

PROSPECTUS



JANKIDAS KAPUR MONTESSORI SCHOOL

(Independent feeder of Jankidas Kapur Public school)

JDKPS Junior Wing In News

बच्चों ने दी रंगारंग प्रस्तुति



सोनीपत, जानकीदास स्कूल में वार्षिक उत्सव में उपस्थित बच्चों व अध्यापक लोग।

भारत न्यूज | सोनीपत

जानकीदास कपूर पब्लिक स्कूल (माटेसरी विंग एवं जूनियर विंग) का वार्षिक उत्सव शुक्रवार को विद्यालय के प्रांगण में मनाया गया। कार्यक्रम के मुख्य अतिथि एटलस साइकिल इंडस्ट्रीज लि. के मैनेजिंग ट्रेजरीज राजीव कपूर रहे।

कार्यक्रम में संगीत की धूप पर बच्चों के थिरकते कदम ऐसा माहौल

बना रहे थे जैसे देश के नामी कलाकार अपनी प्रस्तुत दे रहे हों। इस मौके पर स्कूल की मुख्याध्यापिका डॉ. अदिति सिरोही ने विद्यालय की वार्षिक रिपोर्ट पढ़ने के साथ स्कूल की उपलब्धियों से सभी को अवगत कराया। उन्होंने सभी को विश्राम दिलाया कि वे स्कूल को और ऊंचाइयों तक ले जाएंगी। लिटिल एजिल स्कूल के चैयरमैन आशीष आर्या, प्रभिकुल स्कूल के चैयरमैन एमके शर्मा आदि उपस्थित रहे।



सोनीपत। कार्यक्रम को संबोधित करते हुए राजीव कपूर।

धूमधाम से मनाया वार्षिकोत्सव

सोनीपत। जानकीदास कपूर पब्लिक स्कूल (जूनियर विंग) में वार्षिकोत्सव मनाया गया। समारोह में राजीव कपूर ने मुख्यातिथि के रूप में शिरकत की। स्कूल की मुख्याध्यापिका डॉ. अदिति सिरोही ने विद्यालय की स्कूल की उपलब्धियों से अवगत कराया। संगीत की धूप पर बच्चों के थिरकते कदम देखकर ऐसा प्रतीत हो रहा था मानो सारे भारत के कलाकार इसी प्रांगण में उपस्थित हैं।

आज के युग में बच्चों का सर्वांगिक विकास जरूरी : सिरोही

जानकीदास कपूर सोनीपत की डॉ. अदिति सिरोही ने विद्यार्थियों को शिक्षण के माध्यम से बच्चों का सर्वांगिक विकास जरूरी बताया।

विद्यार्थियों को ज्ञान के साथ ही चरित्र के विकास को बढ़ावा देना जरूरी है। विद्यार्थियों को ज्ञान के साथ ही चरित्र के विकास को बढ़ावा देना जरूरी है। विद्यार्थियों को ज्ञान के साथ ही चरित्र के विकास को बढ़ावा देना जरूरी है।



डॉ. अदिति सिरोही, जानकीदास कपूर पब्लिक स्कूल की मुख्याध्यापिका।

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डॉ. अदिति को मिला सर्वश्रेष्ठ मुख्याध्यापिका पुरस्कार

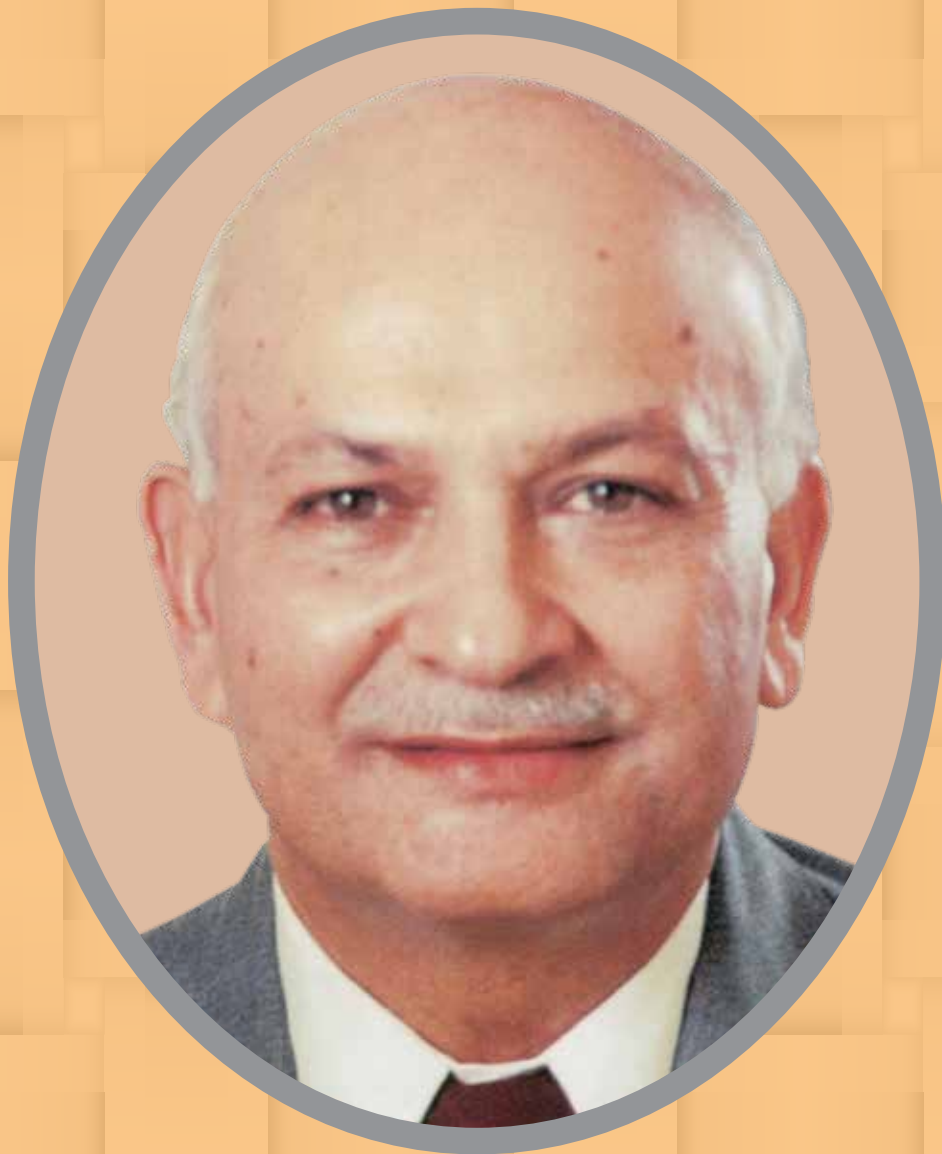
जानकीदास कपूर पब्लिक स्कूल (जूनियर विंग) की मुख्याध्यापिका डॉ. अदिति सिरोही को 'सर्वश्रेष्ठ मुख्याध्यापिका पुरस्कार' से सम्मानित किया गया।



डॉ. अदिति को सर्वश्रेष्ठ मुख्याध्यापिका पुरस्कार से सम्मानित किया गया।

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**A VISIONARY, A LEADER
AND
A MAN OF ACTION**



B.D. KAPUR

(15-02-1916 to 16-08-2000)

FOUNDER

JANKIDAS KAPUR PUBLIC SCHOOL

PRESIDENT - ATLAS CYCLES (HARYANA) LTD.

PRELUDE

JANKIDAS KAPUR PUBLIC SCHOOL (Junior Wing) provides an education, which stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of the child. Here, the educational process is a joyful experience for the child. While placing academic work at the heart of the school, it emphasizes the importance of an all round education as a preparation for life.

JANKIDAS KAPUR MONTESSORI section of the school caters to the education of the children in the age group of 2 years 6 months to 5 years 6 months. The school is considered to be one of the best Pre-Primary schools in India, brought up under the guidance of **INDIAN MONTESSORI INSTITUTE FOR TEACHING RESEARCH AND TRAINING** and its Director Late Shri Radha Raman Ji Pathak, was the former secretary of the Association Montessori International of which Late Dr. Maria Montessori herself was the Founder President.

After completing three years of Pre-Primary education in Montessori school, children enter into **Lower Primary Section** which imparts education to classes I, II, III. Here children get formal education under the syllabus of C.B.S.E. in the age group 5½ to 8½ years.

THUMBNAIL

Jankidas Kapur Montessori School is independent unit of Harnamdas Saraswati Devi Trust. This charitable trust was established in 1957 by Late Shri Jankidas Kapur, Founder Chairman of Atlas Cycle Industries Ltd, Sonapat, to perpetuate the memory of his parents.

This school was a part of Jankidas Kapur Public School from 1985 to 1990. Afterwards it was made an independent feeder to Jankidas Kapur Public School.

THE ACADEMIC PHILOSOPHY

The educational philosophy of the School is based on a blend of eastern wisdom with western pragmatism. The school believes in building up a lasting effect, the seeds of ideas should be sown during early part of childhood, when the child is fit to absorb and incarnate them as part and parcel of his character. Facts or myths about secrets of life shown during this period ultimately get sprouted unconsciously.

The school for its aim and goal, has accepted the exploration of the universal truth of "Unity in all life" and its realization through "Cosmic consciousness" as expounded in our "Upanishads" and adopted in educational philosophies of modern west. The school's inspiration comes from vedic ideas as under:

विनिवृत्तिर्भवेस्ता सम्यज्ञानेन नान्यथा ।
बाह्यात्त्वैकत्वं विज्ञानं साम्यज्ञानं श्रेतेर्मतम् ॥

"Knowledge of unity of Brahman and Atman is the real knowledge. Brahmin atmaykya (cosmic unity), is a science which alone completes the knowledge about secrets of life."

To realise it fully, the school considers development of latent powers and release of mental energy, alongwith development of senses, so very essential for the growth of intellect.

DR. MARIA MONTESSORI (M.D., D. LIT, PH.D, F.E.I.S.)

She was born on **31st August, 1870** at Chiaravalle, Marche, Italy, died on 6 th May, 1952 at Noordwijik, Netherland. Her first Casa-Dei-Bambini (House of Children) was opened in Rome in 1906. She has given to the world the only system of education that caters in school from the age of 2 + to 18 years. She has exercised a profound effect on all the modern methods of education.





SH. VIKRAM KAPUR
(President, Atlas Cycles & Managing Trustee, Jankidas Kapur Public School)



SH. RAJIV KAPUR
(Jt. President, Atlas Cycles & Managing Trustee, Jankidas Kapur Public School)

INFLUENTIAL TRAIL BLAZERS

Other pioneers of modern early childhood education are :-

Johann Pestalozzi (1746-1827)

He believed in the natural development of the child unfettered by the society. He represents a land mark in early childhood education. His work is the beginning of formal thought about schooling in modern times. He upheld the protection and nature of the child's urge to work for the natural development of physical and intellectual abilities.

Friedrich Froebel (1782-1852)

He was the founder of the Kindergarten. He had worked for some time at Pestalozzi's school as a teacher. He made children seek unity of all things in the God. He recognised the importance of the early years of training and experience. To Froebel, education grows out on natural interests and motivation of the child. He also developed the educational toys known as 'Froebel Gifts'.

John Dewey (1859-1952)

He was an American philosopher, psychologist and educational reformer whose ideas have been influential in education and social reform. From traditional school idea, he gave us progressive school idea. For Dewey knowledge and understanding require first hand concrete experiences, that stem from the natural interest of the child.

Jean Piaget(1896-1980)

He was a Swiss Clinical Psychologist. The most comprehensive view among cognitive development comes from the work of Piaget. He had worked with Alfred Binet and Theophile Simon- the inventors of intelligence tests. He standardized tasks at different age levels. He has written more than 30 treatises on child development. His influence on modern Early Childhood Education is immense.

Erik Erikson (1902-1994)

He was a German-born American developmental Psychologist. He was disciple of Sigmund Freud. Later he became perhaps the foremost theorist of the development of personality through the life cycle. Erikson's stages extended from birth to old age. Each of his psychological stages is a polarity representing successful development at the stage.

MONTESSORI METHOD

It is a scientific pedagogy as applied to the child education from birth till the attainment of eighteen years of age. In her methods, known all over the world, Dr. Maria Montessori provided, after realistic experimentation a suitable environment, tailored to the needs of the child at each particular stage of his growth, in accordance with the Laws of Nature.

She has devised a special apparatus-auto-corrective, attractive, safe and durable for exercising to learn independently. Her efforts from the beginning are to make children self-reliant, alert, methodical and orderly, efficient in attending to details.

Her school provided space for spontaneous purposeful learning in a programmed and orderly way. Cultured and refined thoughts, she considers, are essential to attain cosmic consciousness.

From development of language, physical skills, numerical skills and acquisition of social graces in formation of character to the attainment of knowledge in as many items of culture are the terminal goals of her method.



OBJECTS OF OUR PROGRAMME

1. We help children in intellectual growth and educational stimulation by aiding them in:

- a. Developing positive attitudes towards learning.
- b. Making discoveries and solving problems.
- c. Sharpening sensory awareness, learning about the environment, exploring, observing, listening, touching, tasting and smelling.
- d. Expressing themselves verbally, communication with others, increasing vocabulary, speaking, listening and reading, gaining skills in enunciation and pronunciation, developing auditory discriminations.
- e. Listening to and appreciating stories, poetry, music and rhymes.
- f. Developing concepts and understanding of the WORLD from Mathematics, Science, Social Science, Language, Art and other curriculum areas.
- g. Experimenting with materials, tools and equipments.

2. We enable children to become emotionally sound by helping them in:

- a. Becoming independent and self – reliant.
- b. Developing confidence in them.
- c. Persisting in efforts and experiencing success.
- d. Expressing emotions and learning how to channel them in constructive ways.
- e. Building empathy for feelings and emotions of others.

3. We help children to become socially well adjusted by aiding them in:

- a. Building respectful and considerate relationship with parents, elders, peers and youngsters.
- b. Understanding and accepting the lifestyle of others.
- c. Learning to respect the rights of others.
- d. Participating as a leader as well as a follower.
- e. Learning to respect the property of self, others and the nation.

4. We help children acquire physical well-being by aiding them in:

- a. Developing muscular control and co-ordination.
- b. Establishing desirable health habits.
- c. Developing wholesome attitude towards his body.
- d. Practicing safety procedures.
- e. Experiencing balanced programme of activity, relaxation and rest.

5. We help children appreciate culture in:

- a. Discriminating living styles.
- b. Building shelters from primitive to splendour and preparing graciously dishes for different tastes.
- c. Wearing clothes graciously.
- d. Decorating and crafting.
- e. Singing and dancing
- f. Conveying thoughts.
- g. Making and designing things.
- h. Enjoying nature.

6. We help children grow spiritually in :

- a. Listening to stories from kathas and tale scriptures.
- b. Reciting Shlokas, Prayers, Bhajans and Rhymes.
- c. Concentrating and controlling movements.
- d. Developing “Shraddha” in places of worship.
- e. Praising the creation and its mysteries, miracles and balance in interdependence of nature.



THE SCHOOL INFRASTRUCTURE

To provide education, suiting the needs of different stages of growing and learning, from the age of three years onwards, the school occupies especially designed and self contained units in sector-14 built up on a plot of more than 8 acres of land, adjacent to Jankidas Kapur Memorial Hospital. It comprises a cluster of separate blocks of building specially designed to suit the needs of different age groups. The school has a backdrop of trees and garden to provide a healthier environment.

MONTESSORI ZONE

It is an octagonal double storeyed building, with eight spacious octagonal rooms, set around with an encircling corridor from within, which is also used for free activities of children. An indoor landscaped garden, developed tastefully sits in the centre of this block. The foyer of this school serves the purpose of Assembly Hall. Its central attraction is the idol of 'Balgovind' made of marble that inspires both children and adults.

THE LOWER PRIMARY ZONE

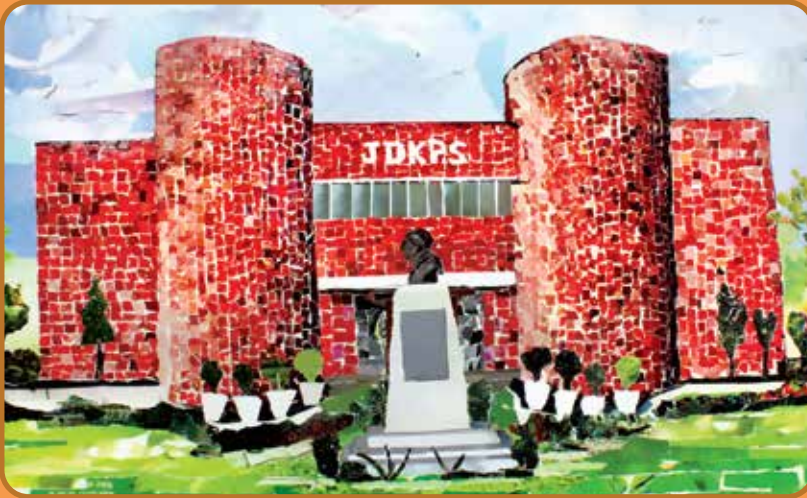
The adjoining building of the Preparatory (Lower Primary) school, for the age group six years onwards is also especially designed with class rooms including Administrative Block with a foyer and a courtyard. Courtyard is used for indoor games. In this foyer, there are idols of goddess 'Maa Saraswati' and two great philosophers 'Gandhi Ji' and 'Ravinder Nath Tagore Ji' who inspire both children and adults.

FURNISHING & DECOR

The furnishing of the school buildings have been done with imagination. The furniture is multisized, multipurpose and multicoloured. It gets adjusted for individual, group and class activities, both in formal and informal arrangements. One other advantage of this type of furniture is to break the monotony of the classroom atmosphere and allow for the easy cleaning and mopping of floors without much effort. The furniture adds to beauty of the room and emphasizes on the display of pin-up boards fixed on the walls.

For the physical development of the students, there is a big playground with colourful swings attached with the Montessori Block, where the children of Pre-Primary and Lower Primary sections play outdoor games. On the whole, decor of the school is suitable for developing a sense of order, harmony and aesthetics.

Since the school methods and systems are not confined to listening and learning from books alone, the decor provides for colours and visuals so mixed up as to prepare the walls, hooks and sills as means of knowing more beyond the prescribed minimum. Murals, frescoes, panels and statuettes are so placed that they give school a look of a temple for learning.



CREST, MOTTO AND FLAG

The school crest is a beautiful composition depicting three sacred items of Indian Cultural Heritage. Lotus blooming over water, carrying in its centre a conch, on which rests a burning earthen lamp. Lotus with its roots in mud below the water represents emergence from dark depths of ignorance to an order to colour scent and form, which is aesthetics incarnated, conch surfaces contrast with the softness of lotus petals. The “Nad” produced from it, reminds of the beginning of creations i.e. manifestation of Brahman. It is an extension of creative forces spreading out from single point. The burning lamp represents light, modesty and burning of oneself for the benefit of others-an act of sacrifice, for pleasure.

The school motto is ‘**Shraddha, Gyan, Karma**’. ‘Shraddha’ is not only faith, has been praised and highlighted in scriptures and tracts from the time of Rig Veda to the time of writing of ‘Ram Charitmanas’. Adi Shankracharya defined it as the power to digest with understanding and absorb with reason. It is a form of physical preparation to acquire, preserve and practice anything. Rishi Asthavakra recommended SHRADDHA to the child in the following words:

श्रद्धस्व तात श्रद्धस्व नाममोहं करणमोः
ज्ञानस्वरूपो भगवानात्मा त्वं प्रकृते परः

“My children have shraddha, have no reduction in it. Remember you are the knowledge, you are atman, you are beyond nature that is you super-natural, in desirous of knowledge.”

संज्ञानम्, अंज्ञानम्, प्रज्ञानम्, मेधा, विज्ञानम्,
प्रज्ञानम्, दृष्टि, धृति, मनिषा, जूति, स्मृति,
संकल्प, क्रतु असु, प्रसु, काम, विवेक

“Gyan which is acquisition of art and science of all that is perceived, felt, reasoned and believed. 'karma, the use of body and mind , both for obtaining concrete results. Without which man is not man, for he is born to work.”

The school flag is of saffron colour with the school crest and motto printed on it. Saffron colour while reminding us of purity of fire and accomplishment from maturity is also of life brought to us from the Sun. The flag is flown from the school mast, at the beginning of the school day.

RESOURCES

The school has extended productive amenities for the all round development of students and every year additional facilities are being provided for the welfare of the students.

Computer Lab

An updated computer lab is provided for the children, so that the tiny tots can avail all the opportunities and challenges of the high-tech world.

Audio-Visual Room

Well –furnished audiovisual room helps the children to gain more knowledge in a more effective manner. This teaching aid is also used to enhance the listening & speaking skills in English communication as well.

Sports and Games

A vastly spread playground is available to the children for playing various types of games. The variety of swings in the playground is the centre of attraction for the little ones. Children also play indoor games in the sports room.

Library

Children enjoy reading storybooks and various other informative books.

Music

Music is the soul of nature. It is the rhythm of life. Our children learn this rhythm in well equipped music room.

Medical Examination

Medical checkup is conducted regularly once during the session by qualified medical consultants.



CELEBRATION

'Shala Pravesh Samaskar' Pooja for tiny tots, 'Dr. Maria Montessori's birthday' and 'Annual Day' celebrations are the regular features of the school.

Annual Day is celebrated every year which includes cultural programme and sports events. Parents and prominent citizens are invited on this prestigious occasion to see the mass participation of the students.

CHARITY

Every year the school management sponsors poor children and bears all the expenditure for their education.

APART FROM CURRICULUM

THEMATIC ASSEMBLY

The school conducts the assembly in the foyer on all working days. The daily feature of the assembly carries a theme such as Headmistress talk, Children's talk, Teachers' talk, pledge, fun with beats & aerobics etc. Due emphasis is laid on moral and spiritual values. The children recite shlokas, bhajans and patriotic songs. Meditation is the significant part of the school assembly.

Headmistress addresses the students and makes them aware through her educative, informative and value oriented views emphasizing on the personality development. The teachers give their talk to help the students grow morally, spiritually and to inculcate the values and sanskars in them effectively and naturally.

EXCURSIONS

Trips form an integral part of outdoor training. All the classes from P.P.I. to class III are taken to various places in the cities, and nearby places. Students learn to interact with the society and nature.

CAMPS

The school organizes summer camp during the vacation. The teachers plan various personality development programmes & skill based hobby classes for children. Night stay adventure camp is organized during winter in which various adventurous activities help children to gain confidence and determination.

EXTRA CURRICULAR ACTIVITIES

Various extra curricular activities and competitions are organized in the school which provide a platform to explore the potentials of the children. Some of such activities are mentioned here:

Literary Activities

Hindi Recitation
Hindi Declamation
Writing Competition
G.K. Quiz
Grand Master Quiz
English Recitation
English Declamation
Write Better Competition
Maths Ability

Aesthetic Activities

Solo Dance
Patriotic Song
Camlin Colour Contest
Best Out Of Waste
Tickle Your Brain
Fancy Dress
Paper Folding
Colouring Under Trace Line

Outdoor Activities

Sprint Race
Obstacle Race
Football
Kho-kho
Musical Chair
Badminton
Cricket
Handball



CRITERIA FOR ADMISSION

Class P.P.I

1. The age of the child should be between 2 years 6 months to 3 years 6 months on 1st April.
 2. The level of general preparation and awareness should be above average so that he can mix up and seek individual activities as per guidance.
 3. The child's special mental abilities, namely, visual and auditory discrimination of patterns should be normal.
 4. The child should be able to communicate with ease through Hindi or English.
 5. The child's emotional attitude should be predictable. He should show independence, and be able to help himself.
 6. Last but not the least, the parents should be genuinely involved in preparing the child to grow through good examples at home by imitating them and others in the family.
- In view of the criteria laid down for admission to the school, the authorities have devised objective in which handicaps of different limitations in home background are eliminated to maximum possibility.

Class P.P. II to Class III

Admission for class P.P. II onwards are considered on the basis of seats vacant for meritorious students. For above mentioned classes, there is a written test based on syllabus of previous class of our school only.

PREPARING THE CHILD FOR ADMISSION

If the birth of a child is an adventure in an alien environment, it is much more so when he is made to leave his home, attend a school and adopt and adjust himself to the demands of teachers who are strangers for him/her and the routine that is entirely new and more demanding for him.

But admission itself is not an easy thing, when for a limited number of seats, the demand is far greater. It is unfortunately a competition in which the child has to participate and parents have to go through a period of anxiety. The school and its authorities understand and appreciate what it means, both to the parents and the children who are not admitted.

You can help your ward to prepare for the school in the following ways:-

1. Provide opportunities for him/her to be away from you for reasonably long periods of time, then saying goodbye to mother on the first day of the school will not be such a difficult task.
2. Give him/her opportunity to play and mix up with other children of his/her age so that he/she will have no fear on entering into playgroups at school.
3. Give him/her the proper toilet training so that he/she can take care of himself/herself without wetting his/her clothes.
4. Encourage him/her to put on and to take off his/her clothes, shoes etc. and wash his/her hands without wetting his/her clothes.
5. Teach him/her to put things after use at places where they belong.
6. Speak clearly to him/her. Do not use "baby talk". It is important that your child has correct speech habits before he is taught to read.
7. Instruct him/her to the proper conduct with strangers, guests and other children. Tell and impress on him/her to talk in low voice and control his/her tempers.
8. Teach him/her the proper order of eating lunch, fruit etc. Instruct him/her not to drop bits around and leave the place clean after taking his/her lunch. The home routine and exercises are as important as those taught at the school.
9. Instruct him/her where he/she should go in your absence if the school is suddenly closed in an emergency.
10. The child at this tender age has his/her physical and sensorial limitations. He/she has the need to understand relations and make associations of all that he/she finds at his/her home and neighbourhood.

SCHOOL RULES FOR ADMISSION

1. The school admits children against vacant seats subject to the following conditions:
 - a. The child is in good health.
 - b. The child has healthy cultural background irrespective of social or economic status.
 - c. The Parents or Guardians believe in the school's methods and approach and approve the school philosophy irrespective of their religious background.
 - d. Parents or Guardians undertake to comply with the school directives issued from time to time.
 - e. Parents or Guardians agree to allow their wards to participate in all the school activities-curricular and extra curricular.
2. Parents or Guardians are prepared to indemnify the school authorities and management against an unforeseen accident and injuries arising as its consequence.
3. In case the child is found not benefitting from the schooling provided by the school, it has right to ask his withdrawal from the school and parents should agree to it without protest, as a step taken in the interest of the school community as a whole and the child himself.
4. The child will be able to attend the school regularly and will be able to gain from the schooling provided by the school.
5. In case of any complaint against the school authorities, or any other difficulty, the parents or guardians will make a written representative and abide by the decision of the school management.
6. The parents will undertake to attend meetings organized by the school in their interest and the interest of their children.
7. The parents will undertake to provide remedial treatment to all physical and behavioural problems if and when referred to them by school's medical officer or the teacher incharge of the child under the directions of the school head.

PARENT SCHOOL RELATIONSHIP

Cooperation between parent and school is of paramount imperative for the attainment of the desired objectives of the educational process.

It is essential that parents carry out the responsibilities by taking keen interest in the features of the child's school curriculum. The attendance of all the parents at all school functions and Parent Teacher meeting will be highly appreciated by the school authorities.

Parents are requested that the remarks/ circulars/ notes through students' hand book/ almanac should be attached and countersigned. They are welcome to write their queries/ comments/ suggestions.



“Education cannot be effective unless it helps a child to open up himself to life”

**LATE SHRI JANKI DAS KAPUR
(1893-1967)**



**FOUNDER
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