state-themed food stalls**, and students dressed in **traditional costumes representing different states of India** created a lively and immersive atmosphere. Parents and visitors enjoyed interacting with the young presenters, who proudly shared their knowledge about India's diverse cuisines and their nutritional benefits. The exhibition truly reflected the essence of **Unity in Diversity**, demonstrating how food connects people, traditions, and cultures across the nation.

The programme concluded on a memorable and joyful note, celebrating **curiosity, collaboration, creativity, cultural appreciation, healthy living, and experiential learning**. It inspired every child to value India's incredible food diversity, understand the importance of nutritious eating, and appreciate that **every traditional dish tells a unique story of culture, heritage, and good health**. Food is more than nourishment—it is a celebration of culture, tradition, diversity, and togetherness. Through exploration and experience, children discover that every state has its own unique flavour, and together they create the incredible taste of India.



My Space Adventure Begins: Exploring the Solar System

The first day of the Project-Based Learning (PBL) journey *My Space Adventure* began on an exciting and engaging note for Grade II students. The session introduced young learners to the fascinating world of the Solar System.



Through an informative video and a well-designed PowerPoint presentation, students explored our planet Earth and were introduced to the different planets in the Solar System. The session sparked curiosity among the children as they listened attentively, asked questions, and shared their ideas. To reinforce their understanding, students participated in an interactive planet-matching activity. This activity enhanced their observation, thinking, and identification skills while making the learning process enjoyable and meaningful. Overall, it was an enthusiastic and impactful beginning to the PBL journey, setting the stage for further exploration and discovery.



Theme: My Space Adventure - Exploring the Solar System

How can we become space explorers and build our own Space Museum to show our families the amazing secrets of the Sun, Moon, Stars, and Planets?

Final Product: Space Museum

The Project-Based Learning (PBL) for Grade II was a joyful celebration of curiosity, creativity, and experiential learning. Our young space explorers transformed their classroom into an exciting Space Museum, proudly showcasing their knowledge and creativity through colourful models, artwork, and interactive exhibits.

Throughout the project, students explored the wonders of space through videos, storytelling, discussions, hands-



on activities, experiments, and model-making. They created Solar System models, Planet Fact Cards, Moon Phase Wheels, Constellation Art, and informative charts that reflected their learning and imagination.

During this exciting journey, students learnt the names and correct order of the eight planets, understood the importance of the Sun, explored the phases of the Moon, discovered

constellations, and learnt how the Earth's rotation causes day and night. They also developed creativity, communication, teamwork, critical thinking, confidence, and presentation skills through collaborative learning experiences. The project culminated on 23rd July 2026 with the presentation of the Space Museum, where students confidently explained their exhibits and shared fascinating space facts with parents, coordinators, teachers, and the Principal. Their enthusiasm, knowledge, and presentation skills were highly appreciated by everyone.





A special highlight of the event was the inspiring address by Principal Ms. Madhu Chauhan, who applauded the students for their confidence, curiosity, and creativity. She appreciated the dedicated efforts of the teachers and encouraged the children to continue asking questions, exploring new ideas, and dreaming big, reminding them that today's curious learners are tomorrow's innovators. Adding joy to the celebration was the lively dance performance on the song *Chaand Taare Tod Laon*, which filled the atmosphere with excitement and

applause. The programme concluded on a memorable note, celebrating curiosity, collaboration, creativity, and experiential learning. It inspired every child to keep exploring the wonders of the universe and reminded them that every great discovery begins with curiosity and every dream begins with imagination.



THE POTTER'S LANE - A Journey Through Clay to Creativity

The first day of our Project-Based Learning (PBL) journey, **The Potter's Lane - A Journey Through Clay to Creativity**, began with great excitement and curiosity. The session introduced students to the wonderful world of pottery and helped them understand the importance of this beautiful traditional craft in our daily lives. Through an engaging PowerPoint presentation and an informative video, students explored the life of a potter and discovered how simple clay is transformed into beautiful and useful pottery items. They learned about the complete pottery-making process, from collecting clay to shaping, drying, firing, and decorating the finished products. Students were also introduced to different pottery-making techniques such as **Pinching**, **Coiling**, **Slab Building**, and **Wheel Throwing**. The session further highlighted the various uses of pottery items like diyas, flower pots, bowls, and vases, while emphasizing the importance of using eco-friendly clay products and respecting the hard work of traditional artisans.



The interactive discussion encouraged students to ask questions, share their ideas, and express their curiosity about pottery. The session created enthusiasm among the learners and laid a strong foundation for the exciting hands-on activities planned in the coming days.

Overall, it was an inspiring and meaningful beginning to the PBL journey, preparing students to explore, create, and appreciate the timeless art of pottery.

The second day of our Pottery PBL was filled with excitement as students participated in an engaging Pottery Puzzle Activity. Working in groups, they assembled puzzle pieces featuring different pottery and clay items, such as diyas, bowls, flowerpots, and vases.

As the puzzles came together, students identified each pottery item, discussed its uses, and shared how these clay products are a part of our everyday lives. The activity encouraged observation, logical thinking, teamwork, and



communication while making learning enjoyable and interactive.

The classroom was full of enthusiasm as students successfully completed the puzzles and proudly explained the names and uses of the pottery items. This enjoyable activity strengthened their understanding of pottery and prepared them for the creative hands-on experiences planned for the next phase of the project.



PBL Activity: Draw, Paint and Speak – My Favourite Clay Product



As a part of the *Project-Based Learning* (PBL) activities, students participated in a creative *Draw, Paint and Speak* session. They first drew and beautifully painted their favourite clay product on paper, using vibrant colours and creative designs. The activity encouraged them to express their imagination while showcasing their artistic abilities.

After completing their artwork, each student confidently spoke **3 – 4 lines** about the clay product they had chosen. They shared its name, purpose, features, and why it was their favourite. Some students spoke about diyas, flower pots, vases, piggy banks, bowls, cups, and decorative items, highlighting their usefulness and cultural significance.

This integrated activity helped students enhance their creativity, observation skills, public speaking abilities, and self-confidence. It also strengthened their communication skills by encouraging them to express their ideas clearly in front of their classmates. Through this enjoyable experience, students developed a deeper appreciation for pottery, traditional craftsmanship, and the artistic value of handmade clay products.

PBL Activity: Exploring Pottery on the Potter's Wheel As a part of the Project-Based Learning (PBL) initiative, students enthusiastically participated in an engaging *Pottery on the Potter's Wheel* activity. This hands-on experience introduced them to the traditional art of pottery while helping them understand the importance of preserving India's rich cultural heritage.



Under the guidance of an expert potter, students observed the complete process of shaping clay on the potter's wheel. They then had the exciting opportunity to create their own unique clay items by applying the wheel-throwing technique. With great curiosity and creativity, students moulded a variety of objects such as bowls, cups, diyas, flower pots, small vases, decorative plates, miniature pots, and other artistic clay creations.



The activity encouraged students to explore the properties of clay, improve their hand-eye coordination, and develop fine motor skills. As they carefully shaped the spinning clay with their hands, they experienced the importance of patience, concentration, precision, and perseverance. Each creation reflected the individuality and imagination of its young creator.

Beyond learning a traditional craft, the activity helped students appreciate the dedication and craftsmanship of potters, understand the journey of clay from raw material to finished product, and recognize pottery as an eco-friendly and sustainable art form. The experience also fostered creativity, confidence, teamwork, and respect for skilled artisans. The Pottery on the Potter's Wheel activity was a joyful and enriching learning experience that seamlessly blended art, culture, and experiential learning. It inspired students to value handmade crafts while creating lasting memories through their own clay masterpieces.

Plantation Drive - Let's nurture nature today for a greener and healthier tomorrow.

Our campus blossomed with excitement as the Green Champions of Grades I to V came together for a vibrant **Plantation Drive**, transforming the school garden into a space of learning, care, and environmental responsibility. Students enthusiastically brought a variety of flowering and seasonal seeds from home and carefully sowed them in pots placed in the school garden. With great excitement and enthusiasm, they watered the newly planted seeds, taking the first step in their rewarding journey of nurturing a plant from seed to bloom.



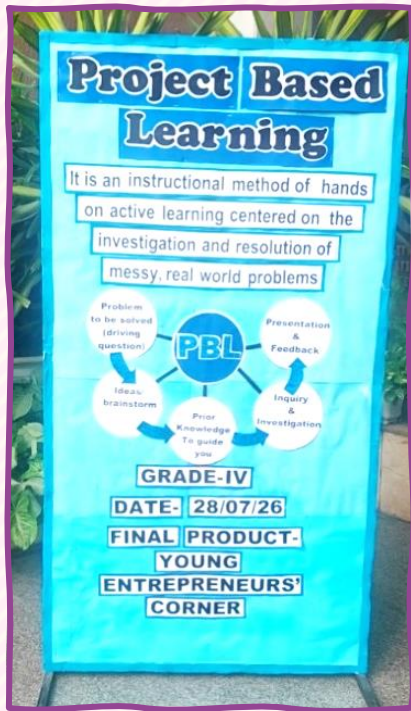
The activity provided children with a meaningful opportunity to connect with nature while understanding the vital role plants play in maintaining a clean, healthy, and balanced environment. As they planted and cared for the seeds, students discovered that every plant flourishes with patience, love, and consistent care. This hands-on experience not only strengthened their understanding of environmental conservation but also nurtured important life skills such as teamwork, responsibility, empathy, and perseverance.

Watching the neatly arranged pots in the school garden filled the young learners with a deep sense of pride and accomplishment. The joy of planting, watering, and caring for their own seeds made the experience both engaging and memorable, encouraging them to become thoughtful caretakers of nature.

Through this green initiative, our students pledged to protect and preserve the environment by embracing sustainable practices in their daily lives.



'Young Entrepreneurs' Corner - Our Classroom Store,' Grade IV PBL



On July 28, 2026, the students of Grade 4 proudly presented their Project-Based Learning (PBL) on the theme **Financial Literacy - Money** under the subject **Mathematics**. The presentation, titled '**Young Entrepreneurs' Corner - Our Classroom Store,**' was a wonderful demonstration of creativity, collaboration, and practical learning in the presence of parents, teachers, and school leaders.

The project began with an engaging driving question: '**How can we create a classroom store that helps us learn about budgeting, selling, saving, and profits?**' Throughout the project, students explored important financial concepts such as needs and wants, income, expenses, budgeting, saving, cost price, selling price, and profit. They learned how Mathematics is connected to everyday life and helps in making informed financial decisions.

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As a part of their learning journey, students designed and prepared a variety of handmade products, including bookmarks, friendship bands, greeting cards, lip balms, and soaps. They calculated the cost of materials, fixed suitable selling prices, estimated profits, and understood the importance of quality, packaging,

and customer satisfaction. They also maintained sales log sheets to record cost price, selling price, quantity sold, total sales, and profit, gaining practical experience in business management.

The most exciting part of the project was the visit to the **Chemistry Lab**, where students got the opportunity to prepare **handmade soaps and lip balms** under the guidance of the Chemistry teacher. They eagerly mixed the ingredients, added colours and fragrances, poured the mixtures into moulds and containers, and watched the products take shape. The hands-on experience filled them with excitement and curiosity, and they thoroughly enjoyed creating products that they could proudly display and sell in their classroom store.



A special highlight of the presentation was the classroom store, '**Young Entrepreneurs' Corner**,' where students displayed their products with attractive posters, price tags, and advertisements. They confidently explained each stage of their entrepreneurial journey through speeches, videos, and interactive

presentations. The program also included an energetic dance performance, adding enthusiasm and enjoyment to the event.

The presentation reflected the students' confidence, creativity, teamwork, communication skills, and financial awareness. Parents appreciated the practical approach to learning and were delighted to see their children applying mathematical concepts in real-life situations. The event concluded with inspiring words from our respected Principal, Mrs. Madhu Chauhan, who appreciated the efforts of the students and teachers and encouraged everyone to continue learning through meaningful and hands-on experiences. The presentation was a memorable celebration of learning, innovation, and young entrepreneurship.



Bridging Theory with Precision: Meter Bridge Experiment in Class XII Physics Lab

On 20 July 2026, the **Meter Bridge Experiment** was conducted in the **Class XII Physics Lab** to determine the value of an unknown resistance using the principle of the Wheatstone Bridge. This experiment highlights a real-life application of electrical measurements, as accurate determination of resistance is essential in designing and testing electrical circuits, electronic devices, household appliances, and industrial equipment.



Students were introduced to the apparatus and its correct circuit connections before performing the experiment. The balancing point on the meter bridge wire was identified by carefully adjusting the jockey, and observations were recorded systematically. Using the balance condition, the unknown resistance was calculated with precision. Multiple readings were taken to improve the accuracy and reliability of the results. Special emphasis was placed on proper circuit connections, avoidance of parallax error, and careful handling of the apparatus.



The practical provided valuable hands-on experience and reinforced the importance of accuracy in scientific investigations. It also enhanced students' understanding of bridge circuits, resistance measurement techniques, and their practical significance in electrical engineering and technology.



Measuring with Accuracy: Vernier Calipers Experiment in Class XI Physics Lab

On 20 July 2026, the **Vernier Calipers Experiment** was conducted in the **Class XI Physics Lab** to familiarize students with the construction, least count, zero error, and proper use of Vernier Calipers. The experiment highlighted the real-life importance of precise measurement, as Vernier Calipers are widely used in engineering, manufacturing, research laboratories, and quality control processes where accurate dimensions are essential.



During the practical, students learned to measure the external diameter, internal diameter, and depth of various objects with precision. They carefully recorded the main scale and Vernier scale readings and

calculated the final measurements after applying zero correction wherever necessary. Special emphasis was placed on precision, correct observation techniques, and systematic recording of readings to ensure reliable results.



The activity provided valuable hands-on experience in handling a precision measuring instrument and strengthened students' understanding of measurement techniques in physics. It also highlighted the significance of accuracy and attention to detail in scientific investigations and everyday technological applications.

Qualitative Analysis of Acid and Basic Radicals: Lead Acetate Test for Sulphide Detection

On 30 July, Grade XI students carried out the Lead Acetate Test in the Chemistry Laboratory as part of their practical study of qualitative salt analysis. The experiment was designed to identify the presence of sulphide (S^{2-}) and sulphite (SO_3^{2-}) radicals in unknown salt samples through preliminary wet tests.

The given salt samples were treated with dilute acid, and a strip of filter paper soaked in lead acetate solution was held near the mouth of the test tube. The appearance of a black colour on the paper indicated the formation of lead sulphide (PbS), thereby confirming the presence of the sulphide radical and the evolution of hydrogen sulphide gas.

Working in pairs and small groups, students carefully handled reagents, observed the reactions, and recorded their observations and inferences systematically in their practical notebooks. The activity enhanced their understanding of

qualitative analysis techniques while fostering precision, scientific observation, and safe laboratory practices.

Students adding reagent drop by drop to test tubes and observing the reaction closely.



Group holding up individual test tubes with coloured solutions for the class record, lead acetate paper strips for the gas-detection test.



Students cautiously smelling test tube contents (wafting technique) to identify gas odour.



Class XI Chemistry Practical: Acid-Base Indicator Test

Students of Class XI carried out a hands-on chemistry laboratory activity to distinguish between acidic and basic solutions using different indicators. Working in pairs and small groups, students tested a variety of prepared samples with indicators such as litmus and phenolphthalein, observing the resulting colour changes to classify each solution as acidic, basic, or neutral. Each student recorded observations in their practical notebooks, noting the colour obtained for every sample and relating it back to the pH scale and indicator theory discussed in class. The activity reinforced the concept that different indicators respond differently across the pH range, and gave students practical experience with test tubes, reagent bottles, and basic laboratory safety and handling procedures. The practical session effectively bridged theoretical knowledge with real-world application, enabling students to develop greater confidence in laboratory techniques and a deeper understanding of the significance of indicators in chemical analysis.





Determination of pH and Comparative Study of Different Salt Solutions

On 17 July, Grade XI students undertook a practical investigation in the Chemistry Laboratory to study the **pH of different salt solutions** and determine whether they were acidic, basic, or neutral in nature. The activity provided an opportunity to explore the effect of salt hydrolysis on the properties of aqueous solutions.

Using pH paper as an indicator, students tested a range of salt solutions and compared the results obtained. Solutions such as **ammonium sulphate** exhibited acidic characteristics, while **sodium acetate** showed basic behaviour. Salts derived from a strong acid and a strong base produced nearly neutral pH values, demonstrating the influence of the parent acid and base on the resulting solution.

Through careful observation and systematic recording of data, students analysed the pH readings and correlated them with the theoretical concepts studied in class. The practical enhanced their understanding of acid-base chemistry and strengthened essential laboratory skills such as observation, interpretation, and scientific reporting.



Tracing Radicals Through Qualitative Salt Analysis

On 23 July, Grade XII students engaged in a practical session in the Chemistry lab on **qualitative salt analysis** to identify an unknown salt containing **iron as the Group III cation** and **chloride as the anion**. The activity provided an opportunity to apply theoretical knowledge of inorganic chemistry through systematic laboratory testing and observation.

Students worked in teams to perform a series of analytical procedures, including preliminary tests, dissolution of the salt sample in dilute acid, filtration, flame tests, and confirmatory tests. Each step was carried out carefully, with students observing reaction patterns, colour changes, and precipitate formation to gather evidence for the identification of the radicals present in the sample.

As the analysis progressed, students interpreted their observations and used logical reasoning to distinguish between possible ions before arriving at the final identification. The practical highlighted the importance of accuracy, patience, and methodical investigation in chemical analysis.

The activity reinforced concepts related to cation and anion detection while developing scientific inquiry, observational skills, and confidence in laboratory practices. It also provided valuable experience in recording and analysing experimental data in a structured manner.



GRADE VI & VII

RECOGNITION OF INTERNATIONAL DIMENSION IN SCHOOLS (RIDS) CULMINATION DAY REPORT

Threads of Heritage: Exploring Traditional Art Forms and Cultural Stories

'Learning Beyond Boundaries: Celebrating Culture, Creativity, and Global Understanding.'

Driving Question: *How do traditional art forms reflect the cultural heritage, beliefs, values, & daily life of communities across the world, & how can we contribute to preserving & celebrating this rich diversity?*

Final product: Global heritage gallery

The Recognition of International Dimension in Schools (RIDS) Culmination Day for Grades VI & VII was celebrated with great enthusiasm, pride, and excitement. The event marked the successful completion of the project **'Threads of Heritage: Exploring Traditional Art Forms and Cultural Stories.'** Students, parents, and teachers came together to celebrate a remarkable journey of learning, creativity, collaboration, and cultural exploration.



The programme commenced with a soulful prayer, creating a positive and welcoming atmosphere. This was followed by a warm welcome and an introduction to the project. Students confidently shared the objectives and learning outcomes of the project and presented their experiences through well-prepared presentation lines. They explained the various stages of

the project, including research activities, storytelling sessions, artwork creation, PowerPoint presentations, peer review activities, and exhibition preparation.

The Heritage Exhibition beautifully showcased the hard work, creativity, and dedication of the students. Through charts, artwork, story narratives, comparative studies, and presentations, students explained the traditional art forms of **India, Mexico, Nigeria, and Thailand**, highlighting their origin, cultural significance, artistic techniques, motifs, and unique characteristics. Their confidence, knowledge, and presentation skills were highly appreciated by parents and teachers.

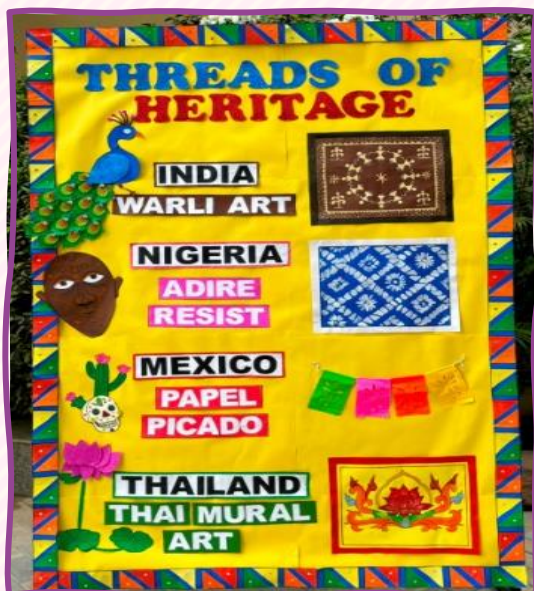
The event was further enriched by the inspiring address of our respected **Principal Ma'am**, who appreciated the sincere efforts of the students and teachers. In her motivating message, she emphasized the importance of experiential learning, cultural awareness, creativity, collaboration, and global citizenship. She congratulated the students on their outstanding efforts and encouraged them to continue exploring and appreciating the diverse cultures and traditions of the world.

One of the most captivating highlights of the programme was the **Cultural Dance Showcase**, where students brought the traditions of four countries to life through their energetic and graceful performances. The elegance of the **Thai Dance**, the vibrant **Nigerian Broom Dance**, the colourful spirit of **Bollywood Dance**, and the lively **Mexican Folk Dance** beautifully reflected the unique cultural identities of each nation. The performances filled the atmosphere with enthusiasm, colour, and joy, leaving the audience mesmerized and earning thunderous applause from parents and teachers alike.



The event successfully showcased the students' creativity, research skills, communication abilities, teamwork, and cultural understanding. Parents appreciated the confidence, dedication, and knowledge demonstrated by the students throughout the programme and expressed their admiration for the meaningful learning experiences gained through the project.

The programme concluded with a heartfelt Vote of Thanks, expressing gratitude to the Principal Ma'am, parents, teachers, and students for their support, encouragement, and active participation. The **RIDS Culmination Day** proved to be a memorable celebration of learning, creativity, cultural appreciation, and global understanding, truly reflecting the spirit of international-mindedness and collaborative learning. **'Threads of Heritage not only connected students to the traditions of different nations but also inspire.'**



The Culmination Celebration: Shining Moments, Lasting Memories

The Culmination Day of Summer Camp was a vibrant celebration of talent, growth, and unforgettable memories. The morning buzzed with excitement as young participants stepped into the spotlight, while proud parents gathered to witness the remarkable journey their children had undertaken.

As the showcase unfolded, the stage came alive with confidence, creativity, and joy. Every performance reflected not just learned skills, but the friendships formed, challenges overcome, and new talents discovered along the way.

More than a grand finale, it was a celebration of every child's unique spark—a beautiful conclusion to a summer filled with learning, laughter, and endless possibilities. A soulful rendition of the Gayatri Mantra transformed the hall into a space of peace and gratitude, while the Welcome Song extended a heartfelt embrace to every guest present. Soon, the stage became a reflection of the camp itself. Through Yoga, students demonstrated that strength is found in stillness, and through Taekwondo, they revealed how discipline can be



transformed into confidence. Every movement spoke of persistence, every posture reflected determination.

The spotlight then shifted from the children to their biggest cheerleaders—the parents. Laughter echoed through the hall as fathers enthusiastically participated in a fun-filled activity, proving that learning and play know no age. Imagination soon took over as students stepped into different characters during the Hindi Theatre presentation, transporting the audience into worlds created through creativity and expression. The mothers joined the celebration with equal enthusiasm, adding warmth and energy to the occasion. A delightful dance performance by Venus and the teachers reminded everyone that learning is at its best when educators and students grow together.

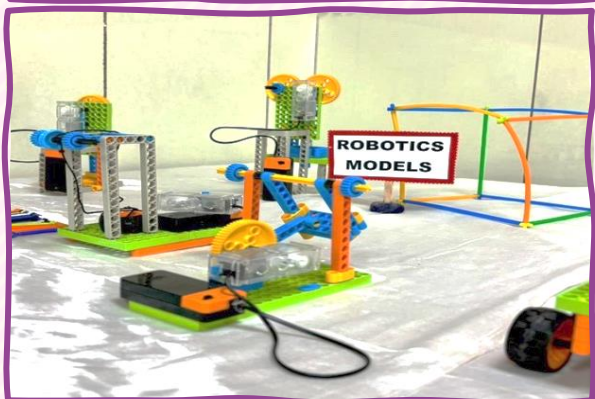
The excitement continued with the English Theatre presentation, where confidence found its voice. The young performers commanded the stage with remarkable poise, showcasing communication skills and creativity nurtured throughout the camp. Yet, perhaps the most meaningful moment arrived when the reflection video began to play. Through smiles, memories, and heartfelt words, students shared stories of friendships formed, challenges overcome, and talents discovered. It was a reminder that the true success of the camp lay not in what was taught, but in what was awakened within each child.

The celebration reached its crescendo with a vibrant dance performance by the students, filling the hall with joy and infectious energy. Addressing the gathering, the Principal Ma'am applauded the dedication of the students, the support of the parents, and the tireless efforts of the teachers who made the camp a memorable experience. As takeaways were distributed and families explored the displays of artwork, gardening projects, gratitude journals, and creative expressions, one thing became evident—this was far more than a showcase.

It was the story of a summer where curiosity became confidence, learning became adventure, and every child discovered that they are capable of far more than they ever imagined. This version reads like a feature article rather than a report, making it more engaging and memorable for a school magazine or newsletter.



Building Bridges through Collaboration: Parent-Teacher Meeting



Tagore Public School successfully conducted its Parent-Teacher Meeting (PTM) on 25 July 2026, reinforcing the school's commitment to fostering a strong partnership between parents and teachers for the holistic development of every student. The meeting witnessed an enthusiastic participation of parents, who engaged in meaningful discussions with teachers regarding their children's academic progress, behavioural development, attendance, and overall well-being. The warm and welcoming atmosphere reflected the school's belief that education is a collaborative journey shared by both the school and the family.

During the meeting, teachers provided detailed feedback on students' performance in academics, classroom participation, assignments, assessments, communication skills, and co-curricular activities. Parents were apprised of their children's strengths and achievements while also being informed

about the areas that required greater attention and consistent effort. Individual interactions enabled teachers to offer personalised guidance and practical suggestions to help students enhance their learning outcomes and develop confidence in their abilities. The PTM also served as an excellent platform for parents to express their observations, concerns, and expectations. Teachers patiently addressed every query and encouraged parents to maintain regular communication with the school. Discussions emphasised the importance of discipline, punctuality, regular attendance, reading habits, effective time management, and creating a positive learning environment at home. The

collaborative exchange of ideas strengthened the mutual trust between parents and educators, ensuring that every child receives consistent support both at school and at home.

Parents appreciated the dedicated efforts of the teachers in nurturing students with care, patience, and commitment. They expressed satisfaction with the school's learner-centric approach and its continuous endeavour to promote academic excellence alongside character building and life skills. The constructive feedback exchanged during the meeting further strengthened the shared responsibility of guiding students towards becoming confident, responsible, and compassionate individuals.

Tagore MUN 2.0 – Where Every Voice Began to Make a Difference

Day 1- Tagore MUN 2.0

'Great milestones are not achieved in a single moment; they are built through countless conversations, bold ideas, and the courage to take the first step.' With this spirit, **Tagore Public School** proudly hosted **Tagore MUN 2.0**, a conference that celebrated the power of dialogue, diplomacy, and leadership.

The conference unfolded through four vibrant committees—**AIIPM (All India Political Parties Meet)**, **UNW (United Nations women)**, **International Press (IP)**, and **IPL (Indian Premier League)**—each designed to challenge students to think critically, communicate effectively, and work collaboratively. Every committee presented a unique platform where delegates stepped into different roles, defended diverse viewpoints, negotiated with conviction, and sought practical solutions to contemporary issues.

United Nations Women (UNW)



The **United Nations Women (UNW)** committee deliberated on the agenda, **'Enhancing Legal Recognition and Social Security Rights for Women Engaged in Informal Work.'** Delegates engaged in insightful discussions on the challenges faced by millions of women working in the informal sector, including domestic workers, street vendors, agricultural labourers, and home-based workers.

All India Political Parties Meet (AIPPM)

The **All-India Political Parties Meet (AIPPM)** committee deliberated on the agenda, **Addressing the Rise of Dowry Harassment in Urban Families.** Representing diverse political parties and ideologies, delegates engaged in thought-provoking debates on one of India's most pressing social concerns.



Discussions focused on strengthening the implementation of anti-dowry laws, promoting gender justice, raising public awareness, and fostering societal change through education and community engagement.

Indian Premier League (IPL) - Double Delegation



The **Indian Premier League (IPL)** committee introduced an exciting **Double Delegation Auction House**, where pairs of delegates assumed the roles of franchise owners, team strategists, and management officials. The committee recreated the intensity and excitement of an IPL auction, challenging participants to build balanced squads through strategic bidding, financial planning, and tactical decision-making.

International Press (IP)

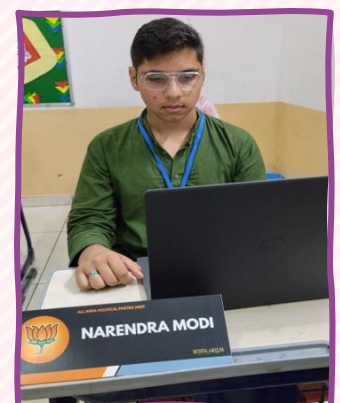
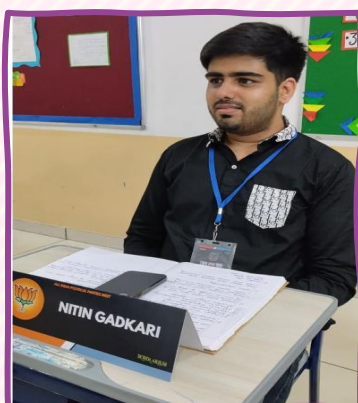
The **International Press (IP)** committee served as the voice of the conference, capturing every significant moment with professionalism and creativity. Acting as journalists, photographers, and media correspondents, delegates closely observed committee proceedings, conducted interviews with delegates and Executive Board members, and reported on key debates and resolutions.



The journey, however, began well before the committee sessions. Participants underwent an intensive orientation programme where they were introduced to the world of Model United Nations. Through mock committee sessions, role-play activities, and guided practice, students gradually transformed from hesitant speakers into confident delegates who could articulate their thoughts with clarity and confidence.



Day 1- Tagore MUN 2.0 was not merely the second edition of a conference—it was the foundation of a tradition that promises to grow stronger, shaping



young leaders who are ready to think globally, act responsibly, and lead with integrity.

Day 2 - Tagore MUN 2.0

18th July 2026

The second and final day of **Tagore MUN 2.0** unfolded with renewed enthusiasm, sharper debates, and a spirit of collaboration that transformed classrooms into platforms of diplomacy, leadership, and innovation. Delegates entered the committees with confidence, determined to defend their positions, negotiate solutions, and leave a lasting impact.

United Nations Women (UNW) The UN Women Committee continued its mission of advocating for equality and justice. Under the able guidance of **Co-Chairpersons Navya Choudhary** and **Pratibh Kalita**, the committee maintained exceptional diplomatic standards. **Aadrit Abhindandan**, representing **France**, was honoured as the **Best Delegate**, while **Navika**, representing **Italy**, received the **High Commendation Award**.

All India Political Parties Meet (AIPPM)



The House echoed with spirited political discourse as delegates resumed deliberations on the misuse of the

Dowry Prohibition Law. The debate reflected maturity and balance, with participants carefully examining the need to protect both victims and the principles of justice.

Led by **Moderator Vansh Srivastava** and **Deputy Moderator Avni Mathur**, the committee recognised **Ms. Siya Tanwar**, representing **Nitish Kumar**, as the **Best Representative**, while **Sahil Kumar Chourasia**, representing **Dharmendra Pradhan**, received the **High Commendation Award**.

International Press (IP)

Beyond committee rooms, the International Press continued to capture the heartbeat of the conference.

From candid interactions to intense negotiations, every photograph reflected the vibrant spirit of Tagore MUN 2.0. Under the leadership of **Head of International Press Simrann Singh**, the media team chronicled the conference with creativity and professionalism. **Muskaan** was recognised as the **Best IP Member**, while the talented caricaturists added colour and humour by brilliantly portraying the conference through their artwork.



Indian Premier League (IPL) Committee

The IPL Committee concluded with unmatched excitement as franchises entered the final phase of player trading and auctions. Delegates displayed remarkable strategic thinking while balancing team requirements, player performances, and financial constraints.





The Grand Finale

As the curtains drew on Tagore MUN 2.0, the Closing Ceremony transformed the atmosphere from intense deliberations to joyous celebration. The auditorium came alive with vibrant dance performances and soulful musical presentations that celebrated creativity, culture, and the friendships forged over two unforgettable days. The much-awaited award ceremony



followed, where outstanding delegates, representatives, teams, and members of the International Press were felicitated for their exemplary performances. Certificates were presented to all participants, celebrating not only their achievements but also the confidence,

leadership, communication, and problem-solving skills they had developed throughout the conference.

With smiles, photographs, and promises to meet again, **Tagore MUN 2.0** came to an inspiring close, leaving behind a legacy of learning, diplomacy, and hope for the future.





WEBSITE	www.tagoreggn.edu.in
PRINCIPAL	principal@tagoreggn.edu.in
ADMISSION ENQUIRIES	admissions@tagoreggn.edu.in
TRANSPORT INQUIRIES	admin@tagoreggn.edu.in
ACCOUNTS	accounts@tagoreggn.edu.in
GENERAL INQUIRIES	info@tagoreggn.edu.in
FACEBOOK	https://www.facebook.com/TPSGurugram?mibextid=ZbWKwL
INSTAGRAM	https://instagram.com/tagorepublicschool?igshid=MmU2YjMzNjRIOQ==
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