



The gazette

4TH EDITION, MAY 2024



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WHOLE SCHOOL

A NOTE FROM THE DP COORDINATOR A JOURNEY OF CONTINUED GROWTH

BY MS. TRACY WALLER



As we approach the end of yet another academic year, it is with pride and gratitude that I reflect on the journey we have undertaken together. The past year has been filled with invaluable experiences that have shaped us all. It is without doubt that our students have exhibited remarkable dedication, grit, and passion for learning.

From the classroom to extracurricular activities, each student has contributed to the vibrancy and growth of our school community. Whether it was participating in academic or interschool pursuits, engaging in service projects, showcasing talents in the arts, or outperforming in the area of sports, our students have continuously demonstrated their commitment to growth and progress.

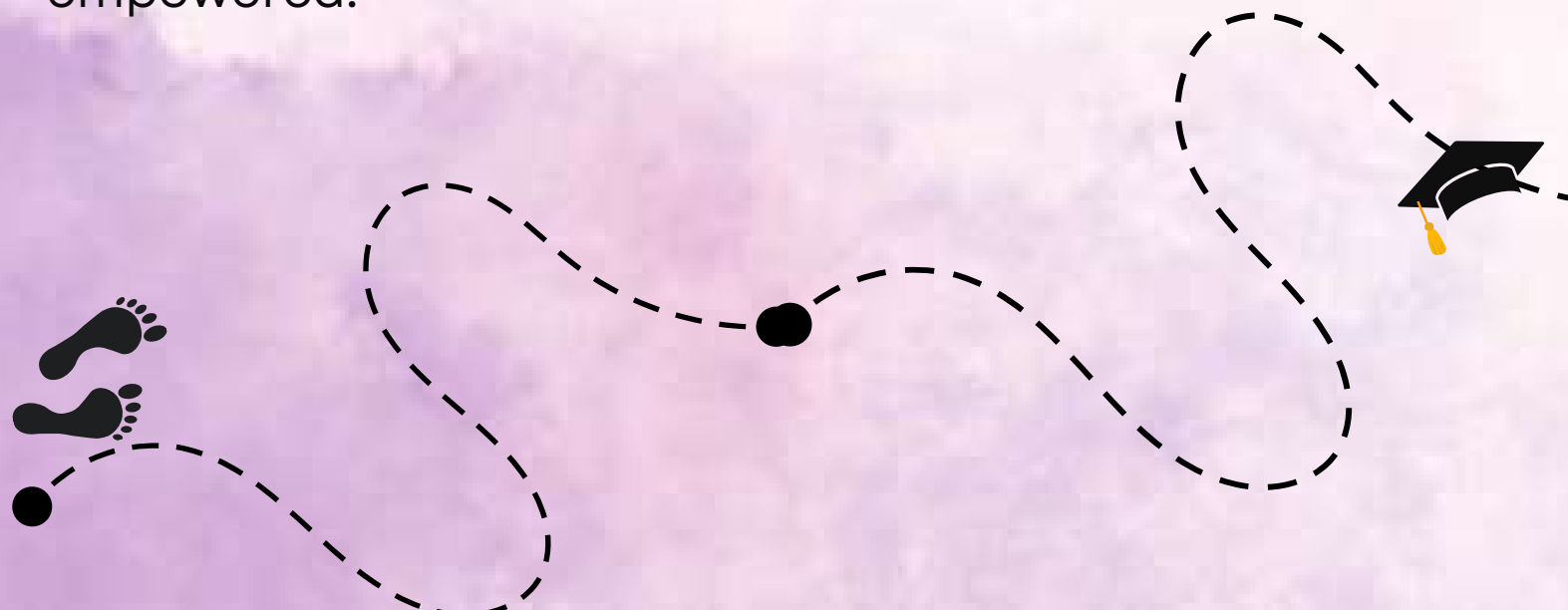
At EIS, our students learn to embrace their learning curves with enthusiasm, resilience, and determination. Teachers nurture curiosity, creative thinking skills, and critical perspectives, thus preparing them for success beyond the four walls of their classroom.



Our teachers' passion for education and innovative approaches to teaching have empowered our students to achieve academic, social, and emotional well-being within a carefully stimulated learning environment. None of our achievements would be possible without the support of our parents and guardians. Your partnership, encouragement, and hands-on involvement in your child's education have supported our learners to navigate challenges, celebrate successes, and embrace opportunities for growth.

As we fondly look back on the past year, let us take a moment to celebrate the collective achievements of our school community, cherish the memories we have created together, and draw inspiration from the journey we have painstakingly undertaken.

As our graduating seniors embark on the next chapter of their academic fulfilment, we remain committed to developing our shared values- teaching children to be responsible, respectful, principled, caring and empowered.



Spirit Day

BY VEDIKA CHINOY, MYP4



On the 22nd of March, Spirit Day was held, marking a new tradition to be followed for years to come. This was a proposal brought in by the Student Council in March. Students were given the opportunity to express themselves through the art of fashion, clothes and accessories. Spirit Day aims to inspire students, conveying the power of self-expression and teamwork. It encourages students to dress according to a certain theme, displaying unity and school spirit. In the future, we will try to hold the event once a month. Themes will be proposed in advance, notifying students ahead of time!

EXPRESS



SPORTS WINS



BY MR. MARIO FERNANDES

Triple Treat at DSB

During their retreat to DSB International School, the EIS sports team's young athletes excelled once again! Across grades SR KG to PYP, the team achieved remarkable success in the competition, including winners and runners up trophies in the Under 7 and Under 11 categories, and 3d place in the Under 9 category. Congratulations to all our winners!



Mount Litera International School

In the recent Mount Litera International School football tournament, our talented boys showcased their prowess in the under 9 and 11 age categories. Competing against top schools citywide, they delivered stellar performances, securing the titles of winners and second runners up in both categories. This remarkable achievement concludes the 2023-2024 academic year on a high note!



EDU TANK

BY KAVISH MEHTA, MYP4

Edutank, a Shark Tank style STUCO organized event took place on 23rd April. Grades from 5-12 participated in the competition. There were two categories in the competition which were 'Sustainable Innovation,' presented by grades 5-7 and 'Health and Wellness Innovation,' presented by Grades 8-12. This competition was a house-based competition where each group could earn house points based on their pitches.



Three respected judges were present to grade and award the participants. The experienced DP Economics teacher, Mr. Dinesh was one of the judges bringing a wealth of knowledge in economics. The second judge was Mr. Pritesh, with a deep understanding of environmental sustainability. The third judge was Ms. Khush, who provided insights about communication.



All the participants presented unique ideas. The winners of this competition were:

Group 1 - Sustainable Innovation

1st Place: Ivana Makhija & Yashika Soni (Blue House)

2nd Place: Rivaan Lakhani, Miraya Patel, Zia Kachwalla, Mairah Mehta (Yellow House)

Group 2 - Health & Wellness Evolution

1st Place: Vitraag Punamiya & Manas Sharma (Blue House)

2nd Place: Zenil Shah, Vivaan Munot & Shaurya Gala (Green House)



EMBRACING DIVERSITY: A JOURNEY OF INCLUSION AND EMPOWERMENT

By Ms. Sunita Agarwal



In the bustling corridors of my childhood school, where the echoes of comparison and expectation reverberated, I always felt a step behind. While my siblings effortlessly grasped concepts and soared ahead, I stumbled along, labelled as "less capable" by those around me. But it wasn't until the sanctuary of college embraced me, with its supportive mentors and the freedom to learn at my own pace, that I discovered my true potential. Flourishing in an environment that nurtured individuality and celebrated diversity in learning styles, a profound realisation dawned upon me: my journey wasn't just about catching up; it was about paving a path for those who learn differently. Fueled by this epiphany, I embarked on a quest to champion inclusivity in education, pursuing my Master's in Special and Inclusive Education.

Armed with this passion and expertise, I ventured into the vibrant classrooms of prestigious international schools across Thailand and India, assuming the role of a student support teacher. Drawing upon the lessons of my journey, I aspired to help create environments where diversity wasn't merely acknowledged but celebrated. Despite many hurdles, from skepticism to limited resources, each day presented an opportunity to challenge conventional norms, break down barriers, and redefine what it means to unlearn and re-learn.

I observed firsthand the transformative power of deliberate efforts towards normalization. Through collaboration, a gradual shift in mindset occurred. Teachers became increasingly empowered to embrace the paradigm shift that differentiation is not an exception but a fundamental norm. Together, we progressed in adopting a perspective that celebrates each student's intrinsic uniqueness while discarding the outdated notion of an "average" learner.

While there's still much work ahead, it's heartening to see the initial results of our efforts. Together, we've shifted away from the one-size-fits-all education model, recognizing that each child is unique and deserves personalized learning. By adjusting lesson plans to suit diverse learning interests and promoting a culture of acceptance, we've fostered an environment where students feel safe and secure to take risks and feel appreciated for their individuality.

But beyond the tangible achievements lies a deeper impact—a shift in mindset, a newfound appreciation for diversity, and a commitment to inclusivity that extends far beyond the confines of the classroom. Reflecting on my journey, I am reminded that true progress isn't measured by individual accomplishments but by the collective strides we take towards a more equitable and inclusive future.



Cultural Fest



The EIS cultural fiesta took place on the 27th of February, 2024. The students were working very hard to assemble and present their displays.

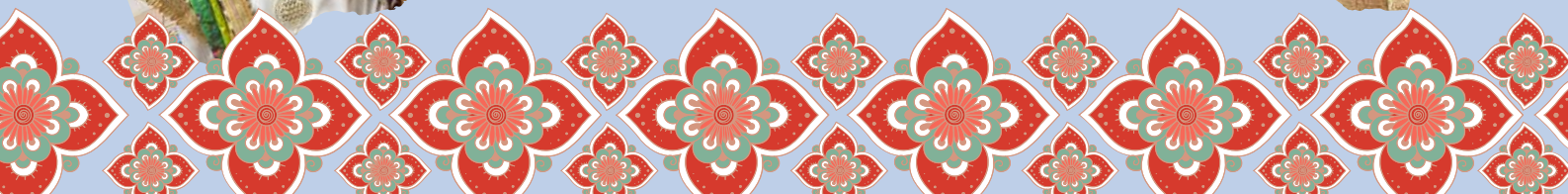
The MYP students guided the school community through India's heartlands, highlighting the diverse heritage of states like Haryana, Rajasthan, Madhya Pradesh, Goa, Tamil Nadu, and Nagaland. Meanwhile, DP students delved into global cultures, exploring norms and practices across different generations and countries.



MYP1A: Haryana

By Himani Doshi and Shiven Patel, MYP1A

For MYP1A, this experience of researching and presenting a showcase of the culture of Haryana was an experience filled with laughter and joy. It gave students the opportunity to socialise with their peers better, and also helped them get to know about the diverse culture of Haryana. Their stall included an art wall, a dance performance, history presentations, and a food stall! From art to the mouth watering sweets and stunning dances, the section inspired many vivid memories!





MYP1B: Rajasthan



By Naiesha Shah & Dhyaana Daga, MYP1B

MYP1B showcased the rich and colorful culture of Rajasthan while connecting it with the EIS vision and mission. Students portrayed Rajasthani culture by presenting the foods, monuments and art forms. A little treat was provided for the guests coming, including shakkar para (a sugar coated sweet) and jaljeera. There were also intriguing and skillful display of Rajasthani architecture through Lego!



MYP2: Madhya Pradesh



By Aahana Kapoor, MYP2

In MYP2's showcase on Madhya Pradesh, students served the famous spicy Ratlami sev and the delectable staple poha alongside jalebis. They also presented bright and vibrant traditional clothes and explained the significance of them in the culture of this state. Students also kept wooden blocks to depict their traditional art which they then applied on the hands of PYP and EYP learners!

मध्यप्रदेश

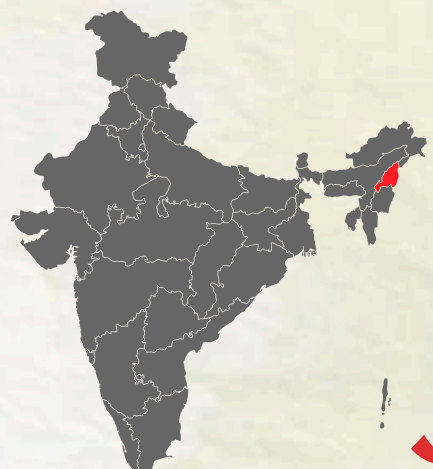




MYP2: Nagaland

By Prisha Singhi, MYP2

MYP2's Nagaland stall featured information about the culture and history of Nagaland as well as the Hornbill Festival. Competitions were conducted, traditional food was offered, and a model of the motor railway was also displayed. Additionally, students performed a traditional dance together.



नागालैंड



MYP 3 Tamil Nadu

By Zenil Shah, MYP3

During the cultural fest, MYP3 presented various aspects of Tamil Nadu's food, festivals, and culture. Scrumptious local cuisine was served on traditional banana leaves. Students also presented information to PYP students about folk dance, famous personalities and local landmarks. They even made the PYP students play games like marble throw and conducted a Rangoli creating activity!



MYP 4 Goa

By Dev Agarwal, MYP4

To showcase the rich culture of Goa, cashews were selected because the majority of cashews farmed in the country are produced in this region. Goan culture was highlighted through presentations of famous Goan festivals using YouTube videos and posters. To make the event engaging and entertaining, Goan music was played, and students were encouraged to dance and enjoy themselves. Additionally, students were taught about Goan music through interactive and aesthetically pleasing posters.



MYP 4: Orissa



By Divyansh Mehta, MYP4

MYP 4 created an enriching experience, focussed on the beautiful and flourishing state of Odisha. They to feature rasgullas, one of the most popular and famous sweet dishes across India. They created presentations and decorated the entire classroom space with a theme inspired by the beautiful state of Odisha. Known for its diverse cultures and festivals, Odisha provided a rich and interesting subject for research. The students explained the state's culture to students from PYP and later shared their research-based knowledge with their peers in MYP.



DP1: Interpretation of Culture

By Annika Kumar, DP1

DP1 created a small exhibition to showcase cultural differences across generations. Students created a video of Gen X teachers talking about what culture is to them and presentations on the distinct cultural differences between Gen X and Gen Z. To add on, there was also a small museum of items from a variety of different cultures to display how broad the concept of culture is and how it can change across countries, cuisines and religions.



EYP



EXPLORING COLOUR AND LIGHT



By Team Sr KG

Inquiry is at the heart of our Sr. KG curriculum, guiding us as we embark on a journey of discovery and exploration. During this unit, we have taken on the role of scientists, eager to explore and learn foundational scientific skills. Our exploration began with a simple question: What is colour? To deepen our understanding of the connection between colour and light, we conducted an experiment.



Stepping into a room with no light, we struggled to see the objects presented to us. With a small adjustment, opening the door slightly, the objects became visible. This sparked curiosity about the role of sunlight in visibility and led to thought-provoking questions: Is sunlight the only source of light? Here was our first step towards scientific inquiry, "Questioning."



Our exploration continued with hands-on activities to find answers to our questions using torches, mirrors, CDs, prisms and cellophane paper. Through experimentation and observation, we discovered the magic of refraction the bending of light.

By placing cellophane paper and the prism at the correct angles in the light, we were able to observe rainbow colours refracted on the sheet. This exciting discovery not only demonstrated the scientific principle of refraction but also reinforced our understanding that light is composed of seven colours. Additionally, our exploration led us to consider the concepts of reflection and absorption.

As we continue to explore the wonders of the world around us, we look forward to nurturing our curiosity and encouraging ourselves through questioning, observation, experimentation and analysis to develop essential scientific skills.



LANGUAGE AND LITERACY DEVELOPMENT IN NURSERY

By Team Nursery

Language and literacy play a pivotal role in the early years as they form the foundation for communication, cognitive development, and academic success. Developing strong language and literacy skills during this critical period not only enhances a child's ability to express thoughts and ideas but also fosters their social interactions, problem-solving abilities, and overall cognitive growth.

In the nursery program, we implement the Jolly Phonics approach to lay a robust foundation for language and literacy development. We focus on identifying single letter sounds, which serve as the building blocks for reading and writing. Through this systematic approach, students learn to blend these sounds, enabling them to decode and understand words more effectively. This structured yet engaging method ensures that our young learners develop essential literacy skills in a fun and interactive environment, setting them on a path towards becoming confident readers and communicators.



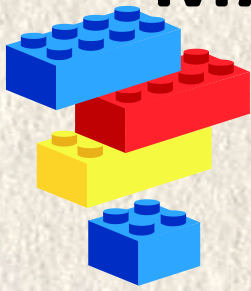
We conducted the Jolly Phonics approach through learning centres, ensuring a differentiated and engaging learning experience for each learner. These centres are designed to cater to various learning styles and abilities, allowing learners to explore and practice single letter sounds through hands-on activities. Whether it is sorting objects by initial sounds or matching letters to corresponding images, these centres provide opportunities for children to consolidate their understanding of phonics in a supportive and interactive setting.



Additionally, our comprehensive reading program exposes learners to a diverse range of literature throughout the year. We focus on three main genres: traditional tales, fiction, and non-fiction books. Each book selection is carefully chosen to facilitate text-to-self connections, enhance understanding of different parts of the book, describe characters in depth, comprehend the text, and encourage critical thinking by posing thought-provoking questions. This multifaceted approach not only cultivates a love for reading but also equips our young learners with essential literacy skills that they can apply across various contexts.



MAKER SPACE IN EARLY YEARS



By Team Early Years

A maker space is a place where children can tinker, invent, build and innovate to their heart's content. In today's rapidly evolving world, fostering creativity, innovation, and problem-solving skills has become paramount in education.




Recognising the significance of early childhood development and the potential of young minds, our school has established a Maker Space Play Area within the kindergarten environment. This innovative space is designed to promote high-quality learning experiences while nurturing children's voices, choices, and ownership of their learning journey.

Some benefits of children engaging in Maker space play are as follows:

1) Maker spaces provide hands-on learning opportunities:

Children can learn concepts through books, lectures, and videos, but in a maker space they have an opportunity to take an abstract concept and put it into practice.





2) Maker spaces teach children resilience:

Creative spaces give children an opportunity to use various tools and materials. As they tinker, children analyze what's working and what's not, and they have to try different tactics to solve problems. Through this process, they learn to experiment, accept failures, make improvements, and develop the resilience they need to try and try again.

3) Maker spaces help children build the four C's (communication, creativity, collaboration and critical thinking skills)

Team projects in maker spaces authentically create collaboration and communication. In order to create an item or complete a project, students naturally communicate, contribute ideas, and take on tasks—which helps them build those 21st-century skills of collaboration, creativity, critical thinking and communication.

Our Maker space area embodies our commitment to providing high-quality learning experiences that empower children to become creative, confident, and lifelong learners. By fostering a culture of exploration, collaboration, and ownership, we aim to nurture the diverse talents and potential of every child, preparing them to thrive in the complex and dynamic world of tomorrow.



TODDLE PLAY SUMMIT



By Ms. Jigna Patani & Ms. Ayantika Ganguly

Recently, Early Year teachers participated in the Toddle Play Summit, a global event that brought together educators from diverse backgrounds to explore the power of playful pedagogies in celebrating the uniqueness of each child. With the guidance of EY experts and educators from around the world, we engaged in innovative approaches to enrich children's development. It was a series of enlightening sessions that inspired us and reinforced our commitment to providing exceptional learning experiences for our students.

Tamsin Grimmer highlighted the power of superhero play in fostering creativity, resilience, and social-emotional skills, addressing challenges like distinguishing reality from fantasy and guiding positive effects from rough-and-tumble play.



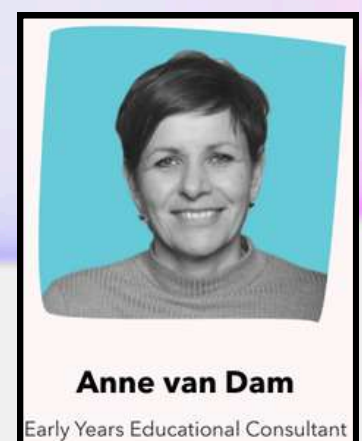
Finding their superpowers...

I believe that all children are competent learners and have within them the necessary skills and abilities to become heroes and potentially change the world!

Grimmer, 2019, *Calling All Superheroes*



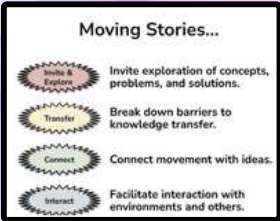
Ann Van Dam emphasized the importance of intentional relationships and purposeful environments in nurturing wonder and inquiry. She elaborated on the importance of discovering the magic of young children's learning as they playfully engage with places, materials, events and ideas. As an educator, she argues that we have to strive to transform our views of children's behaviour and see their point of view on how, what, when and why are they indulging in such tasks and look for their purpose.



Zack Smith believes in the importance of physical education for child development and advocates for a transdisciplinary learning environment. He shared the concept of "Moving Stories," which involves acting out stories to foster interest in reading, understanding characters, and empathizing with narratives.



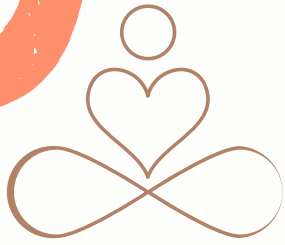
This approach is particularly beneficial for children with limited exposure to movement activities, as it helps them become avid readers and increases their internal motivation to engage with stories.



Geraldine De Fazio believes in the power of big ideas, or concepts, to provide a deeper understanding of the world. She emphasized the importance of questioning to distinguish between mere topics and profound concepts.

By prioritizing concepts, students learn to organize information effectively and explore the interconnectedness of ideas, enabling them to engage with the world more meaningfully. Topics, on the other hand, serve as entry points for exploration within broader conceptual frameworks, guiding students toward deeper understanding and critical thinking.





LITTLE YOGIS

By Ms. Shweta and Ms. Zill



Yoga is like a playful adventure for young hearts and curious minds, where each pose is a stepping stone to discovering strength, balance, and the joy of being present."

Embark on a journey beyond the yoga mat, where the real essence of yoga unfolds. Yoga, derived from the Sanskrit word "yuj," encompasses physical poses and mindful breathing, transcending age boundaries to bestow holistic well-being upon all. For children, this ancient practice offers a multitude of benefits that extend far beyond mere physical exercise.

Through the gentle rhythm of breath and movement, yoga fosters a sense of inner calm, guiding children towards a peaceful state of mind. As they engage in various poses, their muscles grow stronger, enhancing neuro-muscular coordination and promoting overall physical health. Moreover, yoga instils an acute awareness of the present moment, cultivating mindfulness and emotional regulation in young minds.

Beyond its physical and mental rewards, yoga serves as a way of life—a philosophy that shapes attitudes and behaviours towards oneself, others, and the world. By introducing children to the joy of yoga through fun-filled activities, we ignite a lifelong passion for this ancient practice. In today's fast-paced world, where distractions abound, yoga equips children with essential life skills, enhancing motor skills, and listening abilities, and fostering gratitude.

As children immerse themselves in yoga-inspired games and activities, they not only strengthen their bodies but also nourish their souls. Together, let's embrace the transformative power of yoga, guiding our little yogis on a path of self-discovery, resilience, and inner peace.



PYP



Little Voices, Big Ideas: Expression Extravaganza



By Team Grade 1

The unit celebration in Grade 1 has been a vibrant showcase of creative expression, done in collaboration with the parent community. The event explored a tapestry of learning experiences, enabling creative expression through dance, music, art, poetry and storytelling. As parents and students weaved collective ideas of imagination, each individual's brushstroke contributed to the success of this shared masterpiece event. The celebration portrayed the power of thinking through love, support, laughter and affirming the beauty of the imagination.



FuturoScape

Crafting the Civilization of Tomorrow

By Team Grade 2

In an impressive show of teamwork and imagination, Grade 2 students recently explored the complexities of civilization. They investigated various aspects of societies past and present, including governance to cultural traditions.

Driven by curiosity and their newfound knowledge, they embarked on crafting a futuristic society through collaborative brainstorming sessions. Each idea reflected their growing critical thinking and social awareness.



But it didn't stop there! These budding visionaries didn't just dream – they acted. Collaborating seamlessly, they set about crafting their vision into reality, incorporating new inventions and innovations. Their collective effort wasn't solely for the sake of imagination; it was grounded in purpose. With a keen eye on the future, they aligned their creations with Sustainable Development Goals (SDGs), aiming to make a tangible impact on the world around them.

Through this project, the Grade 2 students not only honed their thinking and social skills but also imbibed the values of collaboration, innovation, and global citizenship. As they unveiled their futuristic civilization, they stood as shining examples of the boundless potential that lies within the minds of our youngest learners.



PHYSICS MELA

BY TEAM GRADE 3



Grade 3 students wowed their audience at the "Physics Mela," displaying their grasp of sound and light. They became budding scientists, conducting experiments and exploring the interplay between light and sound. Enthusiasm fueled their journey, empowering them to be active learners and critical thinkers, fostering curiosity and exploration. Parents and the school community were invited to witness interactive exhibits that showcased the students' learning.



BIODIVERSITY ADVENTURE AT BPT GARDEN



BY TEAM GRADE 4

To kickstart their unit on Biodiversity with an engaging activity, students embarked on an exciting field trip to BPT - Bombay Port Trust Garden, Colaba. The purpose of the field trip was to provide an opportunity for students to explore and learn about various plant species and ecosystems firsthand.

Led by their teachers, the students delved into the lush greenery of the garden, immersing themselves in the diverse array of plants and habitats. It was a fantastic experience that sparked curiosity and excitement, setting the stage for an enriching learning journey into the world of biodiversity.



UNRAVELING BIODIVERSITY WITH MR NANDVIKAR



BY TEAM GRADE 4

Mr. Pritesh Nandvikar, an EIS DP Science teacher, was invited as a guest speaker to Grade 4. He shared his expertise and experiences, engaging students in discussion and answering their questions.



His focus was on lines of inquiry, covering topics such as factors influencing biodiversity change and the repercussions of ecosystem imbalances.



The students benefited greatly from his insights and knowledge, gaining a deeper understanding of these important scientific concepts.



GUEST SPEAKER DOCTOR FROM BMC

BY TEAM GRADE 5



The guest speaker session conducted by a doctor from the public sector of the BMC provided grade 5 students with invaluable insights into the healthcare landscape of their communities. The session commenced with an overview of the differences between government and private healthcare facilities, emphasizing accessibility, affordability, and quality of care. The doctor elaborated on the role of the BMC in ensuring healthcare equity and the provision of basic medical services to all citizens. He emphasized the importance of these services in promoting community health and preventing the spread of diseases. In contrast, the speaker discussed private healthcare facilities, emphasizing their role in providing personalized care to those who can afford it and its differences. The interactive nature of the session allowed students to ask questions and engage in discussions about healthcare disparities and the role of government in addressing them.

VISIT TO SRCC HOSPITAL



By Team Grade 5

Grade 5 students visited NH SRCC Hospital to explore its healthcare facilities. They started with a tour of the pathology department, observing laboratory technicians perform diagnostic tests and learning about their critical role in medical treatment. At the Emergency department, they saw the staff's coordinated efforts in handling patient care swiftly.

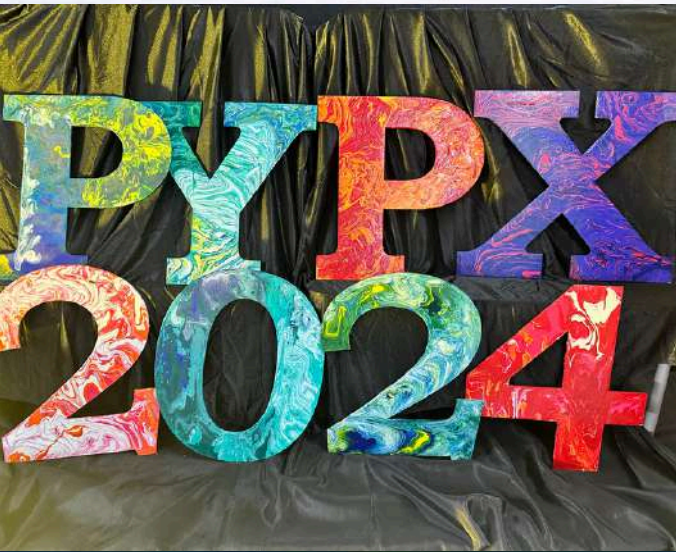


The visit to the blood bank taught them about blood donation, including typing, screening, and storage, highlighting its life-saving importance of blood donations. A major moment was witnessing an ambulance arrival, showcasing the essential role of emergency medical services. Finally, in the dental department, students learned about oral hygiene and the importance of dental check-ups.



PYP 5 EXHIBITION

By Team Grade 5



Students of Grade 5 have passionately delved into the theme "How We Express Ourselves," focusing on sustainability, conflict resolution, AI's future, and animal welfare. Through research and creative model presentations, they showcased their understanding and innovative solutions to global issues.

MYP



Safari Secrets

By Naisha Mody, MYP2

The story below is an excerpt from Naisha Mody's entry for the iNELLYJELLY's KidLit Writing Contest in 2024 for her story "Safari Secrets." Her storytelling earned her recognition and a cash prize! Congratulations to Naisha on this notable achievement!

We all got down from the jeep, and the driver confidently told the safari guide, "Now we have no option but to walk them back to the main gate and take a new jeep."

"Everyone, follow me!" he yelled. As we walked, there was a rustling sound in the bushes.

The safari guide whispered, "There is an animal in there following us," looking pretty worried.

"Everyone, stay still," commanded the driver.

We were all tense and worried. What if this was our last breath? What was going to happen? The rustling in the bushes increased, followed by a high-pitched whine. I wondered if it was a wild dog or even a wolf, which I was terrified of. I walked towards Sam in fear and pressed his hand tight.



Suddenly, a paw popped out of the bush. It looked like a dog's paw, medium-sized with four sharp claws and wheat-brown tan colored fur. The creature jumped out of the bushes—it was a coyote.



"C...C..Coyote! Run!" screamed the safari guide. We all made sure to stay together and run in the same direction, but the coyote was catching up soon. We then took a sudden turn and went off the pathway to the gate and we entered the dense forest. Soon we found a small cave where we sat and caught our breath, we had lost the coyote.

“This was a lovely story! It has lots of good dialogue, imagery and action. The plot was exciting and full of twist and turns. A great accomplishment!”

-Ms. Shreya Jindal

Pottery Workshop



By Prini Shah, MYP 4



Visual arts students across MYP and DP attended a pottery workshop. Avdhoot Avadhut Magar, a talented sculptor, demonstrated the technical skills required to expertly craft objects from terracotta clay. Students learned how to use a pottery wheel and techniques such as coil, slab and impression to help them bring out their artistic vision. Mr. Avdhoot supported them while transforming a lump of clay into a well designed pot. This workshop encouraged students to try new mediums and develop more technical art skills. It was a useful and fun learning experience for everyone.

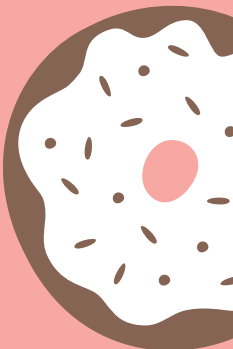
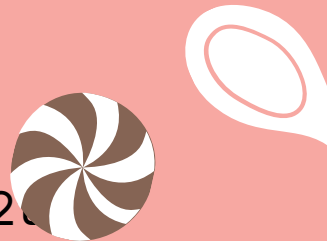


SALE FOR A CAUSE

BY DARSH SHAPARIA, MYP1



MYP 1B had their 'Save the Barks' service sale on 12 April, 2024. It was an astounding success as we were able to learn how to cook different food items and become little entrepreneurs through our different stalls. Everyone loved all the variety of food items and activities we offered. Samosas, tacos, popcorn, brownies, cookies, tang, ice cream, DIY bookmarks and rock painting- there was something for everyone. The best part of this is that all the proceeds will be going towards a charitable cause to buy basic necessities and medical supplies for WSD (Welfare of Stray Dogs).



MYP 2 UNIT-LINKED SERVICE ASSEMBLY

By Ms. Shreya Jindal

MYP2 students, as part of their unit-linked service for English, were exposed to numerous global conflicts that are currently significant. They conducted thorough research to understand international-mindedness through the concepts of global engagement, multilingualism, and intercultural understanding, with their research culminating in infographics and presentations. The students' presentations also highlighted refugee voices and stories, building empathy through the power of poetry.





DP

TURF TRAINING



by Jainam Ambavat, DP1

Every week, students from the EIS football team head to the NSCI turf in Worli, where they engage in rigorous training sessions aimed at improving their skills and enhancing their football abilities in preparation for upcoming tournaments. As a member of the U-19 football team, I regularly participate in these sessions, which take place every Tuesday after school. I have found these training sessions to be very beneficial. Not only do they help me refine my football abilities, but they also help us bond and train as a team. Moreover, practicing on the turf aids us to adapt to tournament conditions, as many tournaments are conducted on similar surfaces.



FLAMINGO FIELD TRIP

BY NAVYA SARATHY, DP1

DP1 students went on a field trip to the Thane Creek Flamingo Sanctuary. Upon arrival, they were first given a debrief on the flamingos - their physical characteristics, their movement patterns, their ecosystems, and so on. The students were also urged to connect their new knowledge with other subjects they are studying.

Then, the students embarked on a raft, where they saw birds on the water, and the surrounding trees and mangroves. They then saw a multitude of flamingos, and using binoculars and their newly-acquired knowledge of the birds, they were able to identify the species and their relative ages based on colour and size. It was a very enlightening experience for the students.



Floating Roots

By Navya Sarathy, DP1



The DP1 ESS students took a trip to a vertical farm called 'Floating Roots', and the students received a detailed tour. They were shown the stands which held the produce, the intricate facilities, as well as the regulating conditions that allowed the farm to be successful. They were also given a chance to taste some of the fresh produce being grown. Overall, it was a very immersive and fascinating experience for the students, and they learned a lot about hydroponic farming and sustainability.



BOMBAY NATURAL HISTORY SOCIETY



By Drishti Nakhwa, DP1



The students of Biology and ESS from DP1 embarked on a remarkable journey of discovery during their recent visit to the Bombay Natural History Society (BNHS) on the 20th of February. BNHS, a renowned wildlife research organization with a legacy dating back to 1883, opened its doors to our enthusiastic learners, offering a firsthand glimpse into the realm of nature conservation.

During their visit, students delved into the world of ecology and evolution, uncovering the crucial role of NGOs in conservation efforts. Among the enchanting species encountered were the peacock butterflies, with their darker areas absorbing solar energy, showcasing their cold-blooded nature.

From the delicate brush-footed butterflies to the imposing atlas moth that reflects owl eyes when at rest, students were immersed in a world of wonder and learning. They also explored the diverse bird species, like the yellow-footed green pigeon, and encountered the savage leopard cat. Exploring preservation techniques, students discovered the art of dry preservation, where pins are delicately inserted and wings spread to showcase specimens accurately, safeguarded with naphthalene powder.



The students were motivated to contribute to preserving our priceless ecosystems for future generations, having gained a fresh understanding of the value and beauty of wildlife conservation.

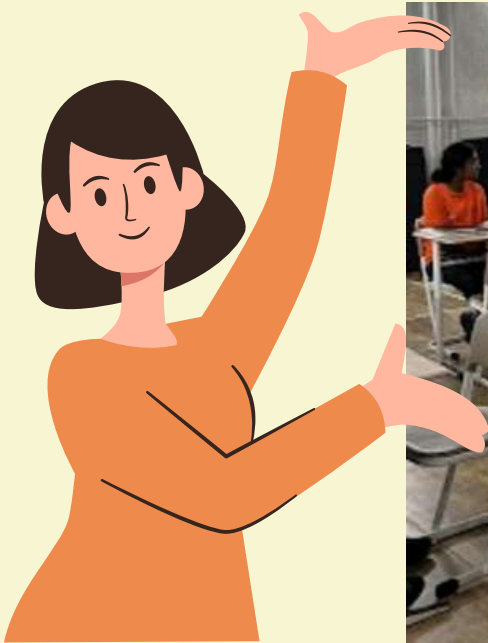
CAS PRESENTATION

BY SANYUKTA SHROFF, DP1



During the CIS visit, the DP1 students had their CAS culmination. We all had made presentations and in those presentations we mentioned all the CAS experiences and projects that we had been involved in. Some examples of this are football, volunteering at Vatsalya foundation, a Toybank donation drive, beach clean up, Annual Day, leading school band, and several others. Our presentations were viewed by the teachers at EIS as well as CIS members.

While creating these presentations, we got to look back at all these experiences and it reminded us of the great work we were able to accomplish this year. It made us appreciate CAS as a core component of the diploma programme .



BJ HOMES FIELD TRIP



BY NAVYA SARATHY, DP1



As part of a collective CAS experience, DP1 made the trip to Byramjee Jeejeebhoy Homes (BJ Home), a charitable organisation for children. With them, the students took various arts and crafts items, allowing the children to engage in some umbrella painting and making paper bags. With demonstrations from our art teacher, Mr. Sachin, and some guidance from the DP1 students, the activities were conducted and each child was able to come away with new skills and some useful tools. It was incredibly fulfilling to be able to help them, teach them something new, and see how happy they were to interact with the students and learn from them.

We also spoke to the superintendent at the organisation, who provided us with various details and success stories regarding the organisation and their work. All in all, at the time of the visit, they had 86 children between 6-12 years old under their care, who are admitted through the Child Welfare Community, under the government-imposed Juvenile Justice Act. This becomes the child's home upon arrival, and they are put in a specific school (varies for each child). They also progress children's development outside of academics, including through arts and crafts, music, dance, gymnastics, skating, yoga, and sports too.



The superintendent also spoke about some of the success stories of the organisation. One of them was regarding a young boy who lost his leg in an accident. Upon coming to the organisation, he was given help and treatment, and was provided with a prosthetic leg. Over time, he was encouraged to pick up sports despite his leg, and eventually went on to join the football team and win competitions with them. This is just one of many success stories.

The organisation does face challenges. There is a lot of emotional and psychological baggage that can affect children's development of skills. Therefore, identifying them, dealing with them, and providing a support system is a delicate job. The lack of consistency and switching homes can be very tough on the children, and overall, getting a reliable, caring and gentle staff and sustaining them can be a challenge.



The superintendent mentioned they felt lucky that the volunteers and the staff with them were fully focused on the happiness and development of the children. She also spoke of funds being another potential challenge, as the government grants they need to be receiving are often late and hard to come by, so they rely a lot on company donations and volunteers.

All in all, upon looking through the organisation and interacting with the students and the staff, it needs to be said that it is a very safe, proactive and fulfilling environment that wants the best for the children in every possible way. They don't just provide homes, they provide them solidity, skills and development that they can take into their adulthood and excel as individuals. It is truly an organisation that does incredible work, and deserves more support from us as a community.

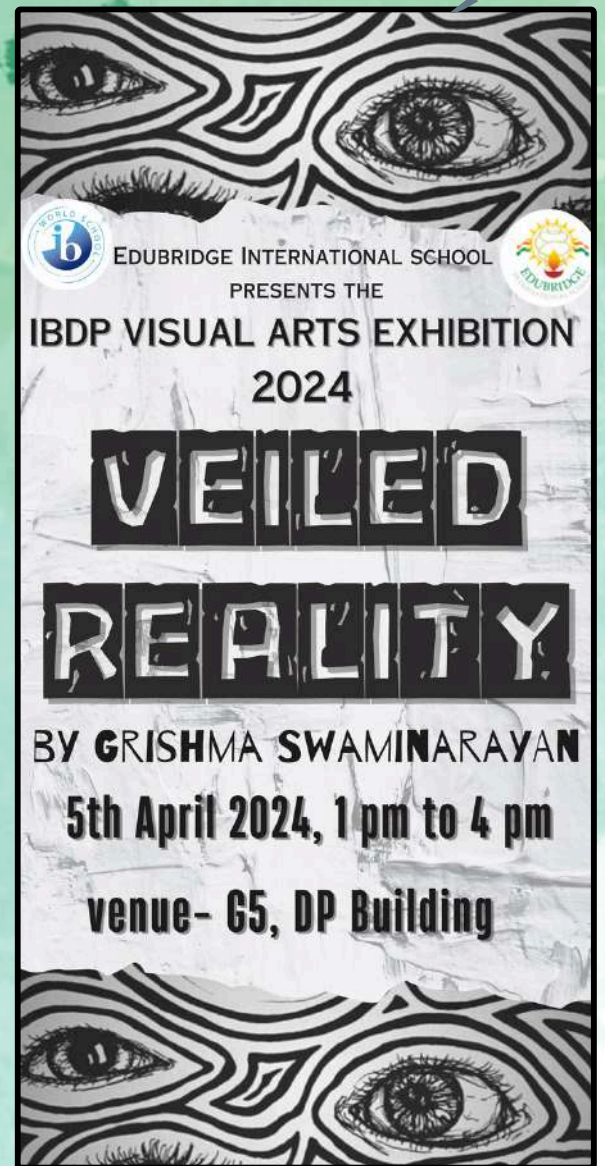


DP VISUAL ARTS EXHIBITION

BY MR. SACHIN TONAPE

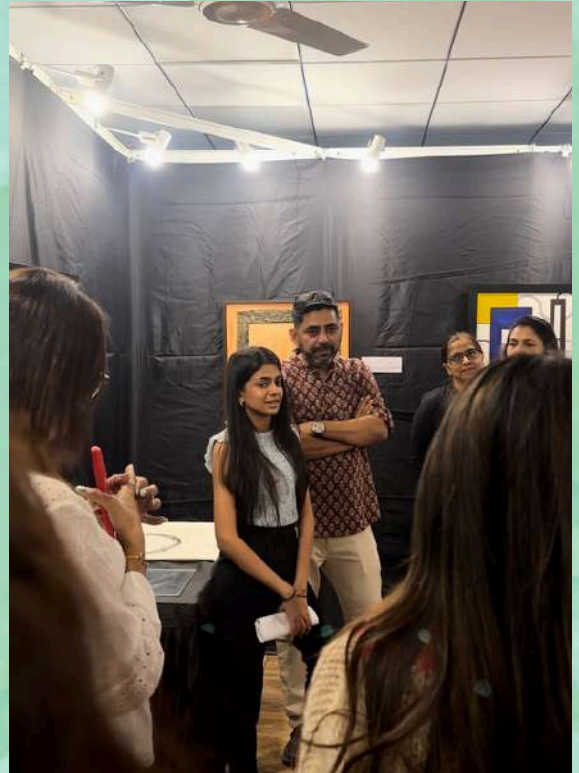
On April 5th, 2024, the DP2 Visual Arts students transformed the ground floor of the DP building into a captivating world of illusions. Grishma, the dedicated student curator, aptly titled the exhibition "Illusions," showcasing a diverse range of artworks that challenged our perceptions and played with the mind's eye.

From swirling abstract paintings that seemed to move on their own to folded paper that created specific illusions, she explored various media and techniques like canvas painting, photography, paper folding, etching printmaking (graphics), and installations to create a truly immersive experience.



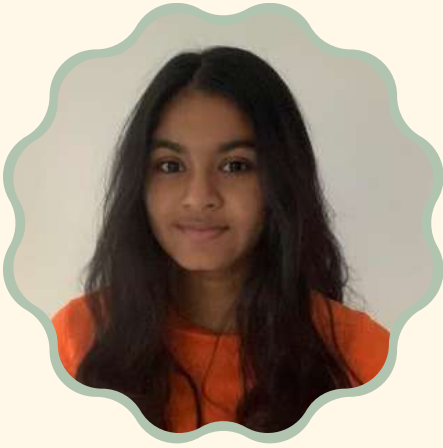
Visitors were enthralled by intricate drawings that shifted depending on the angle from which they were viewed, and interactive installations that invited playful exploration.

Grishma's curatorial vision shone through in the cohesive layout which cleverly juxtaposed contrasting styles and themes. The exhibition served as a testament to the students' artistic growth and their ability to translate a complex concept like "Illusion" into a visually stimulating and thought-provoking presentation. Congratulations to Grishma for such a mesmerizing and memorable exhibition!



OUR TEAM

STUDENT LEADERSHIP



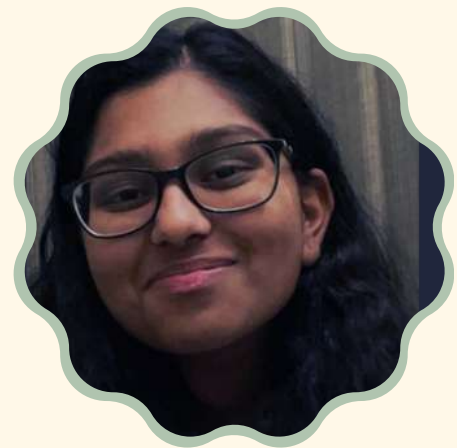
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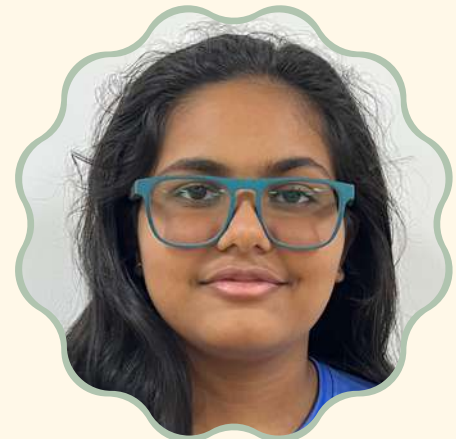
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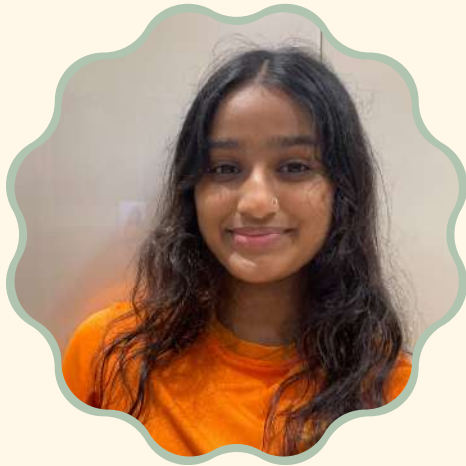
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