



CAMBRIDGE PUBLIC SCHOOL

HSR Sector - I

Affiliated to Council for the Indian School Certificate Examinations, New Delhi.
28, 11th cross, 22nd Main, Sector -1, H.S.R Layout, Bengaluru - 560 102.
School Mobile : 76250 90070 School Landline : 080 - 2258 9284 / 2258 9283.

100% Results since 2002

Permanently Affiliated to CISCE, New Delhi.





COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS

Pragati House, 3rd Floor, 47-48 Nehru Place, New Delhi - 110 019
Telephones : 26411706, 26413820, 29564831 Fax: 91-11-29564735, 26234575
E-mail : council@cisce.org

CERTIFICATE OF AFFILIATION

KA081 / 2015

This is to certify that Cambridge Public School

CA Site No. 28, 11th Cross, 22nd Main Road, Sector-1, H.S.R. Layout, Bangalore-560101

has been affiliated to this Council.


(Gerry Arathoon)
Chief Executive & Secretary


(Dr. G. Immanuel)
Chairman

Date 15.07.2015

Note : Schools are required to seek the Council's permission prior to opening Classes XI and XII.



Vision

To develop standard educational Institutions to deliver quality education in an excellent academic environment.



Mission

To deliver value based education to the students and make them competent tech savvy, effective learners with a know-how to be an important individual in the knowledge society.

Strategic Objectives

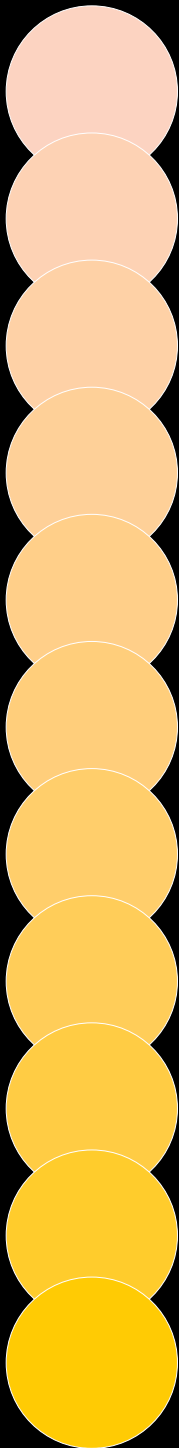
In order to achieve the mission, Cambridge Public School puts forward a strategic portfolio of the objectives.

- Recruiting and retaining quality teachers from Institutions of high repute.
- Providing quality education to the students in a value-based academic environment.
- Providing state-of-the-art infra structural facilities with smart class rooms, library and laboratories.
- To be a renowned school of quality learning and a place for parents and guardians participative support for individual student growth.
- To empower individual student to understand all significant issues of good schooling with an objective and optimistic frame of mind.

Quality Policy

The school believes in providing a high quality education to the students of the country for which necessary quality bench marks have been put forward in the areas of teachers recruitment, training & development, teaching & learning process, student's grooming, external academic audits and feedback system for organized learning.

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■ ■ ■ The Trust

Cambridge Public School was established in the year 1988 and promoted by Bhaskara Seva Trust. Formed with an objective of imparting education to everyone irrespective of caste, creed and religion, under the leadership of the Chairman Dr. K. R. Paramahansa & Vice Chairperson Smt. K. Geetha Paramahansa. The trust has its own roots in the ancient values of the Indian system of education with novel approaches for imparting and also clear focus on holistic delivery of education through human development at various levels. With this objective, Bhaskara Seva Trust has emerged as a strong educational group and established Cambridge Public School. CPS is committed to enrich its repertoire of services by providing innovative and enduring school education



Bhaskara Seva Trust (Estd. 1998)



Dr. K. R. Paramahamsa
MBA, Ph.D (USA), D. Litt.
Chairman



K. Geetha Paramahamsa
Vice Chairperson



Ms. K. Monica
Bachelor in Management
(Brunel University, London)
MBA (London South Bank University), UK
Course on Corporate Governance from
Harvard University, USA
Vice President



Mr. K. Rahul
B.Engg. (Warwick University, UK)
M.S (University College of London, UK)
Entrepreneurship & Management
Course from Stanford University, USA
Executive Vice President

Principal's Message



Mrs. Devi serving as the principal in "AMC Cambridge Public School" has done M.Sc in Mathematics with B.Ed and Data Analytics from Indian Institute of Science. She started her career as software Engineer in Infosys Technologies. She has been hand in glove with education sector for more than an decade now, rendering her services for state, CBSE and ICSE boards. She has contributed to staff selection commission as a content writer and has been a part of many national conferences. Her hard work and pragmatic approach as a leader in many schools and colleges showcase her leadership qualities.

Her meticulous planning and indepth knowledge has been the prime components of her result oriented work which reflected in both 12th and 10th board results, IIT, NEET and KCET results. Being a volley ball player and skillful dancer complements her academic strength. Her work ethics and etiquettes, way of dealing with subordinates on conscientious grounds have earned her a huge respect and love. She can speak multilanguages which help her to interact with parents effectively.

Mrs. Devi .M
Principal

Chairman's Message

Cambridge Public School which has created a strong niche with its existence in the school education by sheer hard work, focused attention towards delivering value based education to the Children.

Cambridge Public School is committed to provide quality education to the Children, nurture their potential and prepare them to rise to the challenges of future knowledge society.

The School has been prepared to be modern, a center of learning, supported by state-of-the-art of technology and top-of-the-line infrastructure.

With an excellent curriculum, extra curricular activities CPS differentiates its learning system under the guidance of qualified teachers.

Dr. K.R.Paramahansa
Chairman

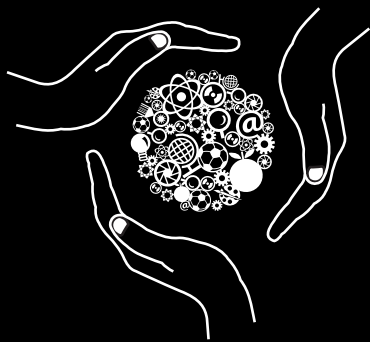




Uniqueness of CPS

At CPS....

- ...every child has an opportunity to learn with joy and confidence.
- ...children with varying capabilities grow more through integrated education than mere syllabus oriented teaching.
- ...children learn better from facilitative teaching than testing.
- ...children seek diverse platforms for creative expressions.
- ...every parent and every child gets an opportunity to meaningful education.



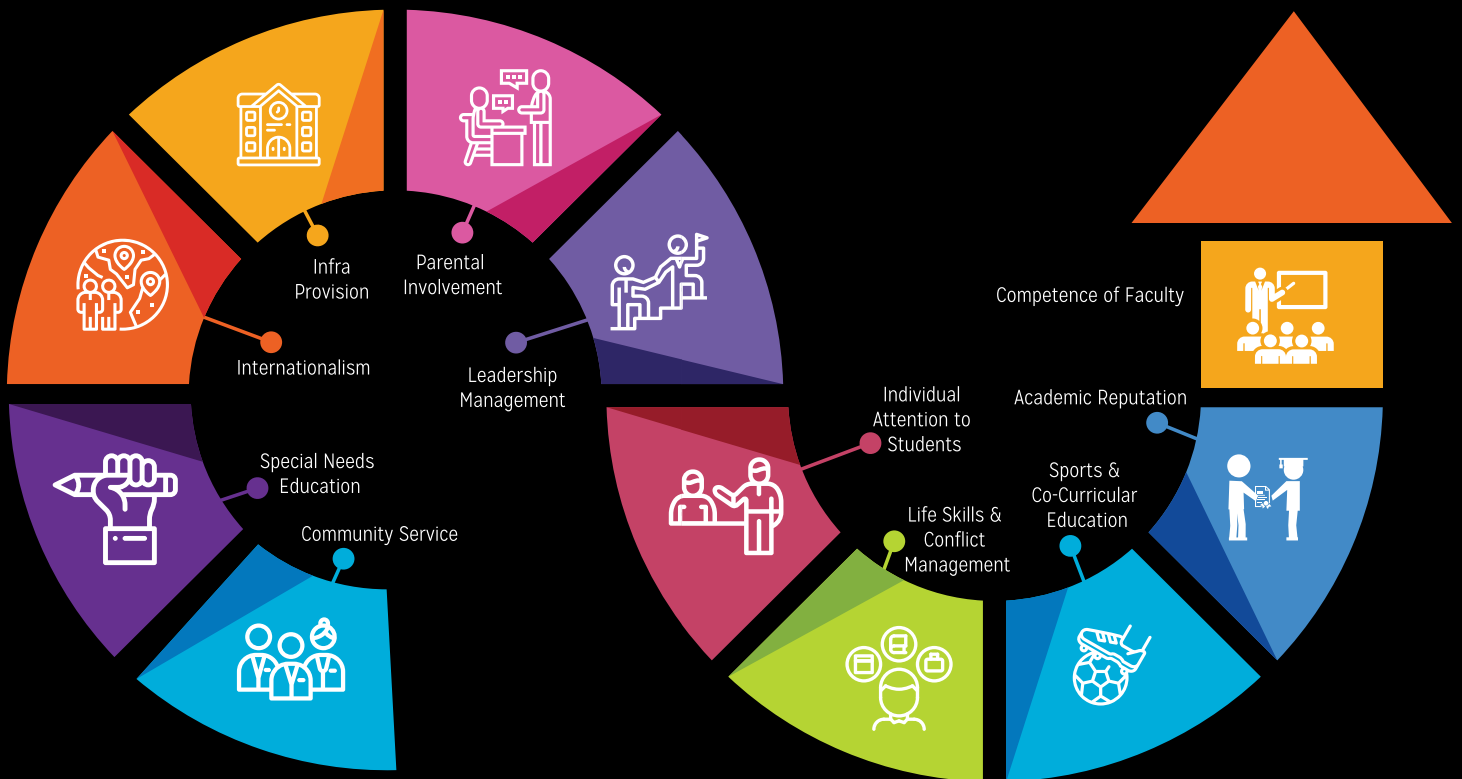
An effort of CAMBRIDGE Public School...

- in a direction that would create change with and through education...
- ... a change in ...
- ... attitude towards children.
- ... understanding of children's growth and development.
- ... the perception and evaluation of children's learning abilities.
- ... providing opportunities for children to develop and express their creative selves.
- ... preparing teachers to organize learning environments for children
- ... To facilitate partnering with children, teachers and parents to better understand children and their 'growing up' needs.

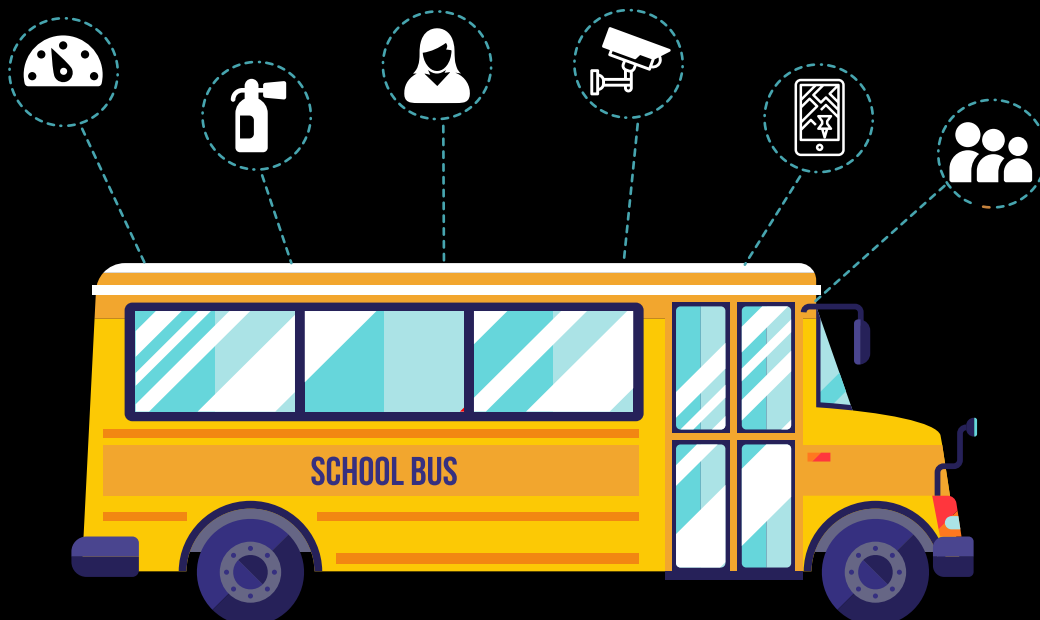
CPS Faculty



Uniqueness Of CPS



- ✓ Buses fitted with specified Speed governors
- ✓ Fire extinguishers and first aid kits present on every bus
- ✓ Children monitored by trained lady attendants
- ✓ Installation of CCTV cameras in every bus
- ✓ Provisions for GPS tracking and SMS updates to parents
- ✓ Optimum number of children in every bus



CPS Learning Philosophy

Built on a foundation of Trust, Love, Joy, Listening and caring for each Child, Cambridge Public School is committed to provide much more than mere transmission of information and skills acquired through compartmentalized syllabi. True education begins with knowing and understanding the child. At Cambridge Public School, the child and the adult are both learners. Together, they weave a world of sharing, discovering and constructing new hopes and new vistas.

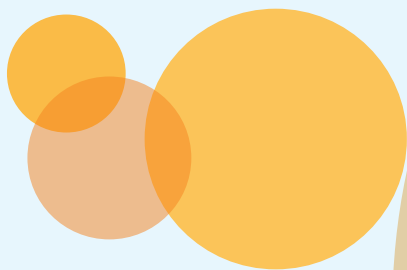
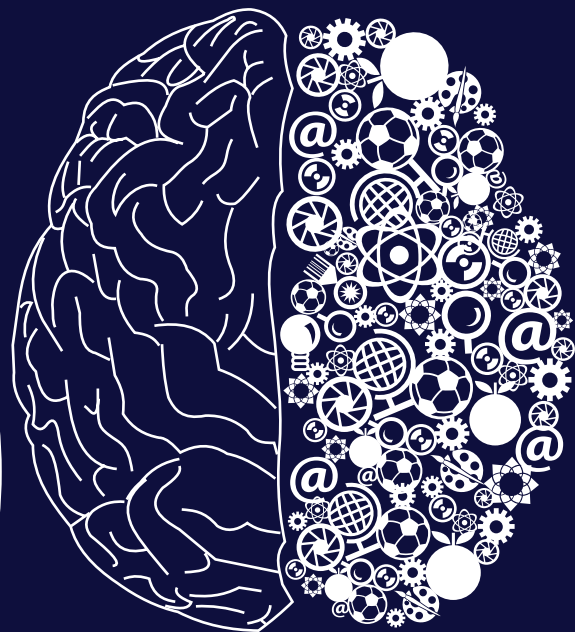
To begin with, the learning environment at Cambridge Public School is defined by creating a culture that permits learners, both young and old, to build enduring relationships with themselves and the world around them.

Extra Curricular Activities



Free of judgement and conformity, Cambridge Public School recognizes each child as an individual being with his/her own special set of strengths and talents, as one who partakes in learning activities because she wants to learn and because she is capable of living life with joy. This process best begins with not knowing fear of standardized achievement or of comparison with others. Alternatively, it begins with knowing the worth of others and one's own limitless abilities to learn and to achieve. Learning at Cambridge Public School means recognizing the worth of one's infinite senses and the development of a character that learns with dignity and self-worth, for oneself and for the world.

Cambridge Public School philosophy is reflected in the various ways and the details with which the school has been planned ranging from the vision of education and the design of the school building to curriculum development, teacher support and classroom processes.



The Curriculum

One of the strategic objectives of education at Cambridge Public School includes the development of the inner and interpersonal self, scholarly development, active participation in a wide range of opportunities and creative expressions.

To achieve this objective, the curriculum at Cambridge Public School follows the principles of integrated education. Integrated education is one that enables students:

- To weave the development of their physical self with the development of their mind, the emotional, social and inner self.
- To make connections between different forms of knowledge, self-development and creative expressions.

Formal and informal opportunities are provided for students to appreciate the relationships between inside and outside the classroom learning experiences. Linkages are made between the acquisition of languages and arts, science and reasoning, mathematics and experimentation, creative expressions and communication skills. Students weave in and out of academic classes and non-academic classes that include the performing arts, the visual arts, the fine arts and sports. With support from their teachers, students identify pieces of the jigsaw puzzles that constitute knowledge and personal development.

The outcome is the nurturing of the “whole individual student” who seeks to learn, to think critically, to relate, to create and to choose with maturity and concern for others. In other words, the development of the individual student who is in tune with him/her own thinking and creative self as he/she is with the development of the world around him/her.



The Pedagogy

The scholarly development is to nurture the spirit of exploration and enquiry. For young children, opportunities are available to observe, handle a variety of natural and man-made material and hone their inherent virtues of questioning and sharing. Students are regularly encouraged to conduct enquiry at elementary and complex levels. For this purpose, the school infrastructure and curriculum enables the active use of school laboratories, the library and activity rooms. The time-table each week allows adequate time for students and teachers to read, collect data, construct, discuss, analyze and present their findings with each other on a regular basis.

Scholarly development at CPS refers to the development of academic knowledge, the ability to question, sensory experiences and a honing of creative expressions through the performing arts, fine arts and sports.

To facilitate meaningful learning, opportunities are provided for students to participate in large and small group discussions, conduct research, practice and structure their own pace of learning through:

Small Group Activities And Research



Small group learning time allows students to observe, read, research, experiment and discover the finer details (as per developmental readiness) of topics introduced in the large group classroom. These opportunities may be provided through worksheets in the classroom, laboratory time, library time, computer time and small group discussion time. Opportunities such as these provide platforms for students to actively

participate in the process of learning and develop a sense of responsibility for their contribution to lesson completion. Small group and individual research time fosters the development of enquiry, reasoning and problem solving. It also encourages students to develop interpersonal skills of listening, sharing and working together towards successful task completion. Small group activities are part of the daily structure.

Group Classroom Teaching

One-third to half of the day's schedule is spent on large group teaching time that includes story time, lecture demonstrations, large group discussions, conceptual explanations and group goal setting. The use of conventional modes of interaction encourages students to listen, observe and share their personal knowledge and development with that of their peers. It also permits teachers and students to establish individual and group standards of performance and expectations.

The Pedagogy

Self Learning Time

All children require varying periods of time to understand specific concepts and skills. Self-learning time is designed to accommodate individual paces of learning and provide a platform for students to reflect over their learning processes. To accommodate individual paces of learning, students are encouraged to repeat and attempt new sets of experiments, worksheets and reading material to reinforce topics conducted in the large group and small group settings. Students who accomplish tasks relatively sooner or demonstrate mastery over one or more topics are encouraged to attempt the next stage of learning, undertake project work, help peers or corroborate findings and discoveries through a wide variety of experiments and activities. Self learning time is also encouraged to enable students to reflect over their thinking, the processes they discover within themselves as learners and the problems they encounter while negotiating complex concepts and constructs.

The Arts

The arts at Cambridge Public School are seen as an effective and powerful medium for self-exploration, self-expression and a tuning in to the inner self. In the performing arts, theatre and music assume special significance. With resource persons trained from reputed schools, performing arts activities at CPS are designed to inspire originality and provide a platform for creative expression and exposure to the skills and art of theatre.

Music at Cambridge Public School is a celebration of the wide range of musical instruments and styles found in the Indian sub-continent. Children are exposed to the finer nuances and subtleties of a variety of musical sounds and rhythms. Each child is encouraged to sing, play and participate in a range of music related activities to discover the “magic of music” and the “musician” within themselves.

Performing arts also include dance. Talented resource persons and teachers may be arranged to teach a variety of dance forms. Dance to us is perceived as a medium of bodily self-expression and an aesthetic tool to channelize physical energies.

Fine arts include drawing, painting, etching, clay modeling and sculpture. Students are encouraged to experiment with a variety of media. Designated activity areas provide space for children to utilize the available facilities several times during the week.



The Pedagogy

Sports

For true integrated growth to take place, our children's physical self must be systematically developed. Sports facilities at Cambridge Public School include indoor games and outdoor sports.

The sports curriculum is designed according to the needs of the different age groups. In the pre-primary and primary classes, emphasis is laid on the development of gross motor skills, physical stamina, flexibility, balance, strength, hygiene, overcoming physical fears and hesitations and the development of team play. In the primary classes, games with rules become increasingly important. Team accomplishments complement individual goals for excellence. Gradually, skills of play and precision with mastery assume greater significance for students of the secondary classes. Indoor facilities will be made available for table tennis, chess and carom. Outdoor sports include hockey, lawn Tennis, basketball, football and cricket.

Student-Teacher Ratio

In order to address the educational and interpersonal needs of different age groups, the school will be divided into four class groups. These include Kindergarten, Classes I to V, Classes VI – VIII, Classes IX-X. The school curriculum and infrastructure facilities have been designed to meet the needs of the students of each specific class group.

With a host of activity and subject teachers, the total teacher-pupil ratio for Cambridge Public School is well maintained. The favorable ratio has been planned keeping in mind the commitment of the school to the development of each student and to the philosophy of education adopted by the school.

To make learning more challenging and meaningful, scholarly pursuits in the senior classes will be supported by tutorial guidance, laboratory work, field excursions, participation in co-curricular and sports activities. The search for individual and group excellence will be facilitated through participation in in-house and inter-school activities organized in the school auditorium and playgrounds. Internet facilities in the computer rooms would enable students to access and network with other students.



Teacher Support & Development

Teacher support and development is considered to be the backbone of the work at AMC Brooklyn National Public School. For a teacher to be effective, it is important that we recognize the factors that permit teachers to perform their roles effectively and those that do not.

Careful selection of trained teachers is followed by a strong teacher development and support programme. A well designed in-service training program provides opportunities for teachers to:

- be informed about the latest research findings in education.
- be in touch with their inner self and professional development.
- develop interpersonal skills necessary for meaningful interaction with school-age children.
- learn from the strengths of experienced teachers in schools in India and abroad
- upgrade their skills and knowledge levels as teachers of an integrated educational curriculum.

To address the needs of the teachers at AMC Brooklyn National Public School, members of the core team regularly conduct training and professional support workshops. In addition, workshops are also conducted by resource persons from accomplished schools of learning and universities of higher education. Intense in-service workshops are conducted around each vacation of the school calendar. These are supported by workshops where everyday situations are discussed, analyzed and resolved to create enriching environments for both teachers and the children.

Parent Interaction

True education seeks a continuum between the efforts made by the child, the parents and the school. Every time a child discovers a truth about the self or when they accomplish a milestone, a foundation is laid for the building of yet another discovery or creation. The work of parenting and teaching is to identify these moments and to provide space and encouragement for children to build upon their inherent strengths.

Since the experiences of the school and the home are equally significant for the development of all children, Brooklyn National Public School encourages harmonious interaction in thinking and approach between the caretakers at home and in school. Thus, the school will continuously work to establish open channels of communication between the parents and the teachers. From time to time, the school will organize a range of opportunities and activities for parents to interact with resource persons, teachers and school counselors. The overall purpose is to enable positive collaborative efforts to build on the child's strengths. Open parent interactive sessions and one-on-one parent teacher meetings provide ample scope for the respective caretakers to bring their best efforts forward for the development of the child.

The school welcomes constructive suggestions and ideas from all parents to make their children's development more meaningful and real.

The Physical Infrastructure

Cambridge Public School is situated amidst the serene neighborhood in the heart of HSR Layout, Bangalore. The infrastructure is self-contained and as per the requirements of the specific age group.

The school houses Nursery, Kindergarten groups and Class I to Class X with Interactive Boards with overhead projectors in all the classrooms, activity rooms, library, activity hubs, well equipped environmental science laboratory, Computer Lab, Mini auditorium and playground.

The Physical Environment

Visualized as a “school for learning” for children, teachers and parents, the physical space of Cambridge Public School reflects beauty, thoughtfulness and interaction with the elements. For the child it represents a place where a variety of modes are available for children to weave in and out of large and small group and individual places of learning; a space where children feel a sense of belongingness. Classrooms, libraries, laboratories and activity rooms are laid out in varying forms to inspire interaction and active participation. Well-ventilated and well lit, classrooms with large windows are designed for comfort in varying weather conditions of India. The positioning of the rooms allows for maximum flow of wind through the east-west and north-south air corridors.

Open windows of interaction with nature are spread all over the Cambridge National Public School campus, from the nursery to the secondary school, in the classrooms and in the open spaces. The building design is meant to evoke sensory and interactive experiences.



Prep, LKG & U.K.G.
Std I to X

School Timings

8:30 AM - 12:30 PM (Monday to Friday)
8:30 AM - 03:00 PM (Monday to Friday)

School Transport

The school has a reliable arrangement with contractors who provide transport to pick children from near their homes and drop them at the same point at the end of the school day. The bus fee is calculated for twelve months of the year. The school provides transport to students on official request.

CPS School Knowledge Centre

LIBRARY



Glimpses





