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NEEV TIMES

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FESTIVALS, CULTURE AND DIVERSITY



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INDIRA RAMASUBRAMANIAM (G9)

This artwork is an incorporation of a figurative drawing form with one picture added onto the backdrop of a different picture. I chose Neev students as the subject of my figurative drawing as a school brings in the perfect blend of diversity. I also picked a simple composition picture for the background. The point of this artwork is to depict the innocence of young children and the simple lives they lead. If simplicity is not the cause for celebration, what is?

LEADERSHIP SPEAK

Language Learning and International-Mindedness

Neev is a complete International Baccalaureate (IB) school following PYP, MYP and DP programs. The Expectations Handbook - Programme Standards and Practices -make explicit mention of its requirements in language development and mother tongue support, as given below:



- *The school places importance on language learning, including mother tongue, host country language and other languages. (A7)*
- *Collaborative planning and reflection recognizes that all teachers are responsible for the language development of students. (C1.8)*
- *Teaching and learning demonstrates that all teachers are responsible for the language development of students. (C3.8)*

In IB schools, language is not just a communication tool, but an opportunity to understand its (the languages') history, traditions, practices, art forms, beliefs, and culture. With this approach, IB sees language learning as a vehicle to promote 'International-Mindedness' through:

- Fostering Inter-cultural understanding
- Celebrating differences
- Reflecting on commonality, diversity and thereby, developing multiple perspectives.

Some of these objectives, we meet through the 'Neev Literature Festival' and 'Language Day' in which we celebrated the richness of English as well as other languages. India has 22 official languages and even more cultures that had been represented in the Language Day festival. In addition to this, multiple international languages were also present including but not limited to French, Spanish, and German.

As a part of the IB Evaluation, Authorization and Consultation team, I often notice demonstration of 'FFF' (Food, Flags, Festivals) as evidence for the three practices mentioned above. While these meet the standards set, it is often considered a superficial approach to language learning and International-Mindedness. Neev has gone beyond 'FFF' in its celebrations. 'Language Day' was a parent-driven program supported by the teachers and students. Presentations, guest lectures, games, exhibitions, cultural performances, and food were the means to achieve our objective.

UMAR JAFFAR
HEAD - DIPLOMA PROGRAMME

EDITORIAL

Should language be universal?

As we embarked on a week-long celebration of languages at Neev Academy, we saw people of varied cultures come together and celebrate their cultural identity with language as the vehicle for expressing oneself. Students, parents and teachers alike immersed themselves in this experience. They unfolded many stories and practices that had hitherto remained unknown. Experiencing these quintessential aspects of cultural trivia made us ponder: what if the whole world was unified by one language? Would that make it a world of acceptance and mutual respect?

It is said that language is identity. So what exactly would become of the world if there was a single universal language? The universal language debate has been ongoing and represents two very different perspectives. One praises efficiency, saying that having a universal language would be humanity's next logical step at finally reaching a superior level of communication. Attempts have been made in the past with the most famous being, Esperanto. An artificial language based on the roots of chief European languages. Translating into the 'one who hopes', Esperanto tried and failed at creating a global language. Hence the need to include different cultures was felt more strongly than ever before.

The very thought of having a universal language shook many and brought the issue of diversity to the forefront of this debate. Diversity in language is necessary for evolution and so the death of language could be perceived as a great loss for inherited knowledge. Language is rich with the imprints of culture and reflects the history of the people who have used them. The way we communicate lends itself heavily to our upbringing and directly correlates with who we are. Language shapes identity and it must be celebrated and nurtured. Language does not only form our individual identities but allows us to be part of something bigger. Therefore, the celebration of languages would empower people to trust in the cultural cohesion of our society.

LEARNING JOURNEYS

Getting to know our city

“Do we know the History of Bangalore?” the question made us realize that we didn’t know much of the history of our own city and therefore set out on a day trip about Bangalore History. On 29th October 2019, after a short fun ride, we reached our first stop - a man-made lake called Kempambudi Kere lake built in the 1500s. The lake is a fine example of irrigation techniques. Our second stop was at Tipu Sultan’s Summer Palace which was built between 1781 and 1791 when Tipu Sultan was ruling Bangalore. We discussed and learned about how Tipu Sultan interacted with the public and how the art and architecture were back then in palaces. Our next stop was at the Halasuru Someshwara Swamy Temple. This temple is the oldest temple in the city and is dedicated to the Hindu god Shiva. We learned about how the art and architecture were interconnected to the beliefs and values prevailing in those times. Our final stop was one of the oldest churches in Bangalore - Holy Trinity Church, during which we learned about how written records are important to show the past and how British architecture is different from ours.

It was an extremely exciting, interesting and informative trip as we were able to understand clearly the interconnection of agriculture, art & architecture, religion and culture and written language to the growth of civilization in Bangalore.

AKSHITA RAI (G4-A)



My journey of reluctance and acceptance...

Reluctance was my first response to the trip. I know, having preconceived notions isn’t the best thing, but hey, instincts arise involuntarily and I had no control over my response. And what did not help was, the teachers starting to speak about expectations, discipline, readings, dossiers and reflections...Enthralling right? Jokes apart, the main purpose of the trip was to understand 4 main concepts which included diversity, conflict, belief system as well as co-existence of religions in a community and how people celebrate religious diversity in Aurangabad.

After all these briefings on the trip and understanding the purpose of the trip, the fun bits did unfold - do we not have those amazing teachers who just lighten up a trip for us? Or those amazing friends who even at 12:00 midnight are game for a play pillow fight? Or how to forget, those roommates who get all the possible junk food even when mails strictly say, NO JUNK FOOD! Or those friends who just want to play with the teachers, however tired they are? As much as I try to leave out fun, it is just indispensable as it made up so much of our trip, but now, lets actually get serious. Celebrating religious diversity in religions and lifestyles was something that was so evident in the locations we covered.

For instance the Ellora caves. The Ellora caves are a culmination of Buddhist, Jain and Hindu caves. Although the caves are distinguishable by the religion they depicted on their walls, one thing that emerged out as a message was the coexistence of religions and how after a lot of conflicts, the religions were able to find common ground. In Aurangabad, it was quite obvious that belonging to a particular religion was not a factor by itself, for an individual’s choice in religion, but it is the people that can choose to either use their faith to divide or unify.

Thinking back to my momentary reluctance, I realized how misplaced it was in comparison to the abundance of learning and an ample amount of fun that this trip had to offer. The note-taking, discussions, accompanied by the drawn-out bus rides, giggles and roommates came together to make this trip an unforgettable and memorable trip.

DARSH TULSYAN (G7-B)

Hampi - Destination History!

Grade 4 recently enjoyed a study trip to Hampi, once the capital of the Vijayanagara empire. Archeologists are striving to rebuild Hampi to what it was back then. At the Hampi Archeological museum at Kamalapura. we saw a 3D physical map of ancient Hampi and also sculptures of kings, gods, traders, holy animals and displays of armoury and stones from the Stone Age and coins from the time of Krishnadeva Raya. Hampi is divided into 2 parts- The Sacred Centre and the Royal Centre. When we visited Vithalapur we saw a Pushkarni, a monument which looks like a step-tank with a small temple made at the centre. Vithala temple is one of the monuments which was attacked and looted by the Bahamanis. The stone chariot, a model of a chariot made of stone, was something to see!

We also climbed the Hemakuta hill. Mahanamavi Dibba is a part of the Royal Centre where we saw the king’s platform, climbed on top of it and saw the entire area from the top. Then we went to the Hazararama temple. It had carvings of the Ramayana story. We also saw the Lotus Mahal and the elephant stables which had an Islamic influence in its architecture. We hiked up till the top of the highest hill in Hampi -the Matanga hillock where we heard the peacocks cooing at sunset!

On our final day of the trip we visited the Tungabhadra dam and learnt about the water plan. We had a great learning experience at Hampi.

RUHI, ARAINA, AARUSHI (G4-A)



POETRY CORNER

"The Dark"

Carol Ann Duffy

If you think of the dark
as a black park
and the moon as a bounced ball,
then there's nothing to be frightened of at all.

(Except for aliens...)

Interpretations of the poem "The Dark"

There are two ways we can view the poem. The poem could just be saying that there is no need to be frightened of the dark. The other way to look at it would be to talk about perspectives. As we can see, perspective is brought in with the word 'If' in the beginning of the poem. She ends with talking about aliens as something to be frightened about. It is the poet's perspective. If it is a matter of perspectives, everyone's perspective must be respected!

ADHAVAN (G7-A)

Black park is not an inviting place but the fact that it is a park nonetheless still brings a happy image in the child's mind. However, the phrase "Except for aliens" is instrumental to understanding the poem. The poet makes a connection with the readers and makes the audience feel reassured that the poet, too, has an absurd fear.

RISHIKESH (G7-A)

The poem talks about fear and says that a way to combat fear would be by representing it as something else. Darkness is limitless and has no boundaries. But when it is called a park, it ceases to be boundless. More so, if the association is made with things or ideas relating to children, the fear is further diminished.

GAYATHRI (G11)

Responses...

Carol Ann is fascinated by the dark night and is fearless. She desires her readers to dispel the fear of the dark and perceive the darkness of the night as a black park, and the moon a bouncing ball - a harmless image of fun and safety. She reassures her readers that there is nothing frightening about the dark night except for...

RENU SANKARAN (HEAD - ICSE)

The poem seems to have been addressed to someone going through a struggle/ fear. The fact that she uses the image of a ball, a park and aliens seems to suggest that the listener is a child. The purpose is to lighten the listener's mood. However, the poem ends on a note of ambiguity where the mention of aliens keeps the same imagination alert that offered comfort through the mention of the park and the ball.

NIDHI SHAH (TEACHER-LIBRARIAN)

A way to look at this poem would be to see how the abstract can be made concrete. Darkness is vast and abstract and hence can inspire fear. By likening it to a park, the darkness has been made more tangible; and now that it has boundaries, the magnitude of that darkness has been reduced. It will not be wrong to assume that there is an implicit plea to embrace the darkness. However, the poet urges the reader to 'think' and therefore indicates that his/her advice will be effective only if the reader tries to imagine.

BANDANA (G11)

In the Dark

Walking out of the room,
I don't bother turning on the light.
Going down the stairs,
Something is not right.
Reaching the kitchen,
I feel a chill go down my spine.
The spoons, forks and knives are
on the ledge,
All are in a line.
Suddenly, I hear a noise,
Maybe a cat creeping outside?
I can feel the presence of
something behind me,
And then the kitchen turns black
as night.

SITARA RISHIKESH (G6-B)



POETRY CORNER

The path that winds into wonder

On my path winding into wonder,
I move through snow, rain, and thunder.
My heart is filled with awe,
Immersing me in beauty pure and raw.
I hear the spirits of mystic songs,
Echoing from the north where she belongs.
I feel the green grass and tall trees,
Casting upon me, a magical breeze.
Exotic valleys of fauna and flora,
That is, within a dazzling aura.
The first to find their way,
Were Hillary and Norway.
I encountered the exhilaration,
They experienced the expedition.
In exalted peaks covered in snow,
Time has lost its flow.
There shall be no rest,
Till I am one with The Everest.

PRANAT JAIN (G6-B)

Hello? Is this Missus Peabody?
Oh, I am so glad this was your number, Missus Peabody,
Umm... Before I start,
Is there a chair lying around?
Oh! A glass of water would help too.
Yes, Yes, please get yourself some.
As I was saying, I have some news...About your daughter,
Oh my goodness me! NO!
She hasn't asked me to inform you that she is in an affair.
It is actually quite awful, this news.
You aren't a heart patient, correct?
Oh, you are? Well, I don't know if I should -
GEEZUS WOMAN. CALM DOWN.
Christ sake! Old women these days.
Oh no no no, I didn't call YOU old Miss,
This might be a little hard to take in...
M-Missus Peabody, your daughter,
She... She... She was coming home from school,
I know, it's unusual but it ended early.
And... And she was in a rush,
S-so she took the m-main road.
I DON'T KNOW WHY SHE DID IT.
YES, IF YOU PLEASE STOP TALKING AND LET ME FINISH!
She was turning onto the service lane... the driver was drunk,
No, I am totally not crying.
STOP MAKING THIS SO HARD FOR ME!
THIS IS THE FIRST TIME I'M TELLING SOMEONE THAT THEIR
DAUGHTER IS DEAD!
I'm so sorry. I didn't mean to shout.
Sorry, I have to go now.
Goodbye.

AARUSHI GIRI (G8-C)

The budding poets of Neev Academy tried their hands at various poetic forms and have recorded their understanding through some deeply engaged pieces. We hope you enjoy the poems just as much as we did!

JOHNNY

In the streets of London, where I was born,
There was a huge fight in town,
The streets were broken, the war balloons were bloated
And on my face, was a frown.

Something happened last night,
I was fast asleep,
"drop. BOOM! SHATTER! CRASH!"
The devil had unleashed his might.

The ground: grey.
The shops and streets too.
And I still can't spot my warm, fuzzy ball..
"Oh Johnny! Where are you?"

I remember myself crying,
On my knees and surrounded by fleas
I remember myself going home
Hopeless, exhausted and pained, tucking myself in the cold breeze

But it had now snapped in two
The bottom—from the top half—was detached.
It's trunks were charred and black,
the great tree's branches were now slack,
I wondered, "Who did this?"
The enemy had attacked.

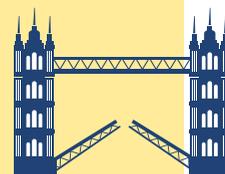
I looked towards the Red Ice Cream Shop,
Where Johnny and I ate all day,
(It was chocolate or strawberry for me,
With five roasted almonds on top)

But it was no longer there!
The green was now a crisp brown
And the building above it had burned down
The glass was broken into huge, sharp pieces
And the metal pipes were blazing and torn out
And among those pipes, that glass and the rubble,
In the middle of that crisp, those burns, the char,
laid my Johnny, ball in his maw;

That blood-stained fur was no longer fair,
Those jumpy little paws had no more strides to gain,
But those pearl-like eyes looked at me in defiance,
saying:

"I found the ball, can we play again?"

ONKAR KULKARNI (G10)



LANGUAGE DAY



Celebrating who we are - Language Week



Hello, and Happy Diwali/ Deepavali from the PTA. What a month October was with the school buzzing with festivities and activities; particularly the Language celebrations! This was the first time the PTA took over running Language Day, and early on it was very clear that Language could not be celebrated through one event, and on just one day. We needed a design that was broad, collaborative, community-driven and above all- fun. And so we ended up with expert talks (parents and grandparents) on the origin and literature of 15 different languages; a deeply engaging session on careers in language; stalls where students (and parents) created art and calligraphy; traditional games installations that were mobbed by students and teachers alike; and of course, a final day performance that gave every language group a platform to celebrate everything colourful and catchy in their culture. The two-week spread gave enough time for everyone to focus on different activities and languages. Whether you were a games person or an art person or a literature person, there was something for every child and every volunteer.



We'd like to take this opportunity to especially thank the 50+ parent/ grandparent volunteers and all the school staff who worked incredibly hard to make this happen. As with all activities, we're thinking about what went well and what can be done better next time. These events are community-led, and we're actively seeking feedback to do things better next year.

PTA MEMBERS

Some quotes that made us smile



"I'm a TAMILIAN, but this is the first time I've written my name in Tamil. It was great!" - Parent, G5&9

"My favourite part was playing Pallanguzhi with my friends, writing my name in other languages and the Spanish performance." - Student, G6

"None of us are fluent, and we all know different things about our home language, so it's fun to learn from each other." Student, G7

"My grandchildren are Bengali and Gujarati. I am so happy that they can learn about both languages and celebrate both cultures - Neev has given them the best of Kolkata and Bombay!" - Grandparent, G 2&7



LANGUAGE DAY

The Language Day canvas



North campus sets the stage on fire



The transformation



The Bong joyride - Kolkata taxi



'Balle balle' all the way



Dress Circle view!



Our very own 'Senioritas'



In full swing



The 'Yakshagana' moment



STUDENTS' VOICE

Wednesday afternoon Blues!

1,2 and a 1,2,3,4! The 8th-grade music assembly was energetic and full of enthusiasm, to say the least. Our students performed 'Blues' music that they composed themselves. These pieces spoke about important social issues or topics that they were passionate about. Blues was invented by African-American slaves in the late 19th century hence the main point of the songs was to emphasize hope, and the good days yet to come. These qualities were clearly seen in the music assembly with one group even going as far as to compare grief to the onion by speaking about the layers peeling away through time.

The students also performed renderings of Elvis Presley's Jailhouse Rock and Rock And Roll by Led Zeppelin. These performances were full of energy and showcased the versatile ability of the students.

The assembly fully accomplished its goal as it showcased the investment that each student had with their work. It is usually quite jarring when one's heartbeat and the sound of a speaker are one in the same. However, in this case, it gave us a wonderfully presented reminder of the importance of music in our lives.

EDITORIAL TEAM



College Fair @ Neev Academy

College Fair was organised on 19 November in which over 30 Universities and colleges participated. The main purpose of this fair was to inform the parents and students about the acceptance of the IB Diploma programme by Universities across the globe. For this edition of the fair, we invited universities and colleges from India, Australia, Switzerland, Germany and Canada. The fair had a wide variety of institutions offering courses ranging from Engineering to Business to Liberal Arts and Hospitality. Another purpose of having a diverse range of colleges and universities was to help students better understand what type of college or university best meets their needs.

ANOUSHKA MANIK (G11)

Lights. Sweets. Celebrations.

On Diwali, we celebrate by lighting diyas, bursting firecrackers. Diwali is the festival of lights and on Diwali we do pooja. Diwali is celebrated because Lord Rama came back to Ayodhya after 14 years from the forest. Diwali talks about letting the light into our houses and lives after darkness. Diwali is a no moon night called Amavasya. On Diwali, the sky gets polluted because of the fireworks

AMAY AGARWAL (G1- North Campus)

I think the language day was nice and fun. It was very similar to the translanguaging assembly we had in school yesterday. The different languages that performed were Hindi, Tamil, Kannada, Punjabi, Sindhi, Marathi and Urdu. My mother taught us Tamil dance. Many parent experts had come to school to talk about different languages. Sharang's father talked to us about Ramanujan- the famous mathematician and showed us an ancient Tamil game to play. Siddharta and Eka's mother told us a story in Kannada. During our lunch break one day there were many stalls set up like Mehendi, some kheer, photobooth and in the art studio, we did artwork too. The Kannada stall had tic tac toe and a matching game and we took pictures in a golden area. We danced in the Neev Yemalur School and it was fun.

ANIRUDH RAGHAVAN (G1- North Campus)

On Diwali, I went to my Friend's house. Her name is Lakshmi. We had rice and poori. Her house was decorated very beautifully and there were diyas in front of the God room door. The flowers around her house were decorated in the colours of Diwali like red and yellow. I was wearing a blue frock with bumps and designs at the top and bottom and I had let my hair loose with small braids in the side. Lakshmi was dressed in pretty white and pink pants and top which had frills. At the porch, we burst lot of crackers like the flower pots and bhumi chakras. We both were very excited to celebrate Diwali together.

EKA SIVARAMAN (G1 - North Campus)

"What inspired me to write a book in Telugu"

My father tongue is Telugu. My nanamma (grandmother) and papa have spoken to me in Telugu since my childhood. My nanamma (grandmother) has brought me many colourful books in Telugu. The interesting books excited me to write and read in telugu. From the age of 5, I have been learning to read and write in telugu.



The writer's workshop in K2 inspired me to write a book in telugu. The first book that I finished writing is " Ganapati lelalu" which means stories of lord Ganesha. This book has many stories of lord Ganesha like how was he born, how he got an elephant's head and many more. My nanamma helped me in writing the book. My book was displayed at the telugu stall during the language day. I am very happy that I can read and write in my mother and father tongue and would like everyone to experience reading and writing in different languages too. I am now writing my second book in Telugu.

ABHAY VUTUKURU REDDY (G1-B)

TEACHERS' VOICE

Expectations VS. Reality



We are expected to walk into a classroom where chairs are vacant and the people meant to occupy them are crowding here and there, and keep our cool.

We are expected to understand your love for yourself and make our peace with it.

We are expected to make a note of your mood swings and not only accommodate them but act accordingly.



We are expected to hear your choice of the word for the day, when all we want to listen to is the sound of silence.

We are expected to hear about the release of a new music video, by an artist we didn't know existed, but manage to sound excited about it.

We are expected to witness your drama and respond like that was the most real thing in life.

We are expected to applaud you when you do something well.

We are expected to give you feedback so that you may improve further.

We are expected to look out for fussy eaters and food haters and insist that they eat something, when all we would like to do was fill our own plates and find a corner and down it our throats, to survive.

But...Who is taking care of our expectations? We would like to come to a class that has a teacher's desk which doesn't resemble a dumping ground. We would like to come to a class where the side platform doesn't look like a railway platform. And once in a while we would like to insist that our expectations be met and then... Amazing results follow.

We don't mind doing this every now and then. Do you?

VIDYA P - SENIOR TEACHER

You are, therefore we are!

OKAY! You do drive us crazy.
But what's the fun if we don't have the perfect dose of craziness in our daily schedules?
All of you need to speak at the same go...
But, we know, how important it is to share your opinion right there, right then.
Timeline is something that doesn't exist in the dictionary, or for that matter, Google...
But, if you submit on time, the challenge is somewhat gone... (Please don't get inspired!)
'Shoes, shorts, notebooks, pencils, worksheets - these were meant to decorate the floors.
But it provides us our daily quota of fitness regime - toe touching and full arch...
"Forgotten", "You have not given", "You are SOOOO mean" - phrases keep flying in the class

But, one threat of "consequences" is the magic wand in our hands...

Well, you see... our lives are just the right mix of sour, bitter and spicy, a mix that you bring in to the daily palette with your tantrums, excuses and complaints. Thank you for the variety.

WAIT! Did I forget the sweet? No, I just mentioned them when I mentioned YOU... the daily dose of sweetness that only our students can add, with a smile, a hug, a 'GOOD MORNING MISS' or even just the presence.

Children are, therefore we find a meaning to what we have set out to do.

HAPPY CHILDREN'S DAY!

USHITA BANERJEE - EDITORIAL TEAM



Glimpses of the Children's Day celebrations



CREATIVITY ACTIVITY SERVICE (CAS)

Swanthana - The other name of compassion

On October 19th we, the DP students, went to Swanthana, an orphanage, which is home to almost 50 girls with disabilities. We went there to spend time with the children, and engage in activities like drawing and colouring. All the girls there could not walk and some were bedridden, but out of the few kids we did spend time with, we had an interesting experience. It was a very different experience for us, and it was 'service' with a very different and new approach. I found that the kids there were very sweet and kind. Some of them even went as far as to call out to us to sit with them.

Most of the service work we did revolved around collecting materials and foods they needed, including adult diapers, Bournvita, sunflower oil, rice, and other food and cleaning supplies.

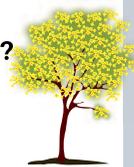
We also planned many activities and colouring was the main activity, where we each printed out two to three colouring sheets and coloured with the kids there. After the children left for lunch, which we sponsored, we assembled in a circle to discuss the activity, and the idea of institutions like this, and the ethical implications. We discussed whether it was ethical to have places like this to take care of children in need, who might have different needs than the general public. Although they provide care for the girls there, we wondered if they would have been happier under different circumstances where they would be allowed to leave. A lot of us felt strange about the centre and wondered about their intentions. I felt that this was important to recognize.

GAYATHRI NAIR (G11)



A STEP TOWARDS SUSTAINABILITY

How do you make compost at home?



- Step 1:** Buy a brick of Coco Peat which contains microbes
- Step 2:** Place the brick in a bucket filled with 1 litre of water and let it absorb it.
- Step 3:** Place a 1-2 inch layer of the powdered Coco peat in a well-holed bucket
- Step 4:** Place the wet waste on top of the Coco Peat and Repeat!
(Ensure the last layer is Coco Peat.)
- Step 5:** Place the filled bucket aside for 30-45 days and then use the home-made compost!

SPORTS - NFSL

The Neev Friendship Sports League (NFSL) Inter School Athletics event 2019 took place on 15th November. Eight schools including Neev participated in this meet. All events were highly competitive giving an opportunity for our students to test their skills with the best talent in Bangalore. The following schools participated:

- Greenwood High International School
- The International School Bangalore
- Silver Oaks International School
- Canadian International School
- GJR International School
- Baldwin Boys School
- Sharanya Narayani International School
- Neev Academy

All the participating schools played well with TISB securing the position of the second runners-up with 47 points, Greenwood High International School securing the second position with 71 points and finally, our very own Neev Academy leading the tournament with 246 points! It was truly a tournament that fostered the spirit of friendship and sportsmanship, creating a fraternity of athletic excellence.



SPORTS



Does the price paid make the success worth it?

Finding and nurturing sporting talent at the grassroots level is very important to a country's future success. While countries like India entirely fail to give importance to this, China is at the other end of the spectrum.

China has been a superpower at the Olympics since their first appearance at the games in 1952 with a haul of over 600 medals which ranks them 7th in the all-time medal standings. With this kind of success, it's easy for viewers to disregard the cost that must be paid to achieve it. Chinese sports schools begin training students as early as the age of six and are put through gruelling regimes that push them to the limits of their physical capability. The number of people that have to fail for one to succeed is so high, that we have to question whether the price that is paid for the small chance of finding sporting success is worth it. For instance, Chinese gymnast Zhang Shangwu, was a specialist in the rings but injured his Achilles tendon and now sells bracelets in the Beijing subway. The ideology that it is impossible to go down two paths- in this case sports and education, without dedicating adequate time to each one is archaic that exists in Indian and Chinese societies along with many others. This is a way of thinking that I feel must be replaced with focusing on finding the ideal balance between sports and the classroom. A famous athlete to be inspired by is NFL Safety Troy Polamalu who achieved a degree in history while he was still in the league; proving that it is very possible to reach the highest level of sports and still have an education to fall back on.

DHRUV SABHARWAL (G12)
SPORTS CAPTAIN

Better luck next time!

On 17th October, I went to Candor International School to play a football tournament. Candor International School is a very big school with lots of facilities and even a hostel. We started from Neev at six in the morning because Candor is very far away. It took us 2 hours to reach there.

It took us time to adapt on the field and by the time we were ready to play our first match, we were put up against the strongest team coming to the Sports Fest, Greenwood High School. When the team was set, I was playing defense. We scored the first goal and after a while, Greenwood scored a goal. The game ended with a tie. Then we were supposed to play against Vibgyor, Marathahalli. But they did not come and we had to play against Greenwood again. When the match started, the players scored a goal with ease. With that goal, we lost our calm and started conceding goals. By the time we knew, we had lost the match. Our faces fell but we will keep our spirits high for the next time!

VARUN NAIR (G7-B)



TISB Athletic Meet

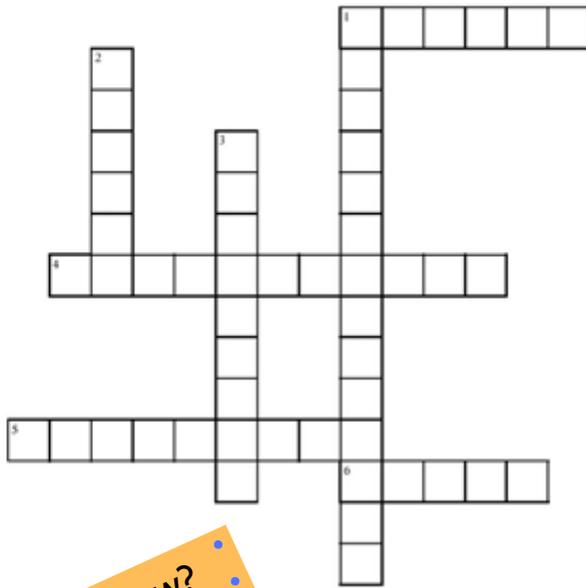
Let's get it started

It has become common practice for me to begin the day of competition with songs much like "Let's get it started" by the Black Eyed Peas. For some reason, I have started believing that this practice will help me perform better in a tournament or meet and on this particular occasion it seemed to work. The TISB Athletics Meet held on the 6th of October 2019 was the first interschool athletics meet of the year and I viewed this meet as a sort of testing ground for grasping exactly where I lay in comparison to other competitors. Honestly, my performance surprised me immensely. It has been nearly 3 years since I began running and ever since my goal has been to catch that person in front of me, and for the very first time I was the one ahead. While the experience was extremely rewarding for me as well as our whole athletics team which managed to win enough points for the overall championship, I now know that that one competitor will now work doubly hard to best the rest of the competition. Second place may be first the next time. Expect greater things from the Neev team soon.

PRANAV GUPTA (G9)

JUNKYARD

Remembering Language Day



Across

1. This language has the "second-best script in the world", as declared by the International Alphabet Association
4. A colourful pattern used on clothing, often used in representations "flower power"
5. The Urdu and Gujarati stalls custom-made these for you on Language Day
6. This is considered one of the oldest languages in the world and has been accorded "Classical Status" by UNESCO

Down

1. She sells seashells along the seashore. What is this?
2. This is a game played with a ball and a pile of flat stones
3. The main language of the Lakshadweep Islands (Laccadives) off the west coast of India.

Did you know?

- In terms of the number of speakers Malayalam ranks eighth among the 18 major languages of India.
- German language has 3 genders! All nouns in the language are capitalized.
- Castellano is another word for Spanish.

CAMPUS BUZZ

Rajasthan trip

The 8th graders are looking forward to embarking on a journey in which they will explore art and culture in the land of kings - Rajasthan. The students will have the opportunity to unravel this state's colourful history and immerse themselves in folk tales, music, and cultural practices that date back to thousands of years. In addition to this students will be able to connect with nature as well as they visit the Great Indian Desert and wildlife sanctuaries. "Padharo Mhare Desh!"

North-East trip

In early December, the first year IB diploma programme students will cover a significant distance across Assam, Meghalaya and Nagaland in order to study the geography, culture and history of the region to gain a better understanding of the concept of identity and to reflect on the question, What is my identity? They will also learn about the knowledge systems of the indigenous people of this region to compare and contrast it with their understanding of the formal knowledge systems they encounter everyday in school. The trip will also help foster the spirit of collegiality.

Sarvajeet Diwas

The annual sports competition between the four houses of the school returns in December this year. There will be a fierce, but friendly sporting competition between the Ganges Dolphins, Brahmaputra Rhinos, Narmada Lions and the Kaveri Tuskers. The point of Sarvajeet Divas is not only to declare winners but also to promote sportsmanship and introduce a more genuine collaboration between the students. The team sports present at the event aid in this task and help build a strong community within the houses.

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