



THE GAZETTE

FIRST EDITION- OCTOBER 2025



Table of Contents



Whole School

- STUCO Elections
- Independence Day Celebrations
- Hindi Diwas

EYP

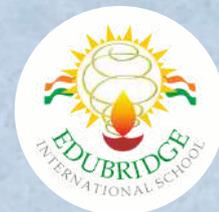
- Every Corner has a Purpose
- Language Through Storytelling
- ATL Skills In Action

PYP

- Field Trip: Reliance Mart
- Guest Speaker Session
- Ganesh Chaturthi Assembly
- Guest Speaker Session
- Field Trip: Parsi Museum
- Intercultural Understanding

MYP & DP

- Interhouse Table Tennis
- MYP1 Interdisciplinary Learning & Service Orientation Assembly
- MCOP 25
- Naval Dockyard Field Trip
- MYP-DP Friday Reading Program
- DP Summer Programs
- New Beginnings
- A New Chapter: Adjusting to the DP



A NOTE FROM THE HEAD OF SCHOOL

By Dr. Arnaz Ranji Charna



At Edubridge International School, one of our central goals this year is to deepen intercultural understanding across our community. In today's interconnected world, where cultures, perspectives, and traditions meet every day, the ability to listen, learn, and respect differences is not just important—it is essential.

We have already begun this journey with sessions for students, parents, and staff, and we will be continuing these throughout the year. These opportunities allow us to reflect on our own identities while also building appreciation for the diverse backgrounds that enrich our school community. For our students, such learning lays the foundation to become empathetic, open-minded, and responsible global citizens—skills that go far beyond academics and will serve them for life.

I encourage each of you to continue engaging wholeheartedly in this process. Together, let us create a community where every voice is valued, every culture celebrated, and every learner empowered to make a positive difference in the world.



WHOLE SCHOOL

STUCO ELECTIONS



By: Ananya Ladella, DP1



The Student Council elections in EIS have been an integral part of the community. It enables students to voice their opinions and plan exciting events. This year, candidates ran to fill the positions of President, Vice President, Sports Captains, House Captains and Class Representatives. The STUCO Investiture finally took place on Independence Day, where students were officially designated in their new positions and given badges as they took a pledge to fulfil their duties.



The names of this year's STUCO members are as follows:

Vice President

Sivakumaran Karthigeyan

Sports Captain

Dev Kotak

PYP STUCO Representatives

Sem 1: Anaya Balwa

Sem 2: Hrudhveer Kanugo

PYP5 Class Representatives

Sem 1: Zaisha Kadakia

Sem 2: Naavya Shah

MYP1 Aqua Class Representative

Kenith Shah

MYP1 Ignis Class Representative

Dheanna Mehta

MYP2 Aqua Class Representative

Miraya Patel

MYP2 Ignis Class Representative

Malvika Shroff

MYP3 Aqua Class Representative

Himani Doshi

MYP3 Ignis Class Representative

Astad Debu

MYP4 Class Representative

Ayaan Balwa

MYP Representative

Vitraag Punamiya

Mojave House Captain

Shivom Bhojwani

Yangtze House Captain

Amaira Jhaveri

Vesuvius House Captain

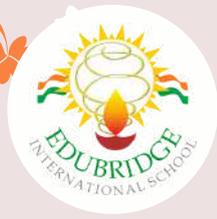
Hridaan Shah

Myshha Shah

Agumbe House Captain

Prisha Singhi

Independence Day Celebration



By Aahana Kapoor, MYP4

Our annual Independence Day celebration for this academic year was filled with joyous moments that showcased students' patriotism. To begin with, the SLT team conducted the flag hoisting ceremony. Following this, students sang 'Kandon Se Milte Hain Kandhe' that made us all gain immense respect towards the Indian Army.



As the event progressed, various performances were held. PYP5 gracefully performed to the song 'Sandesh Aate Hai,' showcasing the struggles of the Indian Army. The events were concluded by a Hindi and a Marathi speech by Vivaan Purohit of DPI and Malvika Shroff of MYP2B respectively. We also heard a speech by our Head of School, Ms. Arnaz.



Finally, to conclude, we had our STUCO investiture ceremony, wherein the newly-appointed Student Council members were inaugurated by various teachers!



हिन्दी दिवस

BY MR. GANESH MISHRA

Our school celebrated Hindi Diwas with enthusiasm and active participation from PYP, MYP, and DP students, showcasing the beauty and global relevance of the Hindi language.

PYP students engaged in interactive games such as “संगीत सुनो, रुको और पहचानो” (Listen, Pause and Recognise the Music), “शब्द सृजन” (Word Formation), and “त्योहारों का खेल” (Festival Game), which built listening, speaking, and cultural awareness. Tongue twisters and “देशों की टिक-टैक-टो” (Countries’ Tic-Tac-Toe) added fun while teaching others about Hindi-speaking countries.

MYP students highlighted Hindi’s growing worldwide popularity through presentations and games with idioms, proverbs, and tongue twisters. A Kahoot quiz on Hindi cinema emphasized the role of films in spreading the language and culture. DP students created a short Public Service Announcement for the assembly, inspiring pride in Hindi’s global influence. Teachers also joined in with a lively movie and song quiz.

The celebration was engaging, collaborative, and meaningful, reminding us of the importance of preserving and promoting our rich linguistic heritage.





EYP



Every Corner Has a Purpose

BY TEAM NURSERY



Our Nursery students explored and became familiar with the different spaces in their classroom, helping them feel more comfortable and confident in their new environment. The Library Corner became a cosy favorite for reading, the Calming Corner offered a safe space for big feelings, and the Thinking Corner encouraged reflection on choices, kindness, and empathy. They practiced respecting spaces not only in the classroom but also their personal space. Using their personal cubbies fostered independence. Through these experiences, children are discovering that every corner has meaning, rules keep us safe, and thoughtful choices build a caring classroom community.

Tips for home:

1. Create a Calming Corner with a soft toy or cushion.
2. Encourage a Thinking Spot for reflection.
3. Set up a Reading Corner where books are read, then returned.



Language

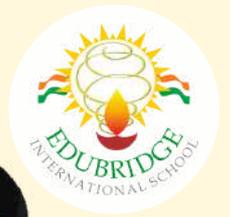
Through

STORYTELLING

Team JR. KG

Storytelling in the early years is one of the most powerful ways to build language and communication skills in young children. Through stories, children are exposed to rich vocabulary, varied sentence structures, and expressive language in a natural and engaging context.

Listening to stories helps them develop comprehension, attention, sequencing, and prediction skills, while retelling or acting out stories supports their speaking and creative expression.





Storytelling also nurtures imagination and emotional understanding, making language meaningful and memorable. It creates opportunities for children to ask questions, share ideas, and connect words with experiences, which builds their confidence in communication. By weaving language into stories, educators provide a joyful and interactive foundation for literacy development in early childhood.



Jr Kg Dolphins and Penguins participated in the read aloud of the stories "The Little Red Hen" by Paul Galdone and "We are Going on a Bear Hunt" by Micheal Rosen. Students got to experience the stories through puppets dramatisation, music and movement, as well as sensory play to make it an enduring experience.



ATL SKILLS IN ACTION

By TEAM SR. Kg



Sr. KG have been on an exciting journey of discovering and practising their Approaches to Learning (ATL) skills.

To develop Thinking Skills, students challenged themselves with exciting learning centres focused on tens and ones, which encouraged them to think deeply, solve problems, and strengthen their number sense. They showed perseverance and pride in their own learning.

The students also had a fruitful visit to a BMC school to build their social skills, where they interacted with new friends, played together, and formed meaningful relationships. It was a beautiful opportunity for learners to develop empathy, teamwork, and kindness.

To develop their communication skills, students played several fun classroom games that required them to take turns, listen actively, and express thoughts clearly. It was a wonderful month of growing, learning, and building essential life skills together!

A glimpse of skills in practice...





PYP

FIELD TRIP

Reliance Mart

BY TEAM GRADE 1



Our Grade 1 explorers had an exciting visit to Reliance SMART Superstore, as part of their new unit of inquiry under the theme "Who We Are."

The young learners explored the store aisles with great curiosity, identifying different food items and making connections to the food groups they've been studying in class. They also learned to think about whether foods are functional foods that help us grow strong or just fun foods to enjoy occasionally.

Later, they reflected on their purchases by reading the ingredients and nutrition labels, categorising them into the five food groups, and thinking about whether they made healthy food choices or if they need to be more mindful next time.

This hands-on experience not only strengthened their understanding of healthy food choices, but also helped them connect classroom learning with the real world.



Guest Speaker Session

By Team Grade 2



As part of our Unit of Inquiry "Who We Are", the students had the wonderful opportunity to interact with Early Years Teacher Ms. Poonam, who stepped in as a guest speaker. She shared fascinating stories and insights from Chinese culture. She spoke about the lunar calendar, explaining how it is different from the calendar we commonly use, and highlighted the importance of the Chinese New Year traditions. Through engaging storytelling, she described how families prepare for the festival, the symbolic decorations, the food, and the significance of the dragon and lion dances.

The session encouraged students to think deeply about the similarities and differences between cultures. It not only helped students appreciate another culture but also supported our ongoing discussions about identity, beliefs, and values in our unit of inquiry.



Ganesh Chaturthi

Assembly

By Team Grade 3

Ganesh Chaturthi was celebrated with great fervor by the students of Grade 3. The assembly was a vibrant display of talent and creativity, starting with a drama performance that beautifully narrated the story of Lord Ganesha. This was followed by a soulful song and a graceful dance that captured the spirit of the festival.

The festivities continued with engaging activities for each class, allowing students to explore their creativity. A highlight of the celebration was a magnificent Ganesha idol, collaboratively created by the students of the Primary Years Programme (PYP). This stunning masterpiece was put on display, showcasing the collective effort and artistic skills of our young learners.

The celebrations were a wonderful opportunity for the children to learn about our culture and traditions while fostering a sense of community and teamwork.



Guest Speaker Session

By Team Grade 4

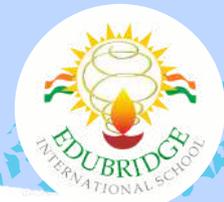


Our Grade 4 students recently stepped into the shoes of early explorers during an engaging hands-on session with Mr Rayomand Mistry focused on navigation and survival. Using compasses, they learned to identify cardinal and sub-cardinal directions, gaining a clear understanding of how explorers once navigated the unknown.

A highlight of the session was learning to create a spark using flint and steel—an exciting introduction to primitive fire-starting techniques. Students also practiced tying important knots like the reef knot, figure of eight, understanding their practical use in real-life situations.

They discussed the importance of packing wisely, exploring the essential items needed in a backpack—from water and food to maps and clothing. The session concluded with a look into basic first aid kits, highlighting key items such as antiseptic wipes, bandages, and tweezers. It was an inspiring and memorable journey into the world of exploration!





FIELD TRIP

Parsi Museum

BY TEAM GRADE 5



- The religion of the Parsis is Zoroastrianism.
- The Parsis were the first to introduce the concept of a 'Local ruler' in the region.
- The enterprising Parsis were the first to introduce the concept of 'Suppliers and Services' in the region.
- The city of Bombay was founded by the Parsis. Example: Sir Jamsetjee.

As part of their unit on migration, Grade 5 students visited the Framji Dadabhoy Alpaiwalla Museum to better understand the impact of migration on communities and societies. Led by Mr. Kerman Fatakia, a Parsi priest, they discovered the migration journey of the Parsi community, their rich traditions, and the values they carried with them. Students also learned about the community's contributions to India, including the founding of the Alexandra Girls' School, the Bombay Pettit group, and the enduring legacy of Sir Ratan Tata. The visit tied into the key concept of Responsibility, encouraging students to reflect on how migrants balance preserving their identity with contributing positively to their new home. The Parsi community offers a meaningful example of how migration, combined with social responsibility, can strengthen societies. This experience provided valuable real-world connections to their learning, deepening their understanding of migration's impact.



Inter-Cultural Understanding Assembly

BY THE WELLBEING DEPARTMENT

The Wellbeing Team recently conducted an assembly on Intercultural Understanding for Grades 1-5, led by counsellor Ms. Karishma Dhrolia. The session highlighted the importance of respecting and appreciating cultural differences while creating a safe, inclusive school environment. Through interactive discussions, students explored how culture shapes food, music, and traditions. They enjoyed learning about global food preferences and music styles, recognizing that while cultures differ, sharing and celebrating brings everyone together. This message captured the spirit of empathy, curiosity, and acceptance, encouraging students to celebrate diversity and ensure every child feels a sense of belonging.





MYP & DP



INTERHOUSE TABLE TENNIS



By Vedika Chinoy, DP1

Ping pong, parlour tennis, round the table...there are numerous names to define the one sport that represents the identity of the racquet world on one table. Table Tennis, with its speed, agility, and intensity, all brought from a singular spin of the ball, and a swing of the racquet, draws a large audience.



Edubridge International School hosted its annual table tennis competition, with each house participating. Students were divided into various age and gender categories under each School House (under 12, 14, 16, 18- Boys and Girls). Ranks were awarded up to the fourth place.



Point by point, the winners of the competition emerged: Vesuvius in first place with a total of 36 points, runner-up Mojave with 29 points, followed by Yangtze equipped with 23 points and finally Agumbe in fourth place with 21 points.



U-12 Boys :

Winner: Kabeer Gala (Yangtze)
Runner up: Arhaan Mehta (Agumbe)
3rd Place: Mehaan Mutha (Mojave)
4th Place: Ayaan Bohra (Mojave)

U-12 Girls:

Winner: Anaya Solanki (Vesuvius)
Runner up: Kvieta Battad (Vesuvius)

U- 14 Boys:

Winner: Kiaan Suchak (Vesuvius)
Runner up: Dhrishaan Mehta (Mojave)
3rd Place: Nirvair Bajaj (Agumbe)
4th Place: Mikhail Mehta (Vesuvius)

U-14 Girls :

Winner: Naiesha Shah (Yellow)
Runner up: Aarika Arora (Vesuvius)
3rd Place: Arunima Chowdhury (Vesuvius)
4th Place: Kiaara Mehta (Agumbe)

U-16 Boys :

Winner: Dhiyaan Mehta (Mojave)
Runner up: Hitarth Jain (Mojave)

U-18 Girls :

Winner: Naisha Mody (Yangtze)
Runner up: Saisha Gathani (Yangtze)
3rd Place: Vedika Chinoy (Mojave)
4th Place: Prini Shah (Agumbe)

U-18 Boys :

Winner: Hridaan Jain (Vesuvius)
Runner up: Hridaan Shah (Vesuvius)
3rd Place: Vivaan Purohit (Agumbe)
4th Place: Sivakumaran Karthigeyan (Yangtze)

Teachers:

Winner: Mr Anil Pereira (Vesuvius)
Runner up: Mr Vikas Salunke (Mojave)
3rd Place: Mr Vaibhav Phage (Agumbe)
4th Place: Mr Ajit Charvat (Yangtze)

Teachers:

Winner: Ms Delnaz Panthaki (Agumbe)
Runner up: Ms Priti Shah (Agumbe)
3rd Place: Ms Shagun Sakhrani (Mojave)

Mix Doubles Teachers & Students:

Winners: Mr Pratik Shome & Naisha Mody (Yangtze)
Runners up: Arunima Chowdhury & Mr Anil Pereira (Vesuvius)
3rd Place: Ms Delnaz Panthaki & Nirvair Bajaj (Agumbe)
4th Place: Mr Vikas Sulanke & Vedika Chinoy (Mojave)

Mix Doubles Teachers:

Winner: Ms Mansi Gandhi & Mr Mario Fernandes
Runner up: Ms Shagun Sakhrani & Mr Vikas Sulanke

MYP1 Interdisciplinary Learning and Service Orientation Assembly

MS. KHUSHNAWAZ FERNANDES AND MS. SHREYA JINDAL



Interdisciplinary Learning: The IDU assembly for MYP1 students and parents introduced the concept of interdisciplinary learning. Students explored issues of local and global significance, such as the Versova Beach Clean Up (2015-2018) and the impact of climate change on farming and agriculture. Learners reflected on how to help solve these problems using the knowledge and skills of multiple disciplines and subjects, leading to a collaborative and fruitful discussion on the importance of interdisciplinary thinking.



Service: Service is an essential component of the IB Middle Years Programme. It allows students to extend their learning beyond the classroom and connect with the communities around them in a meaningful, impactful manner.

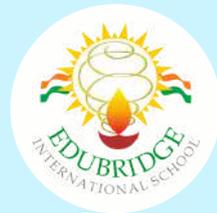


With this in mind, EIS hosted a session on Service for all MYP1 students and their parents. In this session, everyone experienced a glimpse of the opportunities that students have to contribute to the real world that will empower them to act locally while thinking globally. Students and parents discovered the types of service learning in MYP and its outcomes, including empathy, collaboration, and responsibility, before brainstorming impactful service ideas for the year ahead.





MYP-DP Friday Reading Programme



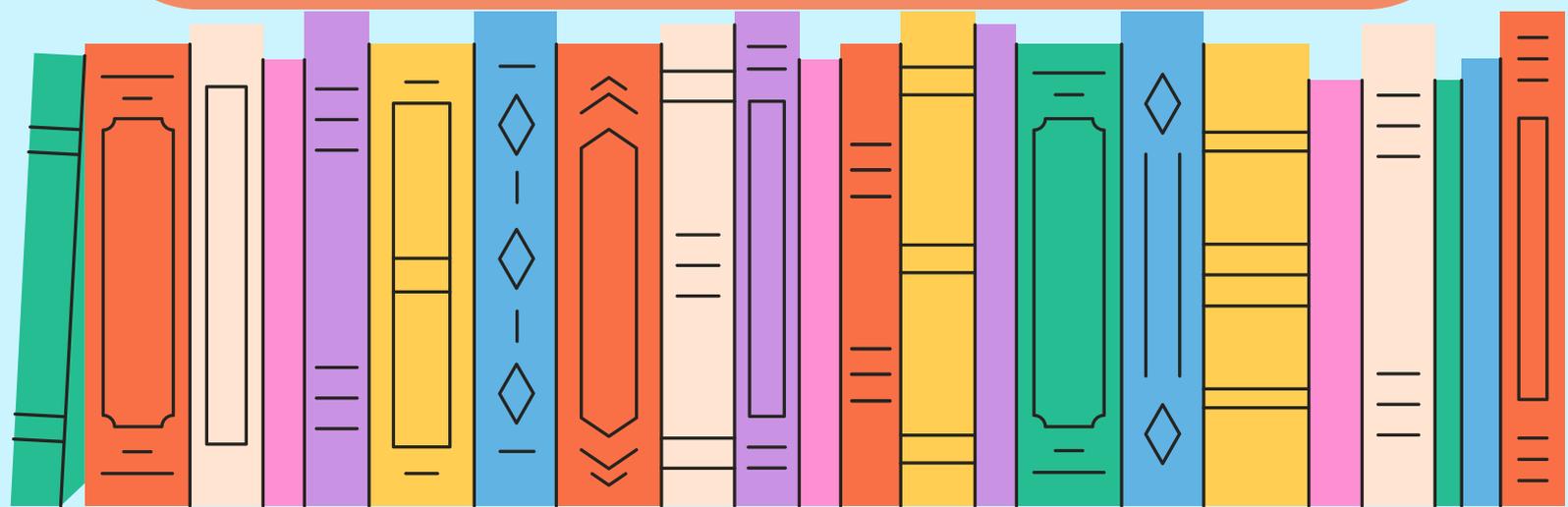
By Prini Shah, DP1

The MYP-DP Friday Reading Programme kicked off with a bang in August. Students participated in several fun engagements to choose their books that they will continue to read for the semester.

Ranging from Taboo vocabulary games to interactive blurb readings and book tastings, teachers hosted activities where students had the opportunity to explore a variety of genres and authors and finally choose their books to read in the first semester.

DP1 students experienced a book cafe with 'Menus' with books sorted into appetisers, main course and desserts. The food courses represent a variety of genres. For example, joyful and witty books were under appetisers.

These activities provided insightful information about a variety of books to students in a delightful manner.





MODEL COP

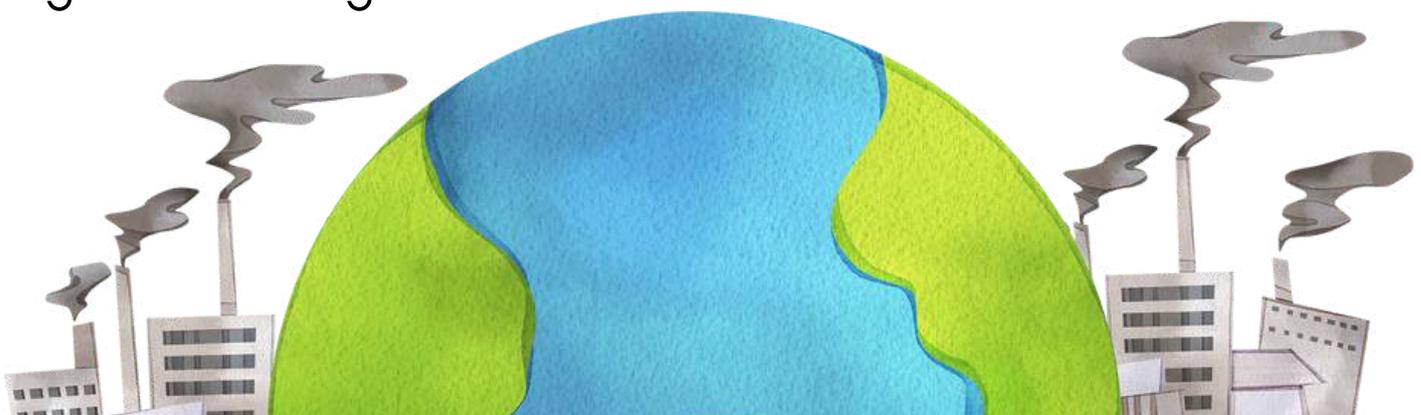
By Himani Doshi and
Shreya Janani, MYP3



On September 18th and 19th, our school hosted our first MCOP event. MCOP is a dedicated academic simulation where students play the roles of delegates, negotiators, and stakeholders. To be more specific, it is a simulation of the COP (the UNFCCC's supreme decision making body where countries negotiate climate action). This programme offers hands on experience with policy-making, formal negotiation, and consensus building.

During the conference, MYP1-DP1 students debated solutions to problems regarding our chosen tracks. Each of these debates were conducted as if they were a real-time conference, giving us a glimpse of how things work in COP conferences. The MCOP taught us the importance of working as an organised team without any severe arguments, and it showed us how to debate and prove our points with respect. We also learned how the MCOP stands by policies of respecting media and consent, responsibility, liability, and the honor of the countries represented during the conference.

In conclusion, the MCOP event was a fruitful process, and taught students many skills that can be useful in the future. It was a good reminder that climate change can be conducted by anyone, regardless of age.





Field Trip: Naval Dockyard

By Yaazhini Karthigeyan, DP1



On a wet Saturday morning, students could be seen in the front office and the PYP rooms, sitting and preparing for a field trip that, if missed, may not be available again. MYP5 and several DP1 students could be seen chatting, wearing rain coats, and receiving their ID cards as they prepared to depart school at 8:25 am sharp. Where were they going? Why were they in school on a Saturday?

It was a place many do not visit even once in their lives - the Naval Dockyard. The drive took about half an hour, filled with laughter, questions, and chatter. As we reached the Naval Dockyard, the first stop was a fantastic vantage point to take a picture with the famous Taj Hotel and the Gateway of India in the background!

After this, the students were enlightened about how the ships dock and the system that is set in place to let the ship enter and exit the dockyard.



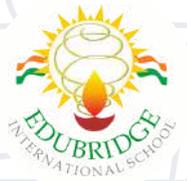
The water flows into the dock, letting the ship enter, before being sent back into the ocean as the ship settles, raised above the ground, to be accessible to the officers. Spending time to clarify doubts and listen attentively,

the students and teachers were fascinated by the procedures for a ship to dock. Even as the rain continued, umbrellas were used to stay dry and soak up knowledge. The museum was next on their route. Here, the students and teachers were guided around and taught about the ships that have developed over centuries, from being made in wood to metal, steel, and titanium, crafted by different shipbuilders.

Finally, students took a tour of the *INS Vibhuthi*. The tour of the warship started off in the deck with the officers guiding the students and teachers around the ship, taking them inside to see the different locations and systems inside the ship that help them navigate, defend, and attack when necessary. Overall, it was a wonderful educational trip which will stay with us for a long time!



DP SUMMER PROGRAMMES



By Divyansh Mehta, DP 1

The students of DP 1 spent their time over the summer break, developing skills, honing abilities, and building connections that will last a lifetime. Students visited multiple universities for summer immersion programmes around the world, ranging from Asia all the way to the United States of America.

In order to get a glimpse into the lives of university students, the DP 1 students registered for various programmes at Columbia University, a prestigious Ivy League institution, Singapore Management University, Ashoka University, Atlas SkillTech University and Flame.

My classmates embraced the opportunity to explore the fields of entrepreneurship, biology and business, thus sharpening their skills and confidence through the process. They also learned to communicate effectively with other students, becoming more internationally minded.



NEW BEGINNINGS

By Aditya Anand, Jhanvi Shukla and Yaazhini
Karthigeyan, DP 1



Aditya: Joining Edubridge has started a new chapter in my life. The campus and the academics are entirely different from what I've previously experienced at my old schools.

When I came here, I was unsure about switching to a new school. However, my classmates and teachers have all been very helpful and made me feel welcome. Switching to IBDP from a completely different curriculum has been challenging, yet it's interesting to approach subjects in different ways and explore new perspectives.

Each day brings new experiences and lessons, and I'm grateful for the chance to grow both academically and as a person. I look forward to the rest of my time here.



Jhanvi- When I joined EIS, I didn't expect much to change. I had been an average student last year, doing enough to complete my work without really standing out. At first, everything felt unfamiliar and I missed my old friends but slowly, things started to change. Everyone has been very helpful and nice to me, and the teachers have also noticed my efforts. My classmates always push me to do better.



DP feels new to me because until last year I was an MYP student, so my knowledge about structured papers and subject levels is still developing. I know I have some challenges to overcome but with the help of my teachers, I am sure I will catch up with everyone soon.

Yaazhini- Bula! I come from Tamil Nadu. Starting my studies at Edubrige, and especially in the DP has been amazing. Though it is very different from my old school, I have been enjoying it here with all my classmates, friends and teachers. Before EIS, I studied in the International School of Suva in Fiji, where I lived for 3 and a half years! Bula means 'Hello' in Fijian. I love to write. It is my main hobby. I have been writing stories for almost 12 years and have recently developed a passion for writing dramas and sonnets, a result of the wonderful learning I had in Fiji in drama and English literature.



I also enjoy debating and sharing my opinions on local and global issues. In the MYP, my favourite subjects were Humanities and Theatre. I am a singer and dancer. I enjoy singing in my mother tongue, Tamil, and I love Meke, the traditional Fijian dance, along with Polynesian dance too. Most of all, after growing as a student in many international schools, meeting people of different nationalities, and visiting numerous countries, I admire each and every country for what it is, and love to experience every culture.



A New Chapter: Adjusting to the DP

By Panav Choksi, DP1

Finishing the MYP 5 e-Assessments felt like the end of an era; five years of hard work, grit and determination, all leading to that one moment. The first day of school marked a new day, filled with questions, a new curriculum and an unfamiliar schedule with new subjects and scarce remnants of the past five years in the MYP. It was almost as though, in the blink of an eye, we became the youth of a nation and upcoming members of society!

Within a few weeks, we felt like more insightful individuals with unique interests ready to work towards different future pathways. We soon realised the biggest similarity we all had in common was our aspirational qualities. The years we spent together at EIS have allowed each of us to grow individually and together as one class.

Through Theory of Knowledge, we inquire with purpose and our lessons are highly interactive. CAS ensures we build a holistic profile, becoming more caring as a community. Overall, this transition has been a fruitful experience for us all since we have been exploring the core areas of the Diploma Programme.

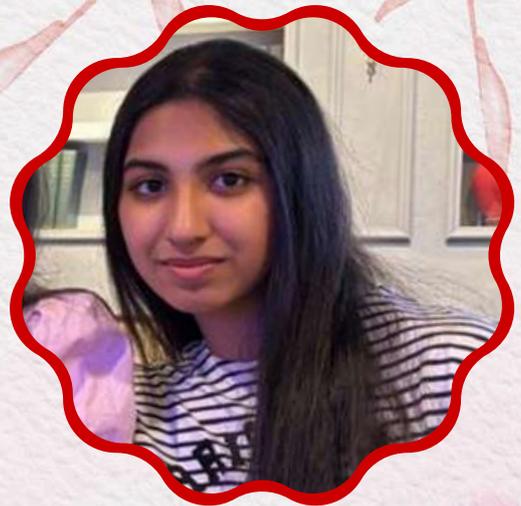




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