LILT

Isha Home School Magazine 2018-19

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Editors' Message

Another year of school has passed and what better way to celebrate than the annual Yearbook.

Inside you will find a compilation of writings, photos and student sharings, on what has been another colourful and chaotic year of Home School.

Special thanks to the contributors of this year's edition, including the writers, editors, photographers, designers and illustrators.

We hope you enjoy the read!

Lilt Editorial Team

Namaskaram AND *welcome* TO LILT

THE 2018-19 *yearbook* OF *ISHA HOME* SCHOOL

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A Year in Review

3 Jun
Volcán de Fuego, Guatemala's deadliest volcano erupts causing extensive damage

10th July
12 School boys trapped in Tham Luang Nang Non cave in Thailand and rescued after 17 days of heroic efforts by many organizations

24 Aug
Scott Morrison sworn in as Prime Minister of Australia

7 Aug
Former Tamil Nadu Chief Minister M. Karunanidhi passes away.

8 Aug
Sep-Floods devastate many parts of Kerala causing unprecedented loss of lives and property.

29 Sep
Women of all age groups can enter and pray at the Sabarimala temple in Kerala, says the Supreme Court. "The ban is discriminatory," says the CJI Dipak Misra.

20 Oct
Unprecedented number of people march in London to have a second referendum on Brexit

3 Sep Sadhguru Jayanti

2 Sep Janmashtami

25 Sep- 4 Oct 1th Graders go to Gujarat

14 Oct Closing of Term 1

JUL

27 Jul Guru Pournami

AUG

21 - 29 Sep Navaratri

10-18 Oct Navaratri

NOV

3 & 4 Jun School opens

5 Jun World Environment Day



21 Jun International Day of Yoga

15 Aug Independence Day

5 Sep Teachers' Day

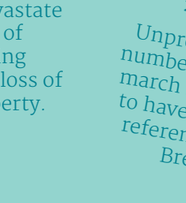
23 Sep Founder's Day

2 Oct Gandhi Jayanti

18 Nov Opening Day for Class 11 & 12

25 Nov Opening Day for Class 10

22-25 Nov Insight



13 Oct Annual Sports Fest

12 Jun
President Trump meets Kim Jong Un in a historic meeting in Singapore

19 Jun
Jammu and Kashmir Chief Minister Mehbooba Mufti resigns after the BJP pulls out of the alliance with her Peoples Democratic Party that has ruled the State since March 2015

9 July
Prime Minister, Narendra Modi, and South Korean President, Moon Jae-in, inaugurate Samsung's mobile manufacturing plant, touted to be the world's biggest, in Noida.

6 Aug
US imposes sanctions on Iran

18 Aug – 2 Sep
Asian Games held in Palembang and Jakarta, Indonesia

24 Sep –3 Oct
Class 12 Leh Ladakh trip

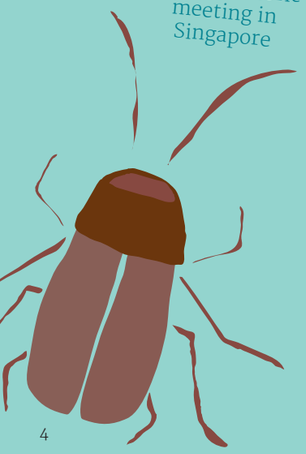
6 Sep
A five-judge Constitution Bench of the Supreme Court decriminalises homosexuality.

28 Sep
Massive earthquake 7.5 on Richter scale causes Tsunami in Indonesia killing over 2000 people

31 Oct
Statue of Unity unveiled on Sardar Patel's birth anniversary.

10 Nov
Century of End of WWI commemorated

16 Nov
Cyclone Gaja ravages Tamil Nadu.



2 Dec
Sunil Arora takes over as the new Chief Election Commissioner.

15 Jan- 4 Mar
Ardh Kumbh Mela begins in Prayagraj

26 Dec
Burundi moves its capital from Bujumbura to Gitega.

14 Feb
Pulwama terrorist attack on a convoy of CRPF jawans

26th Feb
Balakot air strikes



26 Jan Republic Day

1-8 Feb Middle Schoolers go to Karnataka

APR

27 Feb Pulwama Attack Martyr Remembrance

4&5 Apr Math and Science Fair

11-22 Dec Class 12 go to Gujarat

28-31 Jan Class 10 go to Nelliyampathy

8 - 17 Feb Class 11 go to the Himalayas

23 Feb Farewell

1- 3 Mar Yaksha

DEC

24 & 25 Dec Christmas

15 Jan 'Served with Humour' by STDP

FEB

6 Apr Last day of school

1 - 2 Dec Opening day for the rest of the school

31 Dec/ 1 Jan New Year

5 Feb Chinese New Year

MAR

4 Mar Mahashivaratri

3-16 Dec Class 11 Internships



7- 11 Jan Kochi Biennale



15 & 16 Jan Pongal

18 Feb – 25 Mar Class 10 ICSE & IGCSE Board exams

10- 19 Feb Class 8 & 9 go to Rajasthan



21 Mar Holi

22 Dec
The United States government enters a second government shutdown, arising over a dispute over funding for the U.S.–Mexico border wall. The shutdown is the longest government shutdown in U.S. history.

1 Jan
Qatar decides to pull out of the OPEC effective January 2019.

25 Jan Middle School Theatre Production: 'The Fairy Godfather'

20 Jan
A total lunar eclipse occurs, popularly dubbed a Super Blood Wolf Moon, due to the timing and orbital perigee

1 Feb
Russia and USA pull out from the Intermediate Nuclear Forces Treaty as they accuse each other of not honouring this Cold War Era treaty.

15 Mar
New Zealand bans military style weapons for civilians following a massacre at a Mosque.

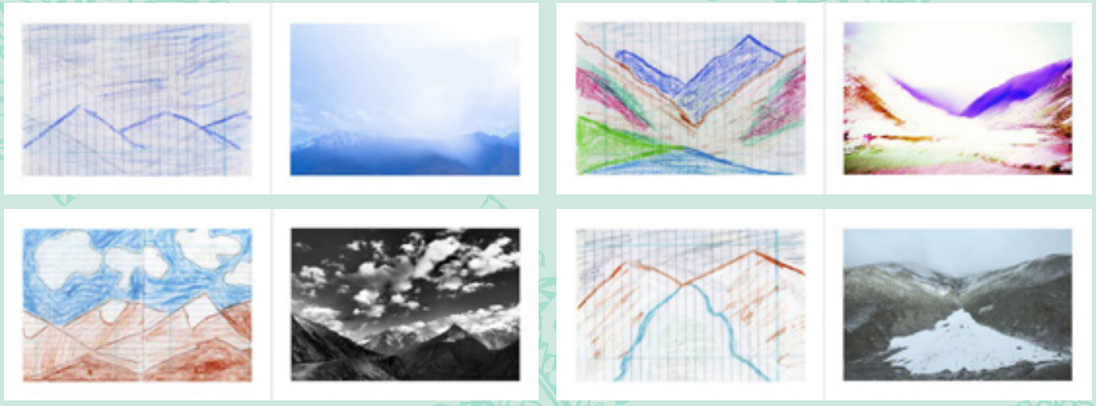
26-30 Mar JS trip to Coonoor and Ooty

11 Apr-23 May
Election Commission declares the 2019 general election dates in April and May 2019 in 7 phases, counting on 23rd May



Sadhguru feature

Sadhguru feature



Chandan Gomes - A World Of Dew (2011-15)

by Ananiya B

A few years ago, in 2011, Chandan Gomes was commissioned to photograph a hospital in Jaipur. The hospital also had a hospice known as Avedna Ashram. Gomes often visited the hospice for documentation purposes. On one such visit, he found a book that contained drawings of mountains. He could easily see that it belonged to a child. The owner had not written their name anywhere on it. Fascinated, he held on to it.

During the next few days, he asked everybody at the ashram who the book belonged to. No one seemed to have a clue. The answer he was searching for could only be uncovered outside of those pages; so he decided to travel. He traveled expansively, taking photos of places that matched the child's drawings. He had almost given up hope, when he came across an intern, Asha. Upon noticing the book in Chandan's hands, she revealed that she had attended to the girl to whom it belonged. She was very ill, and drawing seemed to be the only thing that brought her comfort and excitement. The more her condition and pain worsened, the more she drew.

Asha helped Gomes locate the girl's hometown. Within a few weeks, Chandan Gomes landed at the girl's village. There, he met her father's cousin. Shaukat said the girl's name was Anini Haseena Bano, meaning "Spring", source of life. Her family had left the village after her death. She had died in January, even before Gomes had found her book. With the help of Shaukat, Gomes located Anini's father, Anwar, at an industrial estate outside Delhi. He worked as a daily wage worker. On both the occasions that Chandan Gomes met him, he was drunk and confessed that he was still full of guilt and self-loathing. He called her Shakroon. It didn't mean anything, he just liked the sound of the word. It was "like a poem free from the burden of explaining itself".

Anini's drawings were just an acceptance of her fate. Not a wish or fancy. She knew that she would not live long enough to see the mountains again. Anwar gave Gomes the only remaining memories he had left of his daughter - a doll, her crayons and the only photograph he had of her. "I hope her story is told", were his last words to Gomes.

New Student Perspective

by Nitya M



"Oh! So you're a new student. How do you like it here?" A standard question we newbies hear throughout the first term and the usual answer for most of us is, "I don't know. It's different." Indeed it is. From the first day of school to today, there's so much we have learned, seen and explored.

To me, the beauty of this place is beyond compare. Unlike the hustle and bustle of city schools, Gnana Shala brings so much more peace and calm. I never imagined that reading a fat economics textbook under the shade of a tree could be an enjoyable affair nor did I ever experience the pleasure of dipping my fingers in a pond of tiny fishes while chatting with my buddies. I did not think that even after coming home drenched in rain, mud and sweat I would readily (okay, may be not too readily) wake up the next morning at 5:30am.

I have always had this stereotypical view of boarding schools with their strict disciplinary code sucking the fun out of students' lives. But here, the situation is so different, and it's not at all as dry as I had expected it to be. Students get to do so many things, like running their own TEDs to performing in hilarious open mics. The entire experience has been so fascinating for me.

But new students also have a few things to sort out before becoming a part of the landscape. Despite best efforts, it takes time to settle in and get used to everything, the entire process of making beds to making friends, forging new bonds and "fitting in." For some of us who have been royally pampered by our parents, the independence thing is a bit hard. The proverbial wings haven't yet detached themselves from the pupa and the longing for that comfort does linger on.

But just as trying as it is for new students to settle in, so it is for the old students to accept the newcomers into their fold. After a few weeks into the term, I realized that we began to integrate slowly, at the same time retaining and accommodating our different personalities.

Apart from these initial setbacks, I am really glad I am here, away from the rat race, away from the mundane cycle tests and term exams, and away from the never ending nagging of our parents (did I say that?).

The next time someone asks me how I find it here, I'll say, "It's different, but it's something that I want to explore."

I Hate Red Lights

by Devvrat

I hate red lights. As a child, whenever I was in a car and the traffic signal turned red, I used to close my eyes and pretend to sleep. I still do that to this day, because now that I know I have money in my pockets, I can't look straight into that child's eyes and lie about not having any change to spare. Most people, including some in my family, say no straightaway, so effortlessly. They shrug it off and explain to me that these kids need to become independent and work for a living. In my 17 years on this planet, I haven't contributed anything of relevance to society, definitely not enough to get any special treatment over that child. My family and friends say that I'm smart and that I'm going to do something significant in life, but I still don't see why I am here and that child is not. Leaves you thinking, doesn't it? Why should any child have to beg on the streets?

My mom studied economics in college. When I was a kid she told me that having money gives a perfect system for trading, because you're exchanging objects of fixed value. I took her word for it then, but eventually I had to ask myself, 'how are they going to put a value on that child's happiness? ' Not just that; hundreds of people die every day because they can't afford proper medical treatment, a decent meal or even clean water to drink. How do you put a value on all those lives? If we use money to trade stuff, which we have no idea how to create, or which we can't even control, how is it a system of fair exchange?

Money restricts us. It limits humans from reaching their true potential. People have to give up their true talents and passions, because pursuing them won't get them the stable lives all of us want. I remember a year ago, one of my friends wanted to become a cook. He loved making all sorts of original dishes, as well as eating them of course. But one day he just dropped the idea because the fact that he had to earn X amount of money to be happy just dawned on him.

Another one of my friends was a state level cricketer. He absolutely loved the sport and wanted to pursue it as a career, but the risks involved compared to say a chartered accountant's job or an engineer made him give up his dream.

In the last two centuries, we have accomplished things our ancestors would have considered miracles. We've been to the moon and have connected everyone on this planet, regardless of the distance between them. When you look at humanity, there is so much potential for achieving what people would consider the impossible, but all the drive we have for discovery and invention is largely governed by money. Projects that can save the lives of millions end up shelved because they need more money than they can eventually bring. I've heard we have the ability to end most diseases on the planet, but that won't happen for a 100 years because we would rather continue to fund the pharmaceutical industry as that is a smarter investment with incredible returns! Wasn't medicine born of a vision to heal? I guess money has the potential to distort the brightest of visions; everyone is hungry for power, and that's where currency is key.



Don't get me wrong. I'm not some deluded hipster writing poems about a perkier world. I know that money, used in the right way, like anything else, can lead to noble, inclusive achievements. But there is no denying that the modern world has created enough distractions that have most of mankind trapped into endless loops of idiocy – from harmless entertainment to unnecessary luxuries to mind-numbing perversions... The pursuit of happiness, or rather happiness itself, is not what it used to be.

I was watching an episode of star trek during the last break. In it, a man wakes up from a thousand yearlong coma, way into the future, and after gaining his senses and coming to terms with his reality, the main thing he gets excited about is how his bank account should have at least a trillion dollars now, owing to interest. When he asks Captain Kirk where he can find the nearest branch, he smiles and tells him that there are no more banks. If you want something, all you need to do is ask for it! It's a wild idea, a potentially disastrous one, but I truly hope that at least some generation, in the near future I hope, wakes up to a world where no child is denied their basic right to a healthy and happy life. And however much I may still hate red lights, and I probably will my whole life, I won't ever close my eyes in avoidance again. I want to feel the pain of every one of those children and invest my life in making sure something is done about it.

The Future of Food

by Harsha G

It's a cool December afternoon. It's house time and you're feeling peckish after cleaning your room. You open the snacks cupboard and take out your favorite insect-based treat!

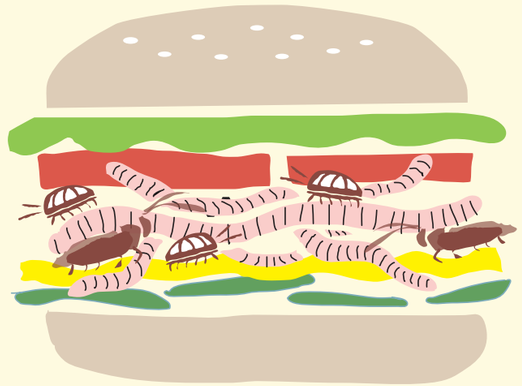
You might think this is weird, but not where I'm from, the future. You read it right, eating bugs will become quite normal in a few decades and will constitute a major part of our staple diets. Sorry vegetarians, but this is the future.

What you call food now should make us feel extremely guilty. You see, most of present day food consists of derivatives of wheat and paddy, 2 of the most resource demanding crops. They require a whole lot of water (15,000 liters to produce one kg of paddy) and absorb most of the nutrients in the soil. But the worst aspect is the fact that we don't even eat the healthiest part of it.

The human population is growing rapidly and this will cause rapid, unplanned urbanization, which will consume much of the farm land and forest land. This, coupled with acute water shortage and global warming, will result in the annihilation of many species of crops that will not be able to adapt to all the changes. Trust me, I just read about it online, here, in the future! Think about it; we largely rely on inefficient methods despite the availability of perfectly efficient ones. Why? That's another story altogether. Shortage of food is already a salient issue for several countries, and eventually most will have to import food and pay exorbitant amounts for produce.

Exporting countries will use every possible resource to scale up their production, and the shift in power will go from oil to fresh produce, possibly leading to a war, the aftermath of which will leave a good portion of the land unsuitable for cultivation. By now you should know that politics do not necessarily have people's best interest in mind, and in the ever growing monopoly of the agricultural industry, countries that will not be allowed to grow their own produce will destroy every cultivatable land before allowing a super-power to use it.

This will actually become one of the major catalysts in the downfall of human civilization as a whole. The rich will hoard whatever food they can get their hands on, while the less fortunate masses starve to death. Most animals will be slaughtered for food leading to entire species becoming extinct.



"I highly recommend the red ant burger, with the tangy grasshopper sauce! MacBug anyone? If you don't believe me, go online. Several countries have already adopted insect consumption decades ago."

Does this sound far-fetched to you? If the answer is yes, then you've most likely been spending too much time on Netflix and very little, if at all, catching up on news! It is a very realistic scenario, one present in all history publications where I am now, in the future!

All this will lead you to stop consuming meats and paddy and to start using insect-based products in most of your food preparation. I highly recommend the red ant burger, with the tangy grasshopper sauce! MacBug anyone? If you don't believe me, go online. Several countries have already adopted insect consumption decades ago. In fact, human insect-eating is common to cultures in most parts of the world, including Central and South America, Africa, Asia, Australia, and New Zealand. Eighty percent of the world's nations eat insects of 1,000 to 2,000 species - now, your present, not in my future. In my future, we're all about Entomophagy!

Insects are an excellent source of nutrition and are way less resource intensive to grow than most other animals or plants. For example, a kg of insects, 80% of which is edible, requires 1.7kg of feed. The same kg of beef on the other hand requires more than 8kg of feed and 40% of the mammal is edible. Bugs are imperative to rebuilding and reconstituting life as you know it – trust me, I already do!

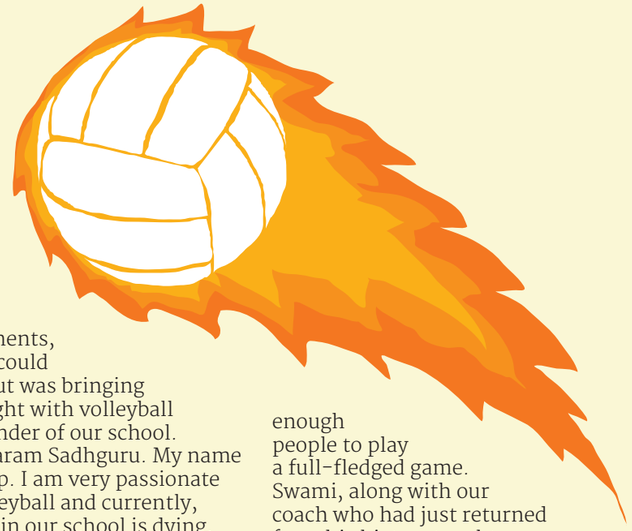
So listen up so you can avoid all sorts of unnecessary complications. Move on to farming bugs, now; the most efficient and least resource consuming of crops. It can even grow in extreme conditions - even irradiated fields, in case you chose not to listen to me and allow the worst possible scenario to occur, which you actually have, but luckily I'm here to give you a second chance. See, leadership is much kinder and more inclusive here in the future. You can develop farming techniques to give your stock just enough fertilizer and water, so no wastage takes place. Obviously you should use automated systems with robots doing the majority of the work, so you can bother less about work and more about things that actually matter in life, such as music, meditation, and everything fun!

I suggest you all start incorporating some of these changes in our lives. Who knows, if you start right away, you might even be able to avert the incoming world war, which is sure to ruin whatever is left of planet Earth as you know it. Here in Mars, Earth is nothing but a dark moon.

So next time you find a bug in your meal, start practicing!

Volleyball - From Death to Revival

by Jagadeep and Akash



The view from up there is what I live for every day. When my opponent is so close to receiving my spike, but not close enough to block it. The look on their face, the impact of the ball against my palm, the moment the ball lands into the opponent's court... All this gives me immense pleasure.

Last term, volleyball was THE GAME to play. The court was always filled with excitement and intensity. We were able to experiment with drills and techniques like never before. We even had a month long intra school volleyball tournament where seven teams battled it out on court. To put it simply, volleyball was thriving.

So you can all imagine how devastated I was when slowly, between friends who passed out of 12th to the ones who got lured into cricket and basketball, the volleyball court this term had become a ghostly ground. Yes, no one seemed interested anymore. Add to that the fact that our coach had to go on a long break owing to personal reasons... I tried everything, from going door to door invite friends to play, to organizing a teacher-student tournament. Alas, what was one the highlight of my day had become obsolete.

Then came January 18th. It was announced in the morning that the entire senior school would be having an interaction with Sadhguru. While my friends were asking fundamental questions on education, passions, emotional entanglements, et al, all I could think about was bringing up my plight with volleyball to the founder of our school. "Namaskaram Sadhguru. My name is Jagadeep. I am very passionate about volleyball and currently, volleyball in our school is dying. It's happening in front of my eyes and there is nothing I can do about it." [insert Sadhguru's answer – c/o maa kripa]

Though Sadhguru's answer had a strong impact on me, it didn't seem to have an immediate solutions to my problem. A few days later, a Swami I hadn't met before came to the volleyball court. The way he handled the ball, jumped, served, spiked and ran around was just awesome! I was the only one there, along with a friend. Swami started to bounce the ball around with us and we were soon engaged in intense drills. The next day, there were five of us. Within a week, we had enough people to play a full-fledged game. Swami, along with our coach who had just returned from his hiatus, taught us new techniques improved our game by leaps and bounds. Volleyball was finally back, better than ever!

This experience has taught me that when things don't go my way, the last thing I should think about is giving up. If we are passionate enough about something, we must invest our lives into it. Sadhguru's answer on that day make so much sense to me now. I am forever grateful.



Quirky jobs handpicked for IHS students

by Sruthi and Varshika G

How many of you are confused on what to do with your life, just because your talents lie outside the box? Well, the pressure ends here! We have compiled for you a list of jobs that you would have never thought would provide you with money, a lavish lifestyle and unlimited fun all at the same time!

For the foodies

For all you foodies out there, here are a few good ones for you:

1. Gumologist

For all you chewing addicts who are forbidden to chew gum in class, there is a task waiting just for you. Gumologists taste gums and evaluate new products and developments for companies. They play a crucial role in designing new flavors of gum. This job requires the ability to distinguish over 70 ingredients from a pack of gum.

SALARY: you can earn up to $37,400- $107,500 a year depending on your professional experience.

2. Chocolatier

If there is a paradise waiting for all the chocolate lovers of Isha home school, it must be in a chocolatier's workplace! A chocolatier is a chocolate artist, one who works exclusively with chocolate and crafts the brown elixir into incredible treats, desserts, and candies to delight customers of all ages.

SALARY: On average, a chocolatier can earn up to $21,000, but the number can vary based on the brand, experience and location.

DID YOU KNOW: more jobs like sommelier, ice cream taster, food scientist, and food stylist exist?

For the adrenaline junkies

If you are looking for an entertaining and adrenaline filled job, then here are a few jobs that exist just for you.

1. Water slide tester

f you believe that you are a demigod and that you are the son of Poseidon, then this is the best summer job you can wish for. Waterslide testers travel around the world and ride on exhilarating chutes, flumes and slides. After that, they rate the rides on two factors, "Biggest Splash" and "Adrenaline Factor". All expenses covered. There's nothing better than a paid vacation, right?

SALARY: 20,000 -30,000$ a year.

2. Video game player

If you are a dominating and experienced video game player and have deep passionate love for it, then this job is perfect for you. It requires you to assist other players in helping them achieve higher scores and move up levels in a games.

SALARY: $50,000 a year.

For the sleepy heads

If you like to sleep in and binge watch movies and series all day, looks like the universe has responded to all your prayers.

1. Netflix tagger

If you have the perseverance and determination to watch hours and hours of the latest content, and provide suitable commentary, this job pays you for something you already do! All you need to do is stream content on Netflix and then enter keys words into the system to tag each show.

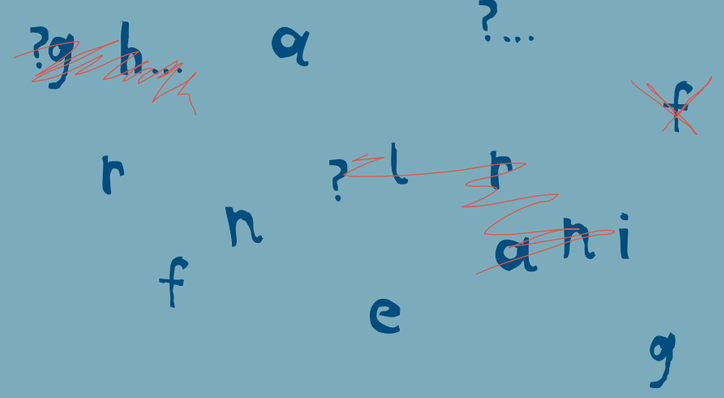
SALARY: not mentioned by Netflix but it is paid on hourly basis and I am sure it's worth a try.

2.Professional sleeper

If you love to sleep through games, classes and meals, then this is your knight in shining armor. A person is required to simply sleep for scientific studies.

SALARY: you can earn around $15,000 a year, but it can vary based on the company, location and experience.





Stagnant

by Lahari

Once, I made a mistake
I poured my heart onto a paper
My teacher caught it, overjoyed
She celebrated this rare blunder of mine
And it became so implanted in her mind
that anything I share is perfection
and afterwards, it was impossible
For her to believe otherwise
And so the story begins of my rapid fall
From striving for it all
to praying I get nothing at all

Thoughts, swimming in my head
A jumbled mush of rubbish
Sliding and crashing into each other
before allowing themselves to be caught
the questions on the paper melt slowly,
merging till oblivion plagues me
What do I write? What to answer?
With those same 26 letters, am i expected to create miracles?
26 that refuse to be rearranged
into anything by lullabies that put me to sleep?

My crippled brain follows the basic command-write
Unable to compute anything beyond
And my pen rises, ready to wreak havoc
To taint the sanctity of the language
With spew of the most repulsive kind.
And after 7200 seconds of brainlessness
I hand in my mess, with no expectations

A week later, it returns
Results, my worst nightmare
She holds mine up and I know what's coming next
"Wonderful. Creative. A pleasure to read," she says
Nonsense. Desperate attempt. My worst work. I know
Nobody asks, but it's clear as day
"How is it fair?
When we wrote the same, if not better
Why does she get it all while we suffer?"

It isn't my fault
I didn't ask for this
Everything I write can't be amazing,
But maybe some of what I do deserves a mention
Everything I pen isn't pathetic,
But perhaps not all of it is deserving of such praises

I tell them I'll ask for a change
But they cannot fathom why
I despise something they envy
In my pity they see
A failed attempt at flattery
"If she's partial to you, just rejoice?
We surely would if we had the choice

But how will they understand?
When will they realize?
Partiality is what made me stagnant
My words always settle for the same dull patterns
Content, like the stale water in a lake
Good, maybe, sometimes even beautiful,
but with no clear purpose or direction
I want my thoughts to roar and tumble and gush and groan
Like a raging waterfall oozing with life
I want my words to convey
The wildness that flows within me



Space Invaders

by Devvrat

Little green men in flying disks shooting lasers at you! That's what you think of when I say we're Martians don't you? That is unfortunately what Science Fiction has drilled into our heads. Martians equal ugly monsters of various shapes and sizes that communicate with a mix of high-pitched noises and loud roars, having, more often that not, malicious intent. What if I told you we look just like you, speak your language and are just as evil as any other human being? I'll take it one step further and say that you might end up being one of us. That's right, whether life exists on Mars or not, humanity will definitely have a home in space in the next 50 years, and Elon Musk with SpaceX, has actually drawn a plan to get us there.

According to the current timeline charted out by SpaceX, the first humans will step onto the surface of Mars as early as 2024. By 2022, SpaceX hopes to perfect a rocket design, completely reusable, that is capable of landing anywhere in the solar system. This is really important as it reduces the cost involved in space travel and can eventually make it affordable to more people. Did you know the first commercial flight ticket in 1914 cost $400? That's a little over 10,000 American dollars today. Anyway, back to this infamous rocket - they're calling it the BFR (short for Big Falcon Rocket). Once this technology is perfected, they will send 2 unmanned rockets to Mars with all the supplies required for a manned mission. The first human mission will follow 2 years later in 2024. This will be the beginning of mankind's invasion of Mars. These people will set up the first Martian bases, which will take around 7 to 10 years to complete. It is these bases which will eventually evolve into the first Martian colonies, sometimes within the next 50 years.

Some people say that this is nothing but a dream, an utter waste of time and resources. Would we be able to fly if the Wright Brothers had been satisfied with a car? The start of all innovation and progress is a simple dream that we feel is unachievable.

They say we have everything we need right here on this planet, and even if we manage to go live in space, we will just end up wreaking another planet, like we have the Earth. What these people don't understand is that Mars provides us with a fresh start, from scratch, the right way.

For us, Mars will be much more than a research project or a one-time trip. It will be our second home. Mars may end up being the first time humanity puts all differences aside and decides to join hands for a greater goal. Who knows how the government of MARS will run? We might even have a constitution that begins with, "We the Martians!"

But no matter what, it will be a symbol of human unity. Mars will also be our first step in a greater Space-faring adventure. To quote Elon Musk, "A future where we are a space-faring civilization is fundamentally more exciting than one where we are not."

It will not be easy though. The environment will be harsher than any we have faced on earth, and we will have to find sustainable methods to make breathable air, water and food on mars, before we can make it disconnected from earth. It will be the greatest adventure we will have ever undertaken, and it will happen within my lifetime. This is a dream people would have considered impossible just 30 years ago and now, it is about to become reality. One day we will call the red planet home. One day we may all be Martians.

Junior School

Junior School Musings...

Being around the junior school children is a unique experience in itself. The funniest, most unexpected and sometimes really sweet and innocent incidents occur almost on a daily basis. Here we give you a glimpse of a few such incidents.



You know you're in junior school when...

... any passerby gets almost run over by over enthusiastic mini cyclists on huge cycles

... a child is puzzled to find his soap shrinking as he uses it everyday

... you are thoroughly confused about which dress to wear when and for what.

.... you've finally figured out your clothing but don't know where to go.

... pencils, erasers and chappals disappear in a flash into the black hole that is the junior school.

... and re appear at a much later time in the strangest of places.

... the concept of time doesn't exist.

... when every injury and ache known to man appears at the start of games and magically heals by the end of games.

... bath takes forever but the children aren't any cleaner

... instructions given (especially by a teacher) go in one ear and out the other

... helping a friend comes naturally without hesitation

... the smallest of responsibilities is taken up with great pride and joy.

... stain free clothes with no holes are nowhere to be found.

... a child's smile can make your day.

... the children have a never ending supply of energy and enthusiasm.

... when you hear the words "akka, akka, akka," endlessly.

All these moments are what make Junior School the most happening place in IHS.





Environmental Studies

The juniors were exposed to a plethora of topics in Environmental Studies.

Incredible Insects

The budding entomologists of junior school can identify almost any insect that their eyes come across. The insect unit study was a super hit among the kids. They learned in detail about different body parts of insects, their metamorphosis and the importance of insects in the existence of life in general. The unit concluded with a field trip to the insect museum, an undertaking by the Tamil Nadu Agricultural University and the Gass Forest Museum.



The Human Body

In this unit, students across ages explored different aspects of the human body, with particular attention given to types of teeth, the digestive system and its function, and the excretory system. To enhance the learning experience, the students conducted various experiments which helped them understand the functions of various internal organs. The adults were bombarded with questions as they progressed through the unit, all of which were explored along the journey. Can we live with just one kidney? How does the kidney know what is waste? The unit was closed with lesson on personal safety.



Fundamental Needs

What are the fundamental needs for human existence? The youngest group looked at clothing as a fundamental need, and explored different clothing materials and their textures. The slightly older students were introduced to the topic of transportation and how it evolved over the years. They were also introduced to different road signs and safety measures to be taken while on road. The transition group looked at different types of houses around the globe and characteristics that define them.



Beyond Academics

True it its name, Home School provides a platform for exploring the most ordinary things at home. There are tasks that we seemingly know without thinking or even trying, but for the children, however, these supposedly effortless activities are wondrous and engaging, and often gives them a sense of being independent.

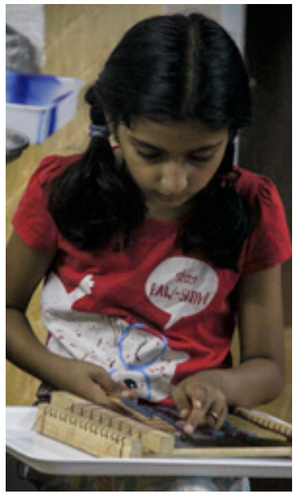
This includes the everyday routines and practices of life: preparing food, taking care of one's self and the environment, habitual courtesies, and more. For the child, these practices are new, exciting, and, at times, daunting tasks, and hence, to help students learn these essential skills, Junior School embarked on a journey to encourage and facilitate these activities.

Activities varied from food related ones like serving, using kitchen utensils, making lemonade, grinding and pounding, lighting the gas stove, and making dosas and chapatis, to elements that create a home, like drawing kolam, watering plants, lighting incense, ironing clothes, sorting laundry, dusting shelves, and putting things back to where they belong.

These tasks were simplified, and carefully presented and monitored to devwelop motor control and coordination. They also helped develop independence, concentration, and a sense of responsibility. The children enjoyed these activities, many times exclaiming, "I wish I could do this back at home too!"





House Activities

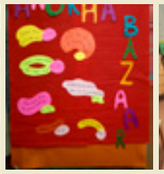
Every child is unique and so every house in Junior School has a unique touch to it. One house loves cricket, while another loves to cook. One house loves reading books, while another enjoys building dams and bridges out of mud. This year, each house came up some of their own activities. Here are a few.

Our beloved storyteller, Geetuma, completed telling the Ramayana in assembly. Arali house decided to plan a Ramayana night. The children invited their teachers to Ayodhya (present-day Arali). They adorned the entrance with oil lamps and prepared a number of projects related to the epic, including a family tree of the Ikshvaku clan, an accordion book of Lord Rama's life, and various other artistic renditions. The night concluded with a question and answer session, and sharings by the adults present about their memories related to Ramayana.

Jajji house is known for the scrumptious meals they cook! This year, the oldest children of Jajji learned to cook various rice dishes from across the world, such as capsicum rice, curry leaf rice, Mexican rice, Thai red bean rice, biryani, and Kashmiri pulao. They worked in pairs, and prepared the dish for the entire house. They would receive the recipe, watch a video or look at a photo of the dish, extrapolate the quantities required, and, finally, with aprons on, the Jr. Master Chefs would get on with the cooking.

The children of Gulab set up the "Anokha Bazaar" translating their arithmetic into a live experience. They brainstormed a few food items that they could easily rustle up. The food order was outsourced to the oldest children, while the younger ones were in charge of the operations. They worked with the teachers on pricing strategies and how to optimize their billing and delivery processes. On the day of the bazaar, the children demonstrated exemplary customer service and experienced the joy of cooperation. The cashier team, in charge of the money, promptly balanced their books and realized that they made a handsome profit!

Anokha Bazaar





Jajji cooking

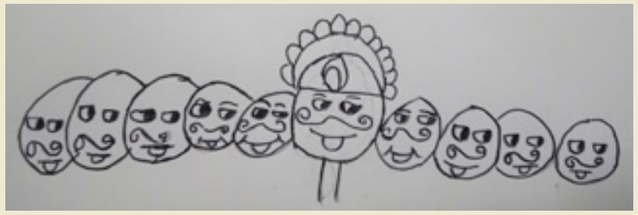






Ramayana night



Indian Languages, Kalari & Bharatanatyam

The juniors were offered a gamut of curricular offerings that made them explore areas that were not necessarily within their comfort zones. The changes from previous years have been highlighted.

Indian Languages

Unlike in previous years, where students had the option of choosing their second language, this year, all junior students were required to learn both Tamil and Hindi, the state and national language, respectively. Students were grouped according to their competence level in both the languages, which enabled the older students to enhance their language skills and lend a helping hand to the beginner students. Apart from these two languages, Sanskrit was also taught to all students.

Kalari & Bharatanatyam

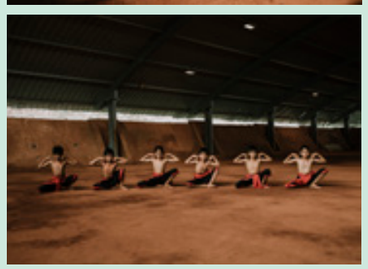
This year both kalari and bharatanatyam were offered to all the students of junior school, as a part of a rotation. In dance, students quickly mastered the majority of the basic mudras. They were often found reciting their shlokas or practising their *adavu* in their houses. In kalari, students were initiated into the basics, such as *guru vanakkam*, *dikku vanakkam*, *neru kaal* and *vethu kaal*.











Assemblies & Periscope

Assemblies

Junior school assemblies were a mishmash of sorts. Ganga akka shared her knowledge about various extraordinary journeys, both past and present, through land, water and air. Maa Chitagni came regularly with her white bag filled with colourful books. The range of her stock varied from newly published Karadi tales, a book with four endings, books without words and some compelling chapter books that might casually pass a child's eye. Students took to the stage to share about their interests and travels. While some shared about the Indian constitution and current day velocipedes, a few took us to places like Cambridge, Bahrain, Sri Lanka and Thekkady. In keeping with growing cricket fever, there were a couple of hardcore cricket assemblies as well.






Periscope

Periscope is a celebratory culmination of the year's learning. The students look forward to the various events and prepare either well ahead of time, or, sometimes, just the previous night.

Sensorial activities, in particular, excited the juniors immensely. Below is a sampling of the 2019 sensorial line-up.

Auditory: A series of familiar sounds were played to them and the Jr. Sherlock Holmes' had to guess the source of the sound. They breezed through some and were totally baffled with a few others.

Visual: There was a slight twist in this year's observation category, which made students mull over the level of their everyday observation. While they were easily able to identify and recall the flowers around HIS, they had to wrack their brains to remember the number of gazebos, cycle sheds and tables in the dining hall.

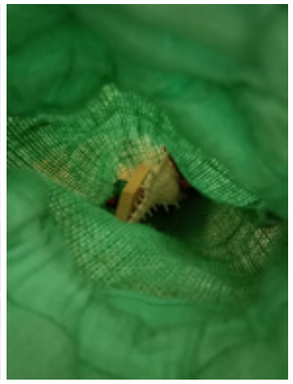
Taste: The teachers racked their brains to come up with both edible as well as puzzling materials. The juniors tasted tamarind and ajwain. Did they know the difference between mint and coriander? The children should be given credit for their innovative and varied guesses.

Olfactory: What does basil smell like? The juniors took turns smelling and guessing different items ranging from karpooravalli leaves to camphor, with cinnamon and curry leaves in between.

Tactile: The juniors were blindfolded and challenged to name what they touched. Needless to say that their guesses, some right and some not, were well justified with their own unique form of logic.







JS Trips

Magic Show

The junior school students attended a magic show with Jadugar Mangal and his son Yuvraj Mangal. The show showcased a variety of acts. The juniors were aghast when a motorbike disappeared from the stage and appeared on the balcony behind them in a matter of seconds! The occasional poetry, dance, and comedy routines added flavour to the show.




Circus

Chatter and squeals arose as the youngest children welcomed a host of circus performers in Coimbatore. During the first act, the children were immediately engaged by theatrical clowns and juggling feats. Aerial gymnastics, acrobatics, and trampoline acts created waves of excitement. The grand finale included a biker riding upside down in a steel sphere and an exciting flying trapeze performance.



Fire Station

A group of juniors visited the fire station and got to interact with real life firefighters. The children were allowed to look inside the fire trucks and learn about the various equipment on board. The officers demonstrated how they carry wounded and/or disabled people when on duty, and had the children try the techniques as well. The highlight of the visit was a demonstration of the different hoses that are used in the case of a blaze, along with special diffuser nozzles which create different patterns.




Gass Museum

Did you see the Plum Headed Parakeet? Where are the baby elephant tusks? Is this a sandalwood tree? What is timber stacking? These and another 1000 questions whirred around the elegant two-story museum that the older junior school students visited - The Gass Forest Museum founded by Mr. Gass in 1902. This Victorian building was filled to the roof with the most exotic varieties of anything that used to crawl, creep, fly and roar in India's ecosystem. It's a child's dream come true!





Science Park

Engines, textile and, of course, illusions... the exhibitions at the Regional Science Centre certainly boggled the junior school students' minds. It truly was hands-on and exploratory science!





Sandhai

The oldest children embarked on a trip to the local farmers' market to buy vegetables and help cook a meal for all the students and teachers of Junior School. The children had a blast learning the names of different vegetables in English, Tamil and Hindi. They also learned how to use money in real-time. They had a wonderful time interacting with the shopkeepers and vegetable sellers, and learning a little bit about their lives.




The Nilgiris

The oldest students of Junior School took a trip to the beautiful Nilgiris. As a first stop they visited Masinagudi and enjoyed an elephant safari. Over the next few days they visited various local sights, such as Pykara Dam, the Government Botanical Garden, Sim's park, Lamb's Rock and Dolphin's Nose. They stopped by a chocolate museum and learned the process of making chocolate. They did not leave empty handed as many of them gobbled up the yummy home- made chocolates! They also learned to pluck tea leaves and visited a tea factory. A trip to the Nilgiris is never complete without a ride on the "Toy Train" and the juniors truly enjoyed this scenic ride.






Insect Museum

Some of the juniors visited the insect museum located within the Tamil Nadu Agriculture University. Tucked away within the walls of the university, this place is truly a gem. The museum contains displays of tens of thousands of varieties of insects. From moths and butterflies to cicadas and beetles - there wasn't an insect that you couldn't find here!

Railway & Car Museum

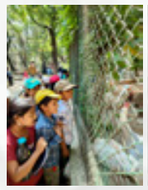
As a culmination to their transportation unit, a few juniors visited the Railway Station and Gedee Car Museum. At the railway station, the students were able to visit the control room to better understand how the railway system works. They were able to take a look at the tracks and how it changes and they even got a peak at the engine. What more, they got to ride for a short distance on the train! The next destination was the renowned Gedee Car Museum. Housing nearly fifty cars ranging from the earliest steam engine cars to the latest electric cars and everything in between, this museum is a child's dreamland. The children not only saw these classic cars but also read about the story behind each and every popular car manufacturer. The crowd favorite – not the Rolls Royce, or the Formula One racing car, but the mile-long Limousine!





Zoo

As an enrichment to their animal study, the juniors visited the Coimbatore Zoo. The students saw large enclosures with beautiful birds. Curious emus strutted up and down trying to have a closer look at the equally curious children. They visited the reptile section, and ended with the mammals. The animals were not only from Tamil Nadu, but other states as well. Finally, the juniors went on a short train ride where they spotted Sambar deer.







Arali

House Parents: Shruthi Subramanian & Meera Jaishankar
Class Teachers: Shruthi Subramanian, Meera Jaishankar & Sreevidya Menon

Aarav Sridhar
Agastya Bansal
Asia Taneja
Devika Patel
Divyam Vytla
Hemang Dalawai
Indrajith Menon
Jai Krish Sampath
Jai Ragav
Kenzie Blue Dumitrescu
Meenakshi Rampalli
Pari Rajesh Saathi
Riyaa Jaichakravarthy
Sanath Kumar S
Shaurya Sinha
Sree Keerthi Mutta
Sri Tanvi



Gulab

House Parents: Prakash Somayaji & Ami Dalal Somayaji
Class Teachers: Ranganayaki Sathyamoorthy & Sachin Shah

Abhiram Reddy Kamana
Amirtha Varshini
Ananya Ramesh
Anavi Runwal
Aslesha Guttikonda
Dharmik Reddy
Ishan Basavaraj
Jaap Singh
Kayne Candy
Naman Bishnoi
Nivedita Rakesh
Radhini Kumar
Savir Singh Dhariwal
Shambhavi Shamugam
Shlok Raval
Shuja Vaibhav Sawant
Siddharth Ravi Sankar
Srimantini Janagama
Vardhman Baid



Jajji

House Parents: Sekar V & Shanti Sekar

Class Teachers: Rajalakshmi Sivakumar, Pavitra Ryaga & Lauren Betik

Aadi Sankara Karnavar
Aayushmaan M
Anaenjan Huii
Aradhana Narayanan
Athray Menon
Darius Vinayak
Diyaa Gopinath
Ishanth Guru Karthikeyan
Jananya S
Kaashika Kaur
Kailash Dumitrescu
Naakul Krishna Venkat
Nainika Bhowmick
Riya Vijay
Sankar Anil Kumar
Shambavi Nirvi Umashankar
Siddharth Venkat
Tanush Kurakula
Vedaant Sirauthia
Viihaa Vikram Bagade

Book Reviews

Sadako and the Thousand Paper Cranes

by Eleanor Coerr

Reviewed by Anavi



This is a story about a young girl whose mother said she was beautiful and born to be a runner. However, Sadako went through a life full of struggle. It started when the United States of America dropped an atom bomb on Hiroshima, where Sadako lived. The radiation was so bad that it gave her leukemia. When sick, a friend gave her hope by reminding her about an old and famous story about paper cranes. If a sick person folds a thousand paper cranes, the gods will grant him/her a wish. Sadako's wish was to live, so Sadako began her journey to make the cranes.

The thing that touched me the most about this story was that Sadako never gave up hope. I also learned that while bad things may happen, good things will find a way through them. The book is really heart-warming because her courage inspired many people, like me. She is a symbol of peace.

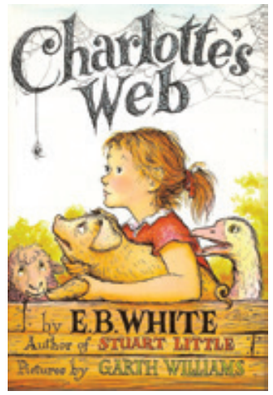
There are sad and unhappy parts, but the book is still worth a read. I recommend this book to all above the age of eight. Children under eight might find this story too difficult. Adults must read it even though it is a children's book. I hope you enjoy this book as much as I did.

★★★★½

Charlotte's Web

by E.B White

Reviewed by Jai Ragav



This book is about a girl called Fern and her adopted pig, Wilbur. Wilbur was sold to Fern's uncle, Homer Zuckerman. Soon he was lonely, but he found a friend in a common grey spider named Charlotte. At first, Wilbur thought that Charlotte was a fierce blood-sucking creature, but he discovers that it is not so. As the story unravels, we see something wonderful happen, a true friendship emerges. The story is about how Charlotte saves Wilbur from a pig's usual fate by writing messages in praise of Wilbur in her web in order to persuade the farmer to let him live.

We read this book as a part of our literacy circle class. From this book I learnt that best friends support each other in times of need, whatever may be the cost.

I would recommend this book because of the unique friendship between a pig and a spider. Friendship, as they say, knows no boundaries.

Read this book and be ready to be amazed!

★★★★½



Middle School



English Language Arts

The middle schoolers started the year by learning about and/or revising the 6+1 Traits of Writing. Drawing upon the Write Steps curriculum, the younger ones went on to explore narrative writing, while the older ones explored creative writing. They then embarked on research writing, which was linked to their social studies unit.

Read-alouds are one of the highlights of the Middle School ELA Program. Term 1 featured the YA novel ***Ahimsa*** written by Supriya Kelkar. Other novels that came alive in the classroom included Arundhati Venkatesh's ***Bookasura: The Adventures of Bala and the Book-Eating Monster,*** Natasha Sharma's ***Raja Raja and the Swapped Sacks***, and ***The Lorax*** by Dr. Seuss.

The second term began with a poetry unit. This was followed by an informative writing unit, where the younger ones wrote about the city they came from and the older children wrote about an invention. Students also wrote an opinion paper on a topic of their choice. The students learned how to write a thesis statement, and substantiate their position with supporting points and evidence. The students did a literature study on the YA novel ***Freak the Mighty*** by Rodman Philbrick, a powerful story of a unique friendship between a troubled, oversized boy and a tiny, physically challenged genius who prove that courage comes in all sizes. Among the themes explored was that of bullying, a topic that is relatable to students of this age.

Throughout the year, students worked through reading comprehension and grammar exercises in their Orient Blackswan Gul Mohar Readers, and had separate grammar lessons to either learn or reinforce basic usage. Some attempt was made to enhance student vocabulary through the introduction of roots and word etymology. Spelling was an area of focus, and a series of spelling bee events were conducted for the students.

The year concluded with a public speaking unit.



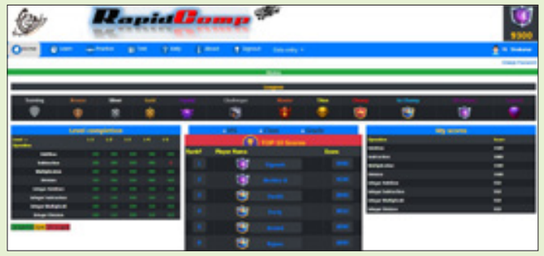
Math

RapidComp

The introduction of RapidComp, a web-based mental math game developed in-house, has helped MS students step up their interest in doing mental math computations.

One central aspect of mental math practice is to learn techniques to do basic arithmetic operations, practice and apply them rapidly. This was earlier achieved using flash cards, playing cards and excel sheets that gave students more practice. But it was a challenging task for teachers to keep track of the skills that the students have mastered and what their progress was. And most importantly, sustaining their interest level in the process was even more challenging.

RapidComp provides time bound computation challenges in basic operations. For each operation there is a series of levels that a player should complete. The higher levels will be opened and made available for playing only after a player completes the current level. Depending on the operation, level



and time, players score and accumulate points. The features include tracking points for individual users, practice sessions and a repository of videos to learn mental math techniques.

Currently this game has basic operations on whole numbers and integers. There are plans to include other aspects of math in the future.

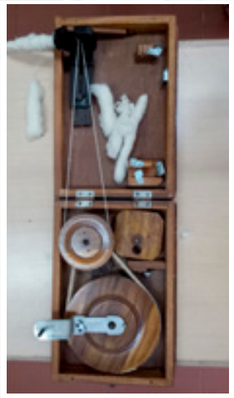
















Social Studies

The Making of Modern India

In the first term, the focus was on foundations of government and the road to the constitution, with emphasis on the Indian freedom struggle. The iCivics curriculum was adapted to the Indian context.

Students examined the purpose, forms, and limitations on government. They learned about key philosophers like John Locke and explored practical examples of government functions. Students came away understanding different forms of government, key influences on Indian democratic principles, and distinguishing features of governments around the world.

They looked at the how the subcontinent went from being several princely states to a single nation "India." They learned about the major hardships of life under British rule, how Indians decided to break away, and how they set a path for a new and independent government. Students prepared an album of the major events that shaped the Indian independence movement, drawing upon a variety of print and multimedia resources. Specific entries included a pop-up timeline, a research report on a freedom fighter of their choice, a reader's response to ***We, the Children of India: The Preamble to Our Constitution*** by Former Chief Justice Leila Seth, an exploration of national symbols, and miscellaneous artistic renderings.

Students participated in a workshop with Founder and Managing Director of the Aseema Trust Dr. V.R.Devika, entitled "Spin-A-Yarn," which was a re-introduction to Gandhi looking at lesser known facts and an exploration of Gandhian principles in the contemporary context for school-level children. Students were stepped through the three epochs of the Swadeshi movement and were given a hands-on experience of charkha spinning.

The novel ***Ahimsa was*** read out to them, a story of India's freedom movement seen through the eyes of a 10-year-old. The author subtly conveyed the reality that progress is slow and touched upon socially relevant themes that persist even today. The students enjoyed discussing a more nuanced perspective of this era, and grappling with the idea of freedom, and what it means to them.

Students revisited the constitution at the end of the year with a brief unit on active citizenry. They learned about fundamental rights, duties and responsibilities and the differences between them, and looked at their roles as citizens. Some of them made pamphlets entitled "How to be an Active Citizen" with the intent to move from words to action.





GeoQuest

Some time was set aside this year to improve students' geographic literacy, looking at both human and physical geography. Students explored the five themes of geography in relation to current events. They also spent time learning about different landforms.







Namma Karnataka

One State. Many Worlds. The 2nd term began with a study of Karnataka. Students had to complete a series of activities to qualify for a 7-day tour to Karnataka.

Students watched short films and read informative posters about the state, and were asked to use the information to make a card game to reinforce their general understanding. The game, entitled 'Fact or Fiction', involved students writing statements on key details and features of the state, and then coming together in teams to decide whether the statements were true or false based on what they remembered reading. To reinforce their map reading and map marking skills, they were then asked to identify and mark political and physical features on a map of Karnataka.

Students took on the role of interns at the Archaeological Survey of India (ASI) and, working in groups, explored the history and regional nuances in architectural styles within the state, and presented their findings to the class. Each student then did an individual project in which they selected and created an informative poster about some sort of natural, built, material or living heritage of the state, which was later displayed in the classroom. In addition, Ms. Anagha Prasad, a storyteller, visited the school, and shared a few folk tales from Karnataka.

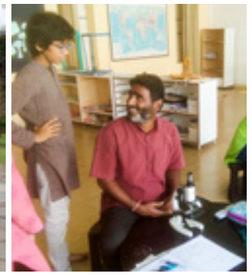
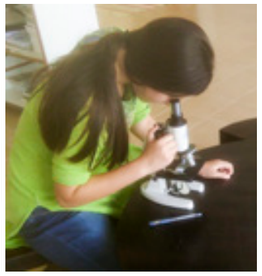
The students enthusiastically completed all activities and were officially given their tickets for a specially curated tour to Mysuru, Belur, Halebidu, and Agumbe (Dhanyavaadhagalu Nirvana Nomads!).

In Mysuru, students visited Chamundi Hills, the Amba Vilas Palace, and Kukkarahalli Lake. There was a stopover at the Hobby Place, a facility that hosts cultural workshops. Students were treated to a Mysuru style lunch from the famous Nal Pak restaurant. This was followed by an interactive session with one of the hosts who spoke at length about the history of the city, and hands-on workshops in Mysore painting and making Mysore Pak. They also watched demonstrations of wood inlay work and the traditional dance ***Kamsale Nrithya***.

They ventured to Gomatagiri, the Venugopalaswami temple and Srirangapatna, and visited the famed Chennakeshava and Hoysaleswara temples. In Agumbe, they stayed in tents, and spent time trekking through the forest. They watched a documentary on the king cobra, and interacted with Mr. P. Gowri Shankar, herpetologist and co-founder of the Kalinga Centre for Rainforest Ecology. They also enjoyed a special snack at Doddamane House, which once served as Swami's house in the hit TV serial ***Malgudi Days.***

Science








This year, science learning objectives were differentiated to cater to the different capabilities and learning styles of students. There were three major units covered, the skeletal system, plant form and function, and matter and its properties.

Skeletal System

Students began the year learning about the human skeletal system. As part of this unit, they learned to identify major bones, types of joints of the body and their functions. To aid their learning, a life-size human skeletal model visited their classrooms. They played an x-ray matching game where they identified bones by looking at various x-rays and hypothesized the reason for the fracture in those bones. Children learned about the importance of food choices and physical activities in maintaining a healthy skeletal system. They conducted experiments using animal bones. To reinforce their learning, students played Whack-a-Bone, a game where they have to identify major bones of the body within a specified time limit.

Plant Detectives

Students discovered the forms and functions of plants, using the flora found in their immediate environs as their natural laboratory. They went on campus walks to observe the defining characteristics of leaves, which included shape, tip, margin, base, attachment and arrangement, and created individual plant journals to document their findings. They were taken on a trip to Coonoor and Ooty to further their leaf collection, and observe a larger variety of plant forms. There, they visited Sims Park and the Government Botanical Garden. They had planned to see the Neelakurinji, a flower which blooms once in twelve years, up close and in bloom, but were not able to, even though it was in season (To their delight, one of the teachers took a solo trip around the Nilgiri region and was able to bring back some visuals). The older students observed the transverse section of a leaf and learnt how to work with a microscope, while the younger ones conducted experiments to investigate conditions required for seed germination.

Matter Matters!

Students explored matter and its properties, both on a micro and macro scale. They looked at the states of matter and what defines them, differentiated between physical and chemical changes, and classified everyday changes. The older ones looked at atomic and elemental structure. Hands-on experiments were done to further their experience and understanding.

Forces and Energy

Students did a primer in the types and effects of forces using day to day examples, before moving on to types and sources of energy. They understood and classified renewable and non-renewable energy resources, with emphasis on how this impacts their lives. They described characteristics of solar power, hydro power and wind power. Older students went on to study light and the interaction of light and matter, looking at the laws of reflection, as well as the principle, construction and working of a pinhole camera.




Bird Corner

Birdwatching continues to be a favourite pastime of middle schoolers. Twenty new fledgling birders along with experienced birders participated in this morning escapade, and keenly jotted down their observations. Students meticulously noted down the list of species spotted in every session, and some overzealous ones even fixed targets to intensify their spotting.

Students chattered on about a house crow feeding a pair of koel chicks, a scaly-breasted munia raising its chicks, a tree hollow used by rose-ringed parakeets to nest which was later occupied by common mynas and a pair of Purple-rumped sunbirds nesting in one of the middle school houses.

Amongst themselves, they talked about the regulars, such as the crows, mynas, babblers, bulbuls, sparrows, koels, flower peckers, sunbirds, robins, drongos, barbets, orioles, bee eaters, wagtails, wood peckers, ioras, shrikes, prinias, and kingfishers.

They also spoke about the migrants, nocturnals and occasional visitors. The excitement in the air was palpable as they spoke about seeing a new or rare avian friend, such as an Orange minivet, Gray-fronted green pigeon, Yellow-crowned woodpecker, Vernal-hanging parrot, Common-hawk cuckoo, Indian pitta, Indian paradise flycatcher, Verditer flycatcher or Black eagle.

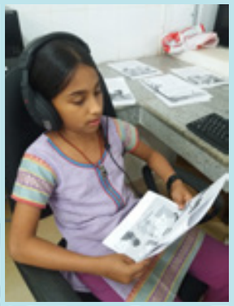
For the third year in a row, they participated in the Campus Bird Count 2019, a sub-event of the larger Great Backyard Bird Count, and spread themselves across the school campus to identify and document the local avian diversity and support this citizen science initiative. They came in 9th place at the national level.

2nd Language

Tamil

The highlight of this year was exploring the epic Ponnar-Shankar, also known as *Annanmaar Kadhai*, set in the medieval period. The students watched episodes of a serial based on the folk tale, and participated in various activities related to the text. They also enhanced their reading, writing and speaking skills through levelled activities and available tools, such as the reading and listening lab. News reading was a mainstay and improved their listening skills, questioning abilities and vocabulary. Students memorized all 31 poems of *Moothurai*, written by the great saint Avvaiyar. These poems exposed them to the richness of the language, and had them work through some tongue twisters!









Hindi

Hindi classes were largely integrated with the social studies units. In term 1, as students studied contemporary India, the focus in Hindi was around the theme the "Making of the Nation." Anecdotes about Indian freedom fighters were used to enhance the reading comprehension skills. To enhance the students' listening comprehension, documentaries on how different *riyasats* (small kingdoms) were brought together to form the nation, as well as films on the making of the constitution were shown and discussed with the children.

Students spent time learning about the ongoing efforts of the Rally for Rivers project. They interacted with one of the Nadi Veeras and came to know about the various welfare activities that Isha Foundation is taking up for the upliftment of the farmers. Based on this conversation, they presented a skit '*Keede aur Kisaan*' on the importance of insects in farming on Sadhguru Jayanti.

In term 2, as an extension to their Karnataka state study, students learned about legendary personalities of Karnataka, such as Purandaradasa, Kanaka Dasa and Bahubali. They presented small skits on these characters to the class. They also learnt many poems. Focus was given to improving the speaking and reading skills of non-native Hindi speaking children through various dialogues and short stories with applied grammar and vocabulary. News reading and discussions on Hindi movies remained, as usual, the favorite activities of the class.





French

The French class was divided per level, one for beginners, one for beginner-intermediate and one for intermediate students.

The beginners learned the basics of the language in the first term quite quickly. In the second term, they became familiar with the language via audio and video resources, and got to reason out for themselves the rules and usage of grammar, adjectives and prepositions. They learned through thematic units, including greetings, animals, the human body, family, school supplies, towns and restaurants.

The beginner-intermediate students worked through independent learning modules during the first term, mostly grammar and some vocabulary topics. Later, they developed PPTs to teach these topics to their peers. During the second term, they consolidated their learning by focusing a lot on sentence construction, tenses and vocabulary. They learned vocabulary related to the house, food, hobbies and furniture, and also covered some past and future tenses.

The intermediate students were given more challenging tasks. They prepared projects based on topics of their choice while reviewing their previous learning. During the second term, they enjoyed learning new words, using various tenses, and looked at more practical contexts to make use of the language. This was done through many games and activities.



3rd Language

3rd Language workshops were offered in Hindi, Tamil and French. The 3rd language workshop focused on basic communication skills, vocabulary building and understanding simple texts. Advanced learners, such as those with previous exposure to their chosen 3rd language, were given tasks commensurate to their level of proficiency. Students engaged with the target language through various creative activities, including role plays, poster-making and musical explorations.

Sanskrit

In the first term, the beginners in the class used the Latika textbook and learnt the letters of the alphabet, simple words and shloka recitation. Intermediate level learners used the Mallika textbook and learned the *Balamukunda Ashtakam*. They also practiced spoken Sanskrit by learning simple words and their various verb forms to introduce themselves to others. Advanced learners used the Kalika textbook and learned the *Mahalakshmi Ashtakam* by both writing and reciting it. On the day of Sanskrit Divas, the children performed a drama on *Totakashtakam*.

The second term started off with a short introduction to Ramayana, Mahabharata and Sanskrit literature. The students were assigned reading, writing and speaking exercises to hone their language skills. They also watched videos dubbed in Sanskrit and listened to many Sanskrit songs that were related to what they were studying in their textbooks.

Assemblies

This year, there were a number on ongoing assembly series: 'Tech Time' with Ayman anna, 'Journeys' with Ganga akka, 'Book Talks' with Shyamala akka and Maa Chitagni, and Storytelling with Arun anna and Geetuma. Another regular feature was that of both students and teachers speaking about both their trips and travels, or on topics of interest. A few senior school students came and presented assemblies as well. Periscope activities, which were exciting culminations of the students' various units of study, were also scheduled during this time.

Co-Curriculars & Clubs

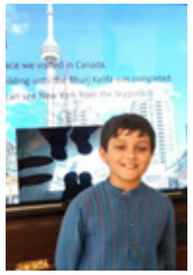
Co-curricular activities were largely scheduled during the post-dinner slot, while clubs were scheduled once per week during an afternoon slot. Students had a number of co-curricular and club activities to choose from. Co-curricular options included Chess, iKEN, Recreational Math, American Sign Language, Chinese Calligraphy, Herbal Gardening, Bird Watching, Season Watch and MS Gazette. A new offering called 'Game Changers' was added, which looked at contemporary issues and how students can become agents of change. Some of the clubs that featured this year were 3D Modelling, Plastic Sculpture, Woodworking, Science, Nature, Volleyball, Tennis, Football, Singing, and Malayalam.

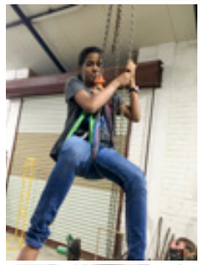


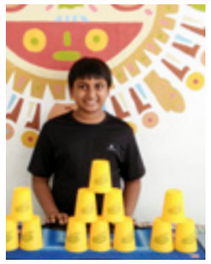


















The Herbal Garden and Nature Club students spent some time in the agricultural plot within the school, and learned how to harvest spinach and coriander

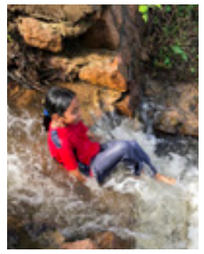






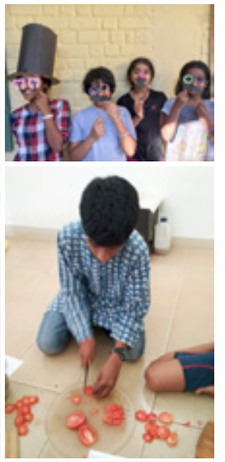


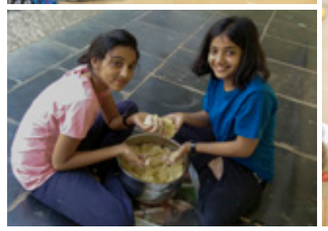


















Documentary Night

One night per week was reserved to screen a documentary. This was often followed up with an activity or discussion. In the first term, the documentaries were largely nature-oriented, and featured renowned naturalist Sir David Attenborough. Students watched episodes from the BBC nature documentary series Planet Earth, Blue Planet, Life in Cold Blood, The Secret Life of Elephants, Becoming Human and Life that Glows. They also watched the Disneynature documentary "Born in China." The second term featured documentaries on modern marvels, pulling episodes from National Geographic's documentary television series Megastructures and Big, Bigger, Biggest. Students looked at Dubai's Palm Island and the Three Gorges Dam.

Starting from Scratch!

The older middle school students had their first taste of programming when Sai Shekar, an alumnus, and Ayman anna conducted a workshop on Scratch for them. The children started off with the basics in Scratch. As the days passed, the tasks became more challenging. In the end, they were assigned their most anticipated task - making their own video game! They were eager to work on their assignments, and came up with innovative creations. They also enjoyed trying their hand at others' games.

A Turning Point

It all began with a rumour. The teachers desperately tried to keep the outing a surprise, but a few of the students found out, and the news spread like wildfire. In mid-July, the students were taken to Turning Point, an adventure camp that has low rope, high rope and other ground-based activities. Students were split into teams for team building activities, and had to brave the various obstacle courses and activities that came their way. Highlights included zip lining and completing the nitro crossing challenge.

House Time

Each house had its own distinctive charm and character, and students and their house parents bonded over various activities. There were house outings to the nearby stream, cookouts, talent shows, newly invented games, late-night mystery stories, just to name a few. Students took up individual and community responsibilities to develop their level of independence, and ensure that everyone could live together in a seamless manner.

Poetry

As a part of Periscope, students had a poetry writing event. They were given a list of topics to choose from, and time in nature enjoying their own company and writing their pieces.

Truth
by Disha

At a point of time
I was drowning in a sea of lies
And hadn't realized, I sought the truth
This feeling was never felt before
And the more I searched
The more I lost myself bit by bit
My craving for the truth
Became an illness with no cure
And it swallowed me whole
My happiness withered to dust
And my sorrows demanded to be felt
When I found the key to my box
I thought I was rising from the dead
Because I got to know what was true
But now I'll tell you, that the truth killed me
More than what I knew.

One Dark Night
by Shritic

One dark night
I gazed up at the sky
I stared at the stars and ignored the darkness
And wondered how brightly they shined
I stared and stared
And in the morning
They all faded away
Only then I realized
Without the darkness stars can't shine
Without darkness
There is no light
Without gloom
There is no joy
Without sadness
There is no happiness
Without a loser
There is no winner
Without dumbness
There is no wisdom
Without the poor
There is no rich
Without weakness
There is no strength
Without death
There is no birth
And that day I realized
Everything depends on something
The next night
I gazed up at the sky
And stared at the vast darkness of the universe
And the small specks of light twinkling within it.



Book & Movie Reviews

Number the Stars
by Lois Lowry
Reviewed by Srishti & Sthanu

Number the Stars is a historical realistic fiction book, set in Denmark during World War II, at the time of the Holocaust, when Jews were tortured and killed. The story revolves around 10-year-old Annemarie Johansen, whose best friend, Ellen Rosen, is a Jew. The book is about how Annemarie and her family help the Rosens, and many other Jews, to escape the Nazis. It is based on actual stories of the Danish Resistance. If you want to read some heart-wrenching real life stories of what the Jews went through, then we highly recommend this book. This book has a mix of humour, adventure and sadness. It has won many awards, including the Newbery Medal, and has been listed as one of the best-selling children's books of all time.

★★★★★

Wonder
by R. J. Palacio
Reviewed by Arvind

Auggie Pullman is not like other kids. Sure, he plays on his Xbox, he watches movies, and he plays video games. But the fact is that unsuspecting kids in the playground run away screaming whenever they get a glimpse of him, and people take a long time to get used to him, especially his face. Auggie was born with Treacher Collins syndrome, a genetically acquired facial disfiguration. Initially, he couldn't drink, eat, breathe, speak or do many other things a normal kid would do without even thinking. However, various surgeries have enabled him to perform these daily tasks. The book expresses the hardships Auggie faces when his parents decide to send him to school. The book takes readers through a roller coaster ride of emotions.

★★★★★

Holes
by Louis Sachar
Reviewed by Jiggisha

Stanley Yelnats is believed to be under a curse of bad luck. It's a curse that began with his no-good-dirty-rotten pig-stealing-great-great-grandfather. He is unjustly sent to a boy's detention centre called Camp Green Lake, a piece of waste land, where the campers dig holes. 5 feet deep, 5 feet wide. Apparently to the warden, digging holes builds good character. But it doesn't take long for Stanley to realize that there is something wrong. Is there something buried in the dried up lake? Stanley must find the truth, and by doing so, unlock his past.

★★★★½

Wolf Brother
by Michelle Paver
Reviewed by Shativica

"An impossible quest... An unlikely hero... The epic journey of a boy and a wolf begins..."

Over 6000 years ago, at the time of the New Stone Age, Torak, a 12-year-old boy, embarks on a journey to find the Mountain of the World Spirit or die trying to. He encounters a wolf cub who guides him on his way. Their journey takes them through giant glaciers and deep forests, where they come across unexpected dangers. This is the first book in the series Chronicles of the Ancient Darkness. This book was a page turner, a wonderfully told adventure.

★★★★★

The Flash
American TV Series
Reviewed by Sthanu

The Flash is an American superhero TV series based on the DC Comics character Barry Allen (A.K.A. Flash), a costumed superhero crime-fighter with the power to move at superhuman speeds. The middle schoolers watched season one and two over the course of the year. In season one, viewers were given the background of how Barry became a metahuman, his mother's murder, and how he joined the Central City Police Department. In season two, new challenges and villains were introduced, who sought to eliminate Flash. The series was a hit, especially with the cliff hangers at the end of each episode. So much so that some of the MS students even tried to imitate the way Flash ran!

★★★★★

Hoosiers
Directed by David Anspaugh
Reviewed by Samriddhi

The movie is loosely based on a true story on the Milan High School basketball team that competes in the 1954 state championship. Norman Dale, a college basketball coach, is called by his longtime friend, Cletus Summers, to coach the boys in his school for an upcoming state championship. The school is located in a small town in Indiana. The town's people don't trust Dale because of his blemished past. Moreover, the best player of the team, Jimmy Chitwood, refuses to play for the tournament so that he can focus on his studies and also mourn his father's death. Will Norman be able to coach the boys and make them win the tournament with the help of his alcoholic assistant Shooter? Watch the movie to find out.

★★★★



Akashmalli

Class Teachers: Anusha S & Sreeja Devi

Abhinav Maheshwari
Amrutananda Nagar Nayak
Dechen Khurana
Dharane B. K
Jiggisha Charu
Nandana Kumar
Niyanthri Vijayshankar
Poorna Srivalli Latchireddy
Sarveshmalayan Sethu SenthilKumar
Sathya Santhanam
Sharath Vishnu
Sudhanthira B
Suhanee Gautam Jain
Tara Ram
Tejeshwar M
Vibhu Aravindan
Vimudha Rajee Gaddypaty
Vivaan Hegde

Kanakambara

Class Teachers: Sivakumar Sundararajan & Shyamala G

Aadhi Vignesh
Abishta Prashant Shetty
Ananya Rakheja
Aradhya Menon
Arth Rajesh Saathi
Azara Singh
Emily Melissa Heschong
Eva Kaivalya Karumanchi
Harshita Dasari
Lakshmi Nivas Yerrabelli
Mayanka Bhowmick
Mithran M.K
Rachana Mukhund
Sadhika Parthiban
Shiv Karthik Sakthivel
Shrithic G
Sooryakant M
Sthanumalayan S
Syra Dua
Vigneshwar M

Mandara

Class Teachers: Sundar Ramanan & Ganga B

Aarjav Salaiah
Aashish Venkat Chitturi
Anshit Sharma
Aswath S
Bhuvi Shree Singh
Disha SR
Jahnavi Aju Nair
Jayesh Rayudu Kodali
Nirav Maheshbhai Brahmbhatt
Nithin Shanmugam
Oviyashree C
Rajeev Athreya
Rakshith Shantha Kumar
Samah Sanghavi
Samriddhi Kunwar
Shatvica G
Shreyasi R
Srimayyi Sarathi
Vasista Sarvaraya Chowdary Boddu
Yash Avinash Patil



Manoranjita

Class Teachers: Narayanasami A & Prerna Rai

Aariyamaan Rajinikanth
Adhith S
Ajith Krishna Reddy
Aradhana Anoop
Arvind Raghavan
Arya Sridhar
Aryan Vemuri
Jiya Madiraju
Laasya Vallipriya Karumanchi
Lakshmi Priya Yerrabelli
Nithya Abiraami
Ruby kumar
Samruddhi Sawant
Shakthi B
Sri Karthikai Mutta
Sri Nayan
Srishti Ganesh
Tejasvi Krish venkat
Veda Menon
Vyas Kiran Patil



Akashmalli

House Parents: Vijayalakshmi A & Sreeja Devi

Kanakambara

House Parents: Sivakumar Sundararajan & Shyamala G



Mandara

House Parents: Sundar Ramanan & Ganga B



Manoranjita

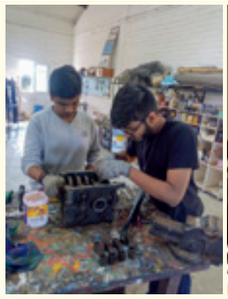
House Parents: Narayanasami A & Ramya C

senior school



















Internships

Class 11 Internships

A real life work experience in the 11th grade is something not available to many. In IHS, the students were given the golden opportunity to spend two weeks at an internship, chosen by them with the help of their academic counselors.

Since this was their first internship, the teachers decided to have it within a certain boundary, where they could also be involved hands-on and monitor progress. The internships were kept to projects and sites within the Isha Foundation and Isha Yoga Center premises. This included the Home School Clinic, Construction, E-Commerce, Isha Crafts, Vehicle Maintenance, Public Relations, Carpentry, and Cooking.

Some internships had a social service component. A few students supported with event organizing for Gramotsavam 2018, the final rounds of the state-wide inter-village Isha Gramotsavam sports tournament, an initiative of Action for Rural Rejuvenation (ARR). Others did backend research for Save the Weave, an initiative of Isha Craft to revive natural fibres and promote Indian weaves. The students who interned at the IHS clinic spent a few days doing field work assisting medical relief efforts for those affected by Cyclone Gaja.

Students presented their learning in a formal setting to those who had facilitated their internships, as well as to the larger student body. At the end of the two weeks, most students were disappointed that their internships had ended.

Class 12 Internships

Year 2 students ended the year with their month-long internship, with placement at professional organizations and firms.

As preparation for the internship, students went through workshops on resume building, writing cover letters, and understanding workplace expectations and evaluative criteria. They were given a specific list of deliverables for the preparatory period, as well as during and after completion of the internship. Students submitted weekly journal entries detailing their learning and thoughts during the internship, and upon return, will be submitting a formal report.

Placement sites included Apollo Hospital, Banana Pottery, DMD Advocates, Decibel Studios, Firstpost, Greenkraft Industree, Jain Irrigation Systems, Kemia iSoftware Limited, Lema Labs, MuSigma, NLP Labs, Netcon Technologies, PSG Institute of Advanced Studies, Tata Motors - Grihini Udyog, Trigent, and VISDA - Vivek and Sachin Design Associates.

Though presently only midway through the internship, student reflections have shown that this experience has provided them the opportunity to grow as professional individuals who will be better prepared to face the complexity and challenges of the real-world.

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The students would like to specifically acknowledge the internship team, Aman anna and Chin-Mei akka, for their endless support.

Gujarat Trip

For the first time, as a part of the Discover India program, students were taken to Gujarat. Students visited Ahmedabad and Kutch. The trip was staggered for Class 11 and Class 12 students; one group went in September, while the other group visited in December.

In Kutch, they visited the Living and Learning Design Center and Khamir, where they had a first-hand experience of traditional craft-making with experienced artisans working in crafts such as lacquered wood, ajrakh, rogan art, bandhini, copper bell making and weaving. Working with the artisans gave the students an insight into their respective crafts and the struggles they face, and thus created a deeper appreciation of these art forms and the hands and hearts behind them. They also learned more about the impact of the 2001 earthquake, that hit Gujarat, on the artisans craft, and the ways in which the artisans revived their craft against all odds. Class 12 students were able to visit and experience the rann.

Students also spent time at Hunnarshala, where they participated in a short training program in earth construction techniques, including rammed earth, wattle and daub and adobe. They visited construction sites to see the potential for large-scale integration of these techniques, and mining sites to understand the composition of the land and see first-hand the environmental impact of such practices. Class 12 students spent a day at the Kaarigarshala, partnered with students of their age, who were under training to become master carpenters, and tried their hand at basic carpentry. Class 11 spent a day with the Center for Desert and Ocean, and visited the Banni grasslands, where they went fossil hunting and birding.

Back in Ahmedabad, the students took a heritage walk, visited the Sabarmati ashram, Sun temple and the Rani Ki Vav. They also got the opportunity to enjoy an authentic Gujarati thali experience.































Army Familiarization Camp

Every Independence Day or Republic day, we all talk about the jawans standing at our country's borders and fighting for the nation's safety, but hardly any of us understand or appreciate their hard work. In August 2018, ten students from Isha Home School and Isha Vidhya were given the opportunity to go to the Siachen Base Camp as part of an 8-day Army Familiarization Program.

In the course of these eight days, the students visited various army base camps including Dras, Khalsar and Tangste. The students were able to meet many levels of army men starting from jawans, captains, lieutenants, and other higher officers and got a clear picture of the army's organization. The students interacted with them and heard narrations of their experiences during war and peace. The students reported to Captain Yash Sharma, who was given the responsibility to ensure their safety.

The trip began with a visit to the Kargil War Memorial which records the name of each martyr of the Kargil War of 1999. Going to the memorial made the students realize the importance of the sacrifices that were made for the country. They travelled through the curves of the Kashmiri Mountains to reach Khalsar, where they visited the Khardungla Pass. The eight hour bus journey to the pass, brought the student spectacular views of the Kashmir valley.

The students finally visited the most awaited place: the Siachen Base Camp. Unfortunately, the roads to the base camp were flooded with water at least four feet deep. Fortunately, the jawans came to the rescue with big army trucks, and the students got to the base camp safely. At the base camp, the students saw demonstrations of the trainings the officers received, spent time at the Siachen War Memorial and spoke to the officers who had been at the glacier for longer than three months.

The officers gave the students an insight into their life and into their missions. The students also met officers who had been a part of Operation Meghdoot and learnt more about the operation. They also learned that the officers didn't always acclimatize, and didn't always have proper equipment or medical facilities. Regardless of this, in a place where it gets hard to breathe, these people were fighting wars.

Going on this trip was a once in a lifetime opportunity that all of the students were grateful for. This experience changed their views on the Indian army and encouraged all of them to support, if not pursue, these forces in the future.

English Language Arts

Kairos

by Shobha Viswanath
Visiting Faculty Member

From ...

"Akka, we don't want to write."

"Akka, do we have to perform?"

"Please, Akka!"

"Why, Akka?"

"No, Akka!"

"I have nothing to say, Akka."

... to a stupendous professional rendering of personal narratives, the journey was interesting to say the least.

The 29 students of Class 12 wrote of incidents that had left an indelible mark on their lives, for some a turning point, for others, a point of reflection and for yet others' cornerstones of change and points of no return. In the safe and secure confines of the classroom, students shared and talked of things that had shaped their lives. While it was easy for some to put pen to paper, many found it difficult to express and give form to their experiences. After several drafts and even more edits, the narratives slowly came alive.

To showcase examples of good personal narratives, both in terms of writing and performance, I had invited Dushyant Gunasekharan of Crea-Shakti to come with his team of actors to perform for the students. Titled Dolls, this all woman cast of solo performers explored several intimate subjects through their bold and daring narratives. The students were inspired.

Our rendition was titled *Kairos*, an ancient Greek word meaning the right moment or opportunity.

They put to memory their narratives and when it was agreed after much pulling, pushing and cajoling that they would perform for the senior school kids in the library (the same space that Crea-Shakti had performed), the final day arrived. Lights, images, props – came together in the last minute like things always do at Isha.

With the audience in place, and the metaphorical curtain raised, the students came – some in groups of two or three, others solo, and blew everyone's minds away. The performances were honest and therefore electrifying. Were these the same kids who hummed and hawed in the beginning, I wondered as I watched, mouth agape and choked with emotion at this remarkable metamorphosis. Each story held the audience captive. There were tears and laughter, empathy and anger and above all great pride to witness and be a part of their shared narratives.

And when it was all done, and the students took a bow to a standing ovation, the feeling of fullness and the high that comes with a job well done, was palpable in the atmosphere.





















Socratic Seminar

This year, Class 8 students attempted Socratic seminars, or discussions, where they engaged with a selection of essential questions, did close readings of assigned texts, and were taught how to converse formally and respectfully. The teacher was an outside observer, while students listened and spoke to each other in a focused manner for a minimum of twenty-five minutes. Students prepared notes and questions, referred to text, did research as required, and drew upon personal examples in the discussions.

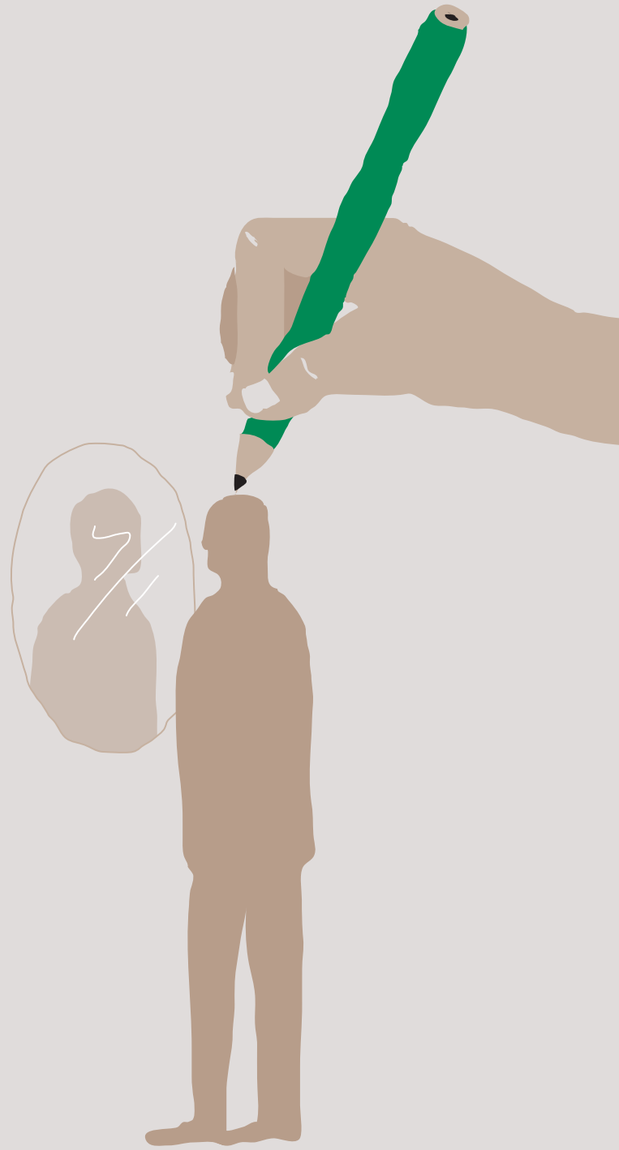
In the first term, students explored the characteristics of memoirs by reading and reflecting on a memoir of their choice. Students selected from the following options: *The Diary of a Young Girl* by Anne Frank, *Red Scarf Girl* by Ji-li Jiang, *I Am Malala* by Malala Yousafzai, co-written with Christina Lamb, and *A Long Way Gone* by Ishmael Beah.

Students explored questions around the topic of identity such as: What is identity? To what extent do we define ourselves? To what extent are we defined by others? How do individuals, groups, and nations decide who to include in their "universe of responsibility"—the people whom they feel an obligation to care for and protect? What are the consequences for individuals and groups who are considered outside of a community's universe of responsibility?

In the second term, students did a poetry study, in which they looked at inspirational and largely didactic poetry. Poems studied included 'If' by Rudyard Kipling and 'Desiderata' by Max Ehrmann, among others.

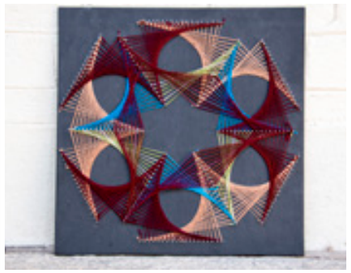
Students discussed different types of adversity, how one can overcome adversity as well as different challenges people face, including themselves. They further talked about how they can individually and collectively find solutions various obstacles that life may present.

Students responded well to this approach, requested for more such opportunities, and were largely able to identify their strengths and areas that need improvement.





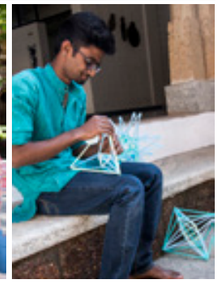
Mathematics










Math Musings

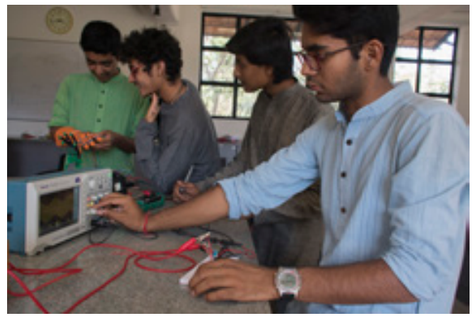
by Saikrishna, Advaith & Pavan

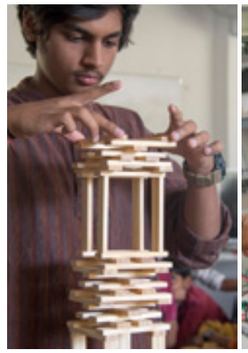
To us, math has been a taxing, but enjoyable journey, opening us up to a plethora of new possibilities. The stereotypically boring and bland subject suddenly became engaging when our learning was driven by our curiosity to discover the vast world of possibilities outside that of our mere syllabus. This opportunity, given to us by our math teachers, in the course of three years was very enriching.

We began with fundamental math principles such as those of calculus, linear algebra, vector spaces, modular arithmetic and chaos theory which widened our perception of this field. From plain numbers on paper, math had turned into the language of the universe that it was described to be. With our newfound understanding, we were able to explore new topics and view the world through the colored lens of mathematics. We were able to appreciate the complexity behind the simplicity of a falling rain drop, comprehend the intricacy behind the shape of a hanging chain, look past the dense abstraction of the behemoth Google search algorithm and traverse the neural network of artificial intelligence.

In the course of learning, we often hit a brick wall, feeling there was a lack of practicality in our efforts. The work never felt rewarding and made us doubt our capacity. But the unwavering support of our teachers, who walked us through this uncharted path, ensured our perseverance, increased our endurance and ultimately developed our everlasting love for the subject. Our tedious effort and hours of commitment proved to be a blessing in disguise. It has greatly benefitted us already, instilling an attachment that will last forever. We are very grateful for that opportunity.

Science





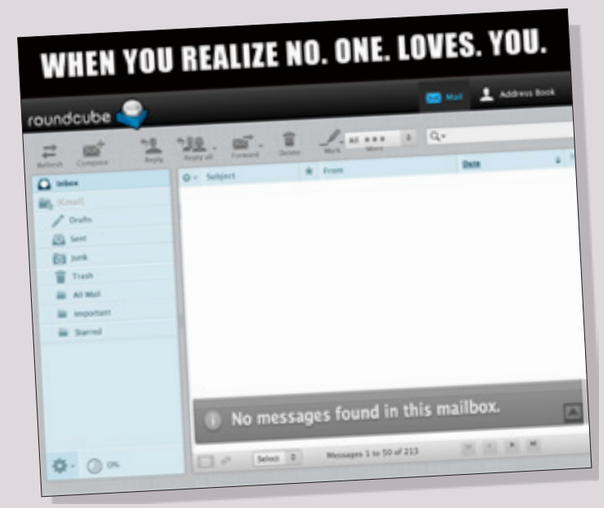
Experiential Learning in Science

Subjects that are taken in the classroom, especially for science, are usually a bore. Luckily for the science students of the senior school, this year, most classes that were conducted, involved hands-on activities. By leading us through a series of questions, our teachers made us design and conduct experiments leading to discovery.

In the second term, there was a buzz around electronics. Across all grades, students were involved in various electronics projects, from elementary to more advanced ones. These included an automatic dustbin which opens when it senses a person coming close to it, a metal detector, a counter that calculates the number of objects passing through it, a solar panel which can detect the direction of sunlight and configure itself towards it, oscilloscopes made from readily and cheaply available materials, LED cubes, LED candles, music instruments like drums, and a bunch of logical games.

Other than electronics, many projects were done in Physics and Chemistry. Students prepared projects like hot ice cream that melts when it cools, prepared bio fuel from cooking oil, modelled an anti venom drug, made Brachistochrone, created a cycloid pendulum, made a damped pendulum using Eddy current and created a double cone that goes uphill – against gravity. These projects demonstrated what the students had learned in class. The students also dabbled in machine learning and created a machine that recognizes fruits, their take on facial recognition.

The whole experience that they gathered from this term was very enriching, as they found opportunities to apply the concepts they had learned in class.



Assemblies, Co-Curriculars, Extra-Curriculars & TED

Assemblies

This year, the senior schoolers were privileged to have a wide variety of guests, teachers and students present assemblies on various topics, giving them insight into various fields. Some of the regular features included news and technology updates, storytelling sessions, Indian and western music, Youth and Truth video screenings, and student assemblies that were connected to class and/or internship experiences.

Co-curriculars

Students had the option to spend two nights of every week doing an academic co-curricular, to enhance their skills in a chosen field. The list of options included academic games, learning strategies, exploring mathematical models, research in science, newspaper, basic drawing, graphic design, electronics, marketing, Model United Nations and a morning option, birdwatching.

Talent Exploration Day (TED)

The senior schoolers had a variety of options to choose from for their TEDs. Options included woodwork and metal work, video game development, film making, cooking, sculpture, a capella, piano, retro music, music production, film appreciation, web design, chess, electronics, dance, beatboxing, theatre, cricket and basketball. The students found TED times extremely helpful and most of them looked forward to spending a dedicated time to develop their skills in a chosen activity.



Game Jam 2018

Nine senior school students from the Video Game Development TED participated in the 2018 Mindbox Regional Game Jam Titan Competition sponsored by the NASSCOM Gaming Forum held in Coimbatore on 29th August. They were divided into two teams, and over two weeks had to come up with a simple game on the theme of either rain or childhood. For rain, the students came up with a game in which the player is a pizza delivery guy, who is stuck in the rain without an umbrella. He has to deliver the pizza without getting it wet, by running under other people's umbrellas and reaching the delivery point without getting the pizza soaked. The other team came up with a simple game based on the much-loved childhood game, hide and seek, where the players are children in a park trying to evade their parents. Both teams placed and were invited to the NASSCOM Game Development Conference.

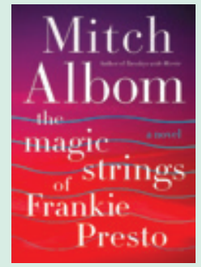


Book Reviews

The Magic Strings of Frankie Presto

by Mitch Albom

Reviewed by Shivangi Atmakaur



Written by Mitch Albom, The Magic Strings records the life of Francisco 'Frankie' Presto a Spanish war orphan raised by a blind music teacher who eventually makes his way to America with only a guitar and six magical strings to his name

The novel is set in Spain and America during 1940's to 60's and the entire music scene that Frankie is a part of is taken from that period.

The novel is mostly narrated from the perspective of Music. However, there are parts of the book that are narrated by the voices of both real and fictional personalities of that time period. Albom skillfully manages to provide a completely unique and distinct voice to each character he introduces, it is Music's voice that really brings Frankie's story to life. The author has built the entire story around the philosophy that every person has the power and ability to change another person's life.

In my opinion, The Magic Strings of Frankie Presto is quite beyond most of the commonalities of the story of a rising star. The emotions in the book tend to pull at your heartstrings and by the end, you might find yourself rather attached to the characters. This book is perfect for those people out there who are budding guitarists and musicians.

★★★★½

The Kite Runner

by Khaled Hosseini

Reviewed by Mrinalini Manda



The Kite Runner is an unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, caught in the tragic sweep of history. It transports readers to Afghanistan at a tense and crucial moment of change and destruction. A powerful story of friendship, it is also about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies.

The Kite Runner is written from the main character Amir's point of view. We can see that many aspects of Hosseini's own life are reflected into the story and its plot, which makes the text seem more reliable. Woven between the pages are subtler commentaries on race, religion and gender, which add texture to the narrative.

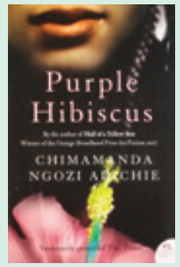
"For you, a thousand times over." Throughout the entire book this line struck me the most, for it portrays one the most beautiful aspect of friendship which is loyalty. The storyline was both touching and inspiring, and gave me the complete experience of what it would be like to be torn between one's friends and parents. I definitely recommend this book to anyone who loves to read.

★★★★½

Purple Hibiscus

by Chimamanda Ngozi Adichie

Reviewed by Mrinalini Manda



Purple Hibiscus is a tragic and touching story about a 15-year-old girl named Kambili who lives under the shadow of her tyrant father. Kambili, her elder brother, and her mother are largely confined to the house under the strict rule of their father, an obsessively religious Catholic with a violent streak. When things start to fall apart both within the family and in the Nigerian state, the children's lives are at stake. The intense plot line emphasizes the importance of freedom, the perplexing transition between childhood and adulthood, and the difference between love and hatred, it also touches upon religious hypocrisy, family relationships and domestic violence.

Purple Hibiscus is the debut novel of Nigerian author Chimamanda Ngozi Adichie. The story is set during the 1990s, a time when Nigeria was still recovering from its post-colonial civil war. Adichie skillfully brings out the innocence and transformation of a teenage girl, and gives a voice to her silence.

The novel opens with the epigraph, "The sun will shine on those who stand before it shines on those who kneel under them," taken from Chinua Achebe's Things Fall Apart, a book which I had read earlier. If truth be told, I had difficulty getting through Achebe's novel, and did not at all expect Adichie's novel to be so gripping and powerful. I loved it. The storyline and characters are so well defined and plotted. This book is a must read for everyone.

★★★★★

Class 12

Academic Advisors: Swami Namasyu, Suhas Saha, Sekar V, Prakash Somayaji, Nishant Kumar, Vivek I, Maa Siddhi, Arpita Shah, Aman Sarup, ChinMei Maniyatt

Aakhashini C.N.
Akash Iyer
Anahita Belliraj
Ananiya Belliraj
Anitej Panicker
Ashwanthi Vinod
Dakshitaa K
Devvrat Sahai
Harshavardhan G
Indrajith Ajith
Jagadeep D
Kailash Gautham
Maitreya Cherukupalli
Mrinalini Ganesh
Nitya Atmakur
Niyutsa Rajesh
Poojitha Kamal Kolli
Pranav VS
Raksha Deivanayagam
Rithvik Garapati
Sanjana Sai Lakshmi
Sashank Saravanan
Sidharth Menon
Sruthi Sankar
Sudeshna Adhikary
Vaishnavi Boddu
Varin Pande
Varshika G
Vedant Menon

Class 12 Trip














Learning from Ladakh

The Year 2 students had the opportunity to visit Ladakh to get an insight on the cultures and traditions of another part of our diverse country. The students spent half their trip with the students of SECMOL (the Students Educational and Cultural Movement of Ladhak). They spent time learning about the students, their school, their culture and their life and also helped the students of SECMOL practice their English and participated in other activities with them. The two different sets of students bonded with each other over local food, heritage tours and dance parties. The highlight was exploring Leh market together.

After sharing goodbyes with the SECMOL students, the Year 2 students went on to explore more about Ladhaki cultures and traditions by visiting places such as the Gya village, the Nubra valley and the Shyok River. The spent their days doing hands-on work and meeting the locals and the nights relaxing, sharing stories and stargazing. They all came back with learnings that they would remember for the rest of their lives.








Class 11

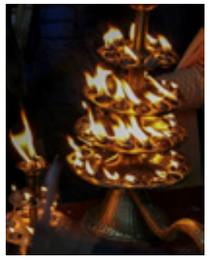
Academic Advisors: Swami Namasyu, Suhas Saha, Shaktivel Balasubramanian, Sekar V, Prakash Somayaji, Nishant Kumar, Vivek I, Maa Siddhi

Aarushi N C
Aasritha Edara
Abhinav Dinesh Srivatsa
Aditya Ilinani
Aditya Soni
Amartya Ilinani
Amitha Mohan Chandran
Anirudh A.V
Anirudh Sundaram
Archit Murali
Arjun Sivakumar
Daiwik Parakkulathu
Gauri Rathore
Harisre M
Ishaan Sahay
Japjot Singh Malhotra
Kaavya Muthuganesan
Kabilan S
Khoshna Ande
Khushi Sharma
MS Gayathri
Naga Rahul Karthik Kesavamatham
Nandini Narula
Narumukai Thennarasu
Nitya Menon
Parag Bhalachandra Parab
Pratham Prashant Katakol
Ram Satvat J
Rathi Bala
Rehaan Sahay
Rukma Sripriya
Sambhav Muppala
Soujanya Dodla
Soundarya Lahari Murari
Swarna Srinivasan
V.A.L. Mrinalini Manda
Ved Manohar Shinde
Vindya Atmakur
Yashesh J Nagda

Absent: Rukma Sripriya & Swarna Srinivasan

Class 11 Trip








Himalayan Sojourn

The trip to the Himalayas, was a perfect mixture of craziness, fun and thrilling challenges. From taking that one sip of hot tea and eating divine hot Maggie on a snow-covered mountain, to having random snow fights between treks, and even walking 8 kilometres one way up a mountain just to see an ancient temple; the trip was a huge success. The trip challenged the physical and mental capabilities of all the students in various ways, and exposed them to yet another part of our diverse country. They visited famous peaks such as Chandrashila, trekked the long path to the Anusuya and Atri Rishi Cave, meditated in mysterious caves, almost froze in Potibasa and visited temples in Guptkashi.

The snow invited students to make snowmen, snow angels, and mini igloos wherever they went. No matter how tiring the day was, the scrumptious hot meals of North Indian delicacies and a warm cozy blanket to sleep in, kept them going. The experience was very well spaced out and all the students were able to find time for themselves to consolidate their thoughts from throughout the day.

The trip was a good bonding experience for the Y1 students. Between bonfires and sing-alongs to card games whenever and wherever they found an opportunity, the students managed to keep their spirits high, regardless of the fact that some of their treks got canceled. Overall, the trip was engaging and full of adventure, and everyone was satisfied when it ended.











Class 10 A

Class Teacher: Shakthi Ramasamy

Aakanksha Patil
Abhimanyu V
Abirami C
Adhavan J R
Advaith V
Deeksha Vinod
Harini Sakthivel
Jayavarshaa S V
Mitushi Sharma
Mythri V
Natarajan Palaniappan
Nitya Chowdary Kodali
Pankaj Kumar S
Pavan Sakthivel V
Pratiti P Katakol
Ramya Srivani Peddibhotla
Ria K Sanghavi
S. Sahasra
Saikrishna Sudharshan
Shivam Haresh Trivedi
Smrithi Shridharan
Yuva Yashvin S
Yuvan Bharathi S



Class 10 B

Class Teacher: Kai Lieber

Aatmaananda Nagar Nayak
Aditi Viswanathan
Bhavna Jawaji
Devansh Kalluhole
Divya Shree
Karishma Luthra
Khushi Runwal
Lochana Arumugam
Manoo Sirivelu
Mira Patel
Sahasrik Ragani

Up Close & Personal
With Class 10





Mythri V

Favorite quote:
"An eye for an eye makes the whole world blind."-Mahatma Gandhi

Three adjectives to describe yourself:
Patient. Silent (to a certain extent). Musical.

What's the best advice you've given or been given?
Transform your obstacles into your stepping stones of success

On my bucket list ...
Travel around the whole world (every single country, city, village and town in the world)

Harini Sakthivel

Favorite quote :
"Yesterday is history, tomorrow is a mystery, but today is a gift. That's why it's called the 'present'" – Master Oogway, Kung Fu Panda

If you were given a day to enjoy your own company, how would you spend it?
On my bed, reading my favourite book and eating cup noodles or Ambur Star biryani.

A book or movie that you feel everyone should watch:
Baahubali Film Series

S. Sahasra

What's the best advice you've given or been given?
Don't let anything take control over you.

If you could have one superpower, what would it be? why?
To sleep with the textbook under my pillow and ace my exam.

A pet peeve:
When people lick their finger to turn pages

Manoo Sirivelu

Three adjectives to describe yourself:
Eccentric. Creative. Random.

A moment you could relive at IHS :
Working with my sports team on decorations.

A book that you feel everyone should read:
The Alchemist

Yuva Yashvin S

Favorite quote:
"A ship is always safe at shore but that is not what it's built for."-Albert Einstein

What's the best advice you've given or been given?
Listen to what you are saying.

A movie that you feel everyone should watch:
Movie: Green Book (2018)

Advaith V

If you could have one superpower, what would it be? why?
To change my hairstyle with a snap of my finger

A pet peeve:
Short people calling me short

Three adjectives to describe yourself:
Short. (Pun)ny. Procrastinator.

Shivam Haresh Trivedi

Favorite quote:
"My affinity for efficiency is infinity."-Araj

If you were given a day to enjoy your own company, how would you spend it?
Talking to myself.

A movie that you feel everyone should watch:
Shape of Water (2017)



Pankaj Kumar S

Aspiration:
To make a planet with money.

If you could have one superpower, what would it be? why?
To be able to make no pronunciation errors while speaking.

A pet peeve:
People fake laughing



Pavan Sakthivel V

Favorite quote:
"You can't blend in when you are born to stand out."-Wonder

A moment you could relive at IHS:
Getting a perfect score in the AGLOA Nationals 2015

A book or movie that you feel everyone should read:
Book: Origin by Dan Brown



Nitya Chowdary Kodali

Favorite quote:
"Better to light a candle than to curse the darkness."-Anonymous

Three adjectives to describe yourself:w
Carefree. Wild. Sporty.

If you were given a day to enjoy your own company, how would you spend it?
Go trekking in the forest.



Jayavarshaa S V

What's the best advice you've given or been given?
"Don't look back to relive your pain, look back to see how far you've come." –RM, BTS

If you were given a day to enjoy your own company, how would you spend it?
Travelling around without a destination.

What do you feel is a major issue affecting the world today?
Apathy and indifference



Ria K Sanghavi

Favorite quote:
"Zombies eat brains. You're safe."-Anonymous

A moment you could relive at IHS:
Discovering that Pavan was the only guy in the WHOLE bus during the trip who was wearing a seatbelt. (Even the driver wasn't...)

What's the best advice you've given or been given?
Follow my footsteps.

A book that you feel everyone should read:
Book: I'll Give You the Sun by Jandy Nelson

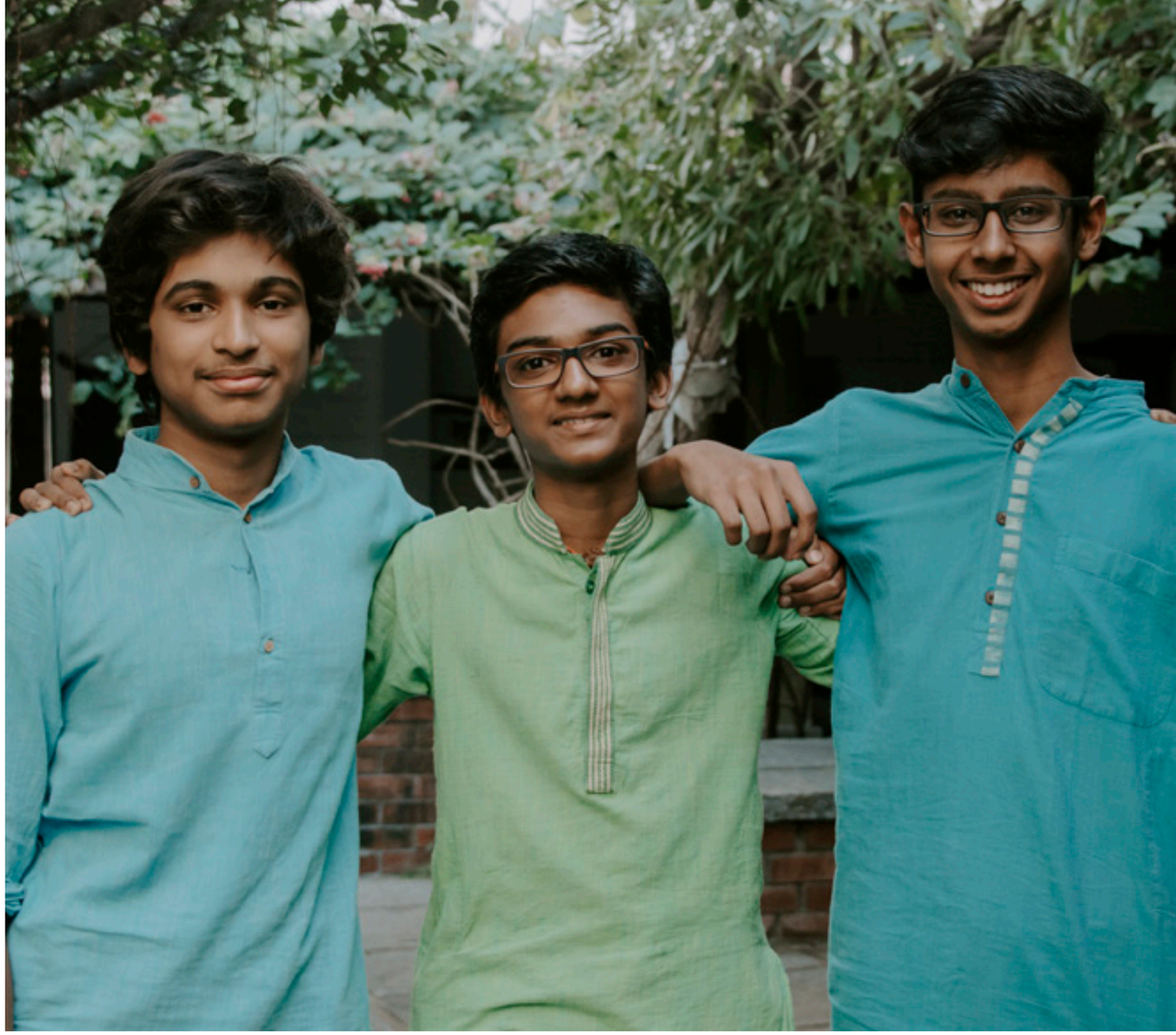


Ramya Srivani Peddibhotla

Three adjectives to describe yourself:
Friendly. Fun. Fantastic.

A moment you could relive at IHS:
Night safari in Velliampathy

If you were given a day to enjoy your own company, how would you spend it?
Sky gazing on the terrace with music



Aatmaananda Nagar Nayak

Three adjectives to describe yourself:
Can't be described!

Most memorable moment at IHS:
Performing for Insight

What do you feel is a major issue affecting the world today?
Trading long term benefits for short term gains

Natarajan PL

Favorite quote:
"Ability may get you to the top, but it takes character to keep you there."-John Wooden

Three adjectives to describe yourself:
Thin. Active. Hardworking.

A book that you feel everyone should read:
Beyonders: A World Without Heroes by Brandon Mull

Devansh Kalluhole

Three adjectives to describe yourself:
Innocent. Peaceful. Shy.

What's the best advice you've given or been given?
A smile on your face is the only thing that you need to become successful.

If you were given a day to enjoy your own company, how would you spend it?
Listening to the bass guitar

On my bucket list ...
Create an anime



Aakanksha Patil

Favorite quote:
"Don't tell me the sky is the limit when there are footsteps on the moon."-Anonymous

Aspiration:
To become taller.

A book or movie that you feel everyone should experience:
The Diary of a Wimpy Kid Series (because it's the only book series I've ever read)

Mira Patel

Favorite quote:
"Do what you like, and say what you feel, because those that matter don't mind, and those who mind don't matter!"-Dr. Suess

A moment you could relive at IHS:
Junior School!

If you could have one superpower, what would it be? why?
To be able to paint the sky

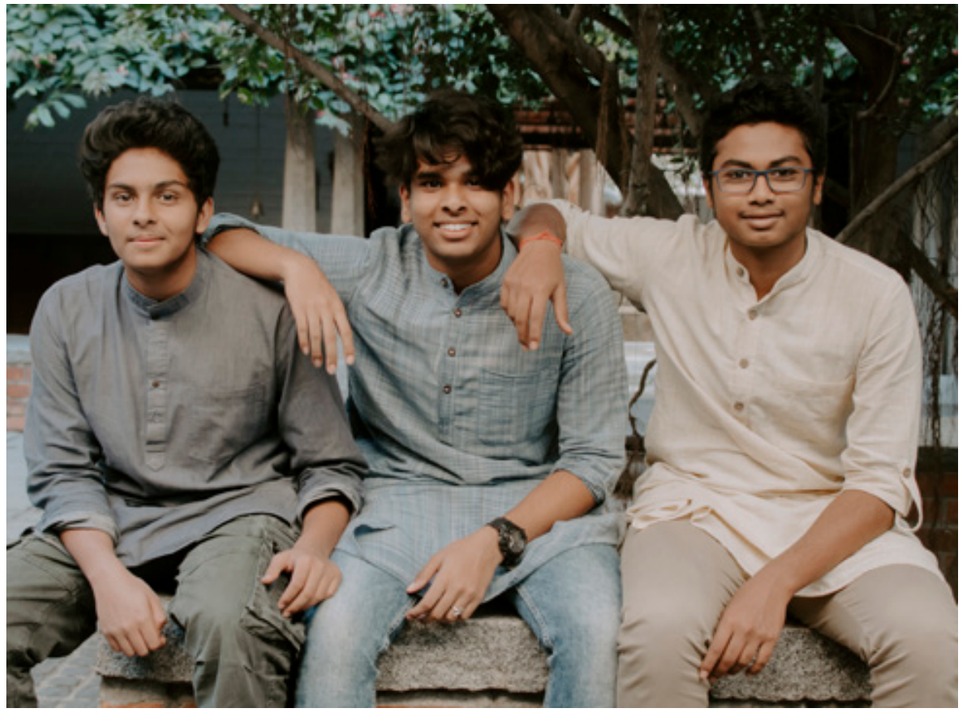
Divya Shree

Favorite quote:
"Make today so awesome that yesterday gets jealous." - Anonymous

Three adjectives to describe yourself:
Crazy. Animated. Distracted.

What's the best advice you've given or been given?
Don't procrastinate

A pet peeve :
When people lick their fingers after eating



Saikrishna Sudharshan

Favorite quote:
"Paths are made by walking."-Franz Kafka

What's the best advice you've given or been given?
"No one has ever won a game by resigning."-Aaron Nimzovitch

On my bucket list
To watch James Harden at the Toyota Centre

Sahasrik Ragani

Aspiration:
Guitarist/Footballer

Three adjectives to describe yourself:
Musical. Football fanatic. Normal.

A moment you could relive at IHS:
Captaining the U-16 football team.

On my bucket list
Win a Grammy.

Yuvan Bharathi S

Aspiration:
Entreprenuer

A moment you could relive at IHS:
Going for an interschool basketball tournament, where we won and I scored 22 points.

What's the best advice you've given or been given?
The reason why you can't do something is because you choose not to do it, not that you can't do it.



Karishma Luthra

Three adjectives to describe yourself:
Weird. Crazy. Different.

What's the best advice you've given or been given?
Do what you love, be who you want to be and do the craziest things possible, 'cause that's what matters most.

On my bucket list ...
Go surfing in Hawaii

Pratiti P Katakol

Favorite quote:
"Don't judge a person unless you have walked a mile in their shoes." - Anonymous

On my bucket list
To go into a haunted house all by myself.

A book that you feel everyone should read:
Animal Farm

Mitushi Sharma

What's the best advice you've given or been given?
Worries are a misuse of the imagination.

On my bucket list ...
Visit Antarctica and play with the penguins.

A book that you feel everyone should read:
Clockwork Series



Deeksha Vinod

Aspiration:
Photographer/Traveller

Three adjectives to describe yourself:
Sporty. Carefree. Wild.

If you were given a day to enjoy your own company, how would you spend it?
Singing my heart out and dancing like no one's watching

On my bucket list
Taste all the flavours of ice cream that exist.



Abhimanyu V

Favorite quote:
"There is no 'I' in team but there is in win."- Michael Jordan

What's the best advice you've given or been given?
You miss 100% of the shots you don't take.

A book or movie that you feel everyone should experience:
The Coolie from Germany – Asi Benka



Abirami C

Favorite quote:
"I reject rejection."- Jeon Jungkook

A moment you could relive at IHS:
Every day.

What's the best advice you've given or been given?
Enjoy today.

If you were given a day to enjoy your own company, how would you spend it?
I would go on a picnic in Japan during cherry blossom season.



Smrithi Shridharan

Aspiration:
To become rich and famous and own a Milkybar factory

If you could have one superpower, what would it be? why?
To have a photographic memory

On my bucket list
To go to the Bermuda Triangle and survive.

A book that you feel everyone should read:
The Merchant of Venice



Adhavan J R

Favorite quote:
"If you don't fall, how are you going to know what getting up is like?"-Stephen Curry

If you were given a day to enjoy your own company, how would you spend it?
Playing video games with friends.

A movie that you feel everyone should watch:
Movie: Uncle Drew (2018)



Aditi Viswanathan

What's the best advice you've given or been given?
Always own up to what you've done. If it's bad, then you'll be honest; if it's good, then you'll be recognized.

If you were given a day to enjoy your own company, how would you spend it?
Listening to Kygo while stargazing

On my bucket list:
Win a Pulitzer.



Khushi Runwal

Favorite quote :
''Laughter is the best medicine. But if you're laughing without a reason, you need medicine."-Anonymous.

On my bucket list ...
To own every possible dog breed in the world.

A movie that you feel everyone should watch:
Pele (About an African footballer)

Lochana Arumugam

Favorite quote:
"We have calcium in our bones, iron in our veins, carbon in our souls and nitrogen in our brains. 93% stardust with souls made of flames. We are all just stars that have people names." -Nikita Gill

What's the best advice you've given or been given?
Don't stress the could haves; if it should have, it would have.

If you were given a day to enjoy your own company, how would you spend it?
Go to the countryside, purposely get lost, write, listen to music on a rooftop and stargaze

Bhavna Jawaji

A moment you could relive at IHS:
Dancing during Mahashivarathri. New Year's 2019. Talking about childhood TV shows with my class.

What do you feel is a major issue affecting the world today?
Lack of honesty.

A pet peeve:
When people scrape their fingers against the board or metal, and when people bite their nails.

Class 10 Trip



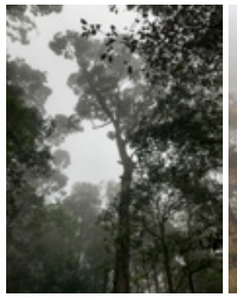














Nature Escape

Just after preliminary examinations were over, Class 10 students were whisked away to Nelliyampathy for a nature getaway. It was the last trip together for the class, a sort of culmination to their three-year journey together, and a bonding opportunity. They went on treks and night safaris, enjoyed thrilling rides on rugged pathways in four wheel drives, and braved the occasional inclement weather. They enjoyed birding sessions with award winning wildlife photographer Faisal Magnet. They stayed in quaint cottages, where they were served authentic Kerala food. At night, they huddled around the bonfire, played games, sang songs and reminisced about their time- together. The highlight of the trip was perhaps the coffee bean picking competition, which ended up being a sort of boys vs. girls competition (the girls won by a huge margin!).















Class 9A

Class Teacher: Maa Pratapi

Aditi I.S
Allen Romi
Anand Shankar Hariharan
Anushaa Ramesh
Choekyi Tseten Tonyot
Dakshina Shri Sudhakar
Heeya Chawda
Jyotermay Jain
Kaushic Kishan G M
Nandhana Seshacharan Rema
Prayag Lingam
Sahana Santosh Katakol
Sai Sahana
Sanjeev Lakshmanan
Shravya S Iyer
Tanush D Srivatsa
Tanvee Meher Errabolu
Vaishali Agrawal
Yadhunandhan Balasubramanian



Class 9B

Class Teacher: Prabha Shaktivel

Aniruddh Raghavan
Araj S Dariwal
Ashwin Subramanian
Cibikumar K
Darpana Jain
Durga Devadeth
Jiayan Liu
Madavan Ravi
Mahuua Sharma
Maya Sirivelu
Phani Mrunalini Lakshmi Kuppa
Ritvikka Sarathi
Sai Vishnu Chitra
Shaun Anil Palyekar
Srivanth Doddala
Sruthilaya Subramanian
Varun Karthik Narayan
Vidhata Shiva Ghattaora
Violet Rajya Laxmi Rana

Class 8 & 9 - Rajasthan Trip

Padharo Mhare Desh

This year, as part of the Discover India program, the 8th and 9th standard students took a 10 day tour of Rajasthan, with a quick stopover at Agra, in Uttar Pradesh. Here are a few glimpses from their trip:

Agra

I was reluctant to visit one of city's main attractions, the Agra Fort, as we had already visited several forts during the course of our trip. But when we arrived, I was stunned. The gargantuan red sandstone walls, aggressive, but with elegance etched into their smooth texture and fine cut stones, made me feel insignificant. As we entered through the enormous archway, the guide informed of the various defense mechanisms in the fort designed to slow down and inflict damage upon enemy forces. Later, after touring only 20% of the fort (because the rest was occupied by the Indian army), we sat down in the fort's lush gardens, where we learnt more about the history of the premises.

- Shoan

We entered through the main gate and were immediately hypnotized by the perfection and intricacy of the white marble structure before us. It loomed tall and majestic. A long waterway flanked by conical shrubs led our eyes to the tombs of Shah Jahan and Mumtaz Mahal. Adjacent to the large central dome were two smaller domes. Four minarets stood in perfect symmetry on each corner of the square plinth. It was so beautiful that tears began to fill my eyes in disbelief. We took a million pictures and reluctantly dragged ourselves to the bus as the sun set.

- Shravya

Jaipur

When we reached Jantar Mantar, we were split into two groups. In all, there were fourteen major geometric devices measuring time, eclipses, planets and celestial attributes. I glanced around and saw a colossal sundial. After the guide explained the science behind it, he read the time according to the sundial. It was 3:49 pm. He told us to minus seven minutes from the time (Jaipur's time than was seven minutes earlier) and check the time in our watch. It was perfectly 3:42 pm in our watches! Like this, we moved on from one structure to the next, more and more amazed by the astronomical and mathematical precision. How were they able to build all of this hundreds of years ago?

- Navanthikha

Eating is my happy place, and street food is my favorite type of cuisine, so you can imagine my excitement when the teachers told us that we were going to eat chaat. The bus came to a halt in front of a grey brick walled restaurant, Masala Chowk. The stalls were completely "desi" and perfect. Pani-puri, paneer tikka, pav-bhaji, bhel-puri, chole bhatoore, fried potato, and bhajis caught my eye, and I reveled in the number of options I had, trying a little of each. Even after finishing all my food, I still felt unsatisfied, all though I knew I was one bite away from ejecting everything I had just eaten. Most people relate street food to dilapidated and unhygienic stalls, but the authentic tastes and experiences hidden in gullies or boulevard lanes are an unknown treasure by themselves.

- Alisha

Jaisalmer

A gust of wind blows on my face as the camel speeds up into a trot. I reflexively grab my classmate's shoulders to stay balanced as I hear myself yelp. We hoot and holler as we pass the other camels that carry the rest of our grade, our voices barely audible against the roaring wind.

As we lapse back into silence, I let the landscape sink in: sand dunes that spread for miles in every direction, a yellowish tint against the bleak brightening sky. Dry shrubs bow to the raging, ever-present wind, helpless against its immense power.

We come to a stop at a particularly tall dune. Though we had come to this very spot the previous evening, it looks pristine. All evidence of prior human presence has been blown away without a trace.

I am suddenly struck by the desert's resemblance to the ocean. The sand, like restless waves, always shifting, moving, and never in the same place twice. Like islands, little camps dot the desert, temporary havens. Both the desert and the ocean cannot, will not, be tamed.

I close my eyes, trying to capture the image before me—the sky painted red-gold, the dunes silhouetted by the rising sun - as the wind runs its fingers through my hair.

The desert is something I will never forget—cold, serene, fierce, beautiful.

- Aditi

Ranthambore

The canter was bumpy and noisy, continuously breaking nature's silence. We were on our way to Zone 3, where a female tiger named Arrowhead had just given birth to two cubs, and had been spotted feasting on its prey near a lake just two days before our arrival.

The jeep stopped abruptly. The guide asked us to be silent and pointed toward a tree. At first, I couldn't see anything, but then, as I stared longer, suddenly two little snow owls popped their heads out of one of the holes.

As we rode on, the forest became darker, and the light rays hid themselves behind the mountains. A few blue bulls diverted our attention away from the spotted deer and Samba deer that dotted the landscape. We waited and watched. The elusive tiger was nowhere to be found. The engine whirred as we retraced our route once again.

- Julia







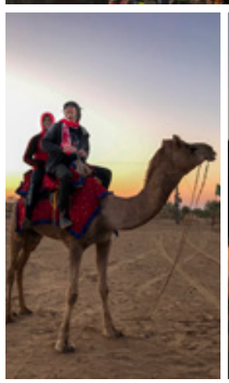


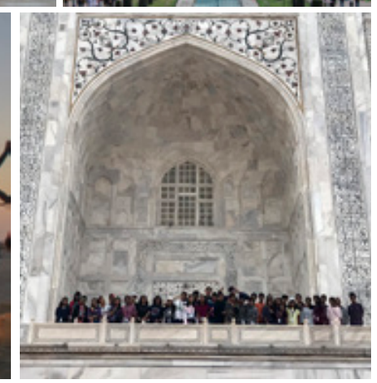














Class 8A

Class Teacher: Swami Ekapada

Aditi Srinivas Iyer
Arnav Pandey
Arth Gupta
Daxya Godar Thapa
DeepakRaam K R
Dhriti Debnath
Harini Ramesh
Hemal Sreyas Dasari
Ishan Sinha Marjit
Jaydev Maheshbhai Brahmbhatt
Kashish Somani
Navanthikha M
Nitya Sidharth Iyer
Parigyan Rai Thami
Sahana Dua
Shrilekha M
Shrreya Venkatachalam
Suchir Aaditya Majalee
Vedant Kiran Patil
Yue Julia Qi



Class 8B

Class Teacher: Amishi Doshi

Alisha Daga
Almas Taneja
Anju Srinivasan
Girish Skandha Sudhakar
Ishana Adhikary
Lesha Chandrakant Raval
Malhhar Vaibhav Saawant
Nidhi Murali
Param Vikram Bagade
Parun Sethupathy
Praajita Manas Ranade
Shoan Raskar
Sidharth Modawal
Sutirth Rajeev Nair
Varun Sai Bobba
Viveka R
Yangchuk Renee Rinzing
Yashvardhan Harsh Kant
Yi Hang Xu



Anaar

House Parents:
Raj Modhvadia &
Arpita Shah



Chamanthi

House Parents: Ramasamy Pullappan &
Shakthi Ramasamy

Kadamba

House Parents: Swami Vibhu
& Manoj Rengarajan



Parijata

House Parents: Suhas Saha
& Nidhi Tyagi





Govardhana

House Parents:
Nishant Kumar & Preeti Kumar



Krishnakamalam

House Parent:
Geetanjali Deshpande

Radhamanohar

House Parents:
Ayman Abou Hamra
& Kai Lieber



Champa

House Parent: Maa Kampa
& Maa Pratapi





Mahilam

House Parents: Shaktivel B
& Prabha Shaktivel



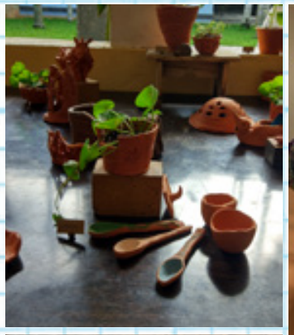
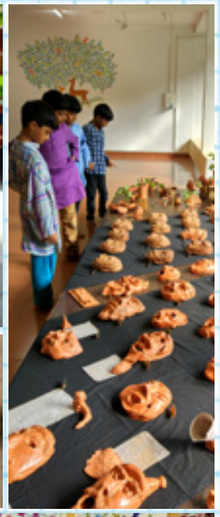
Sampangi

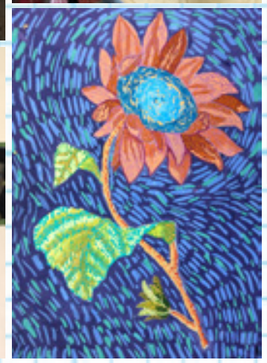
House Parents: Maa Pradhi
& Maa Kripa

Create

Art Exhibitions







Art exhibits this year were, as usual, full of colour and imaginative designs in drawing, painting, ceramics and traditional craft.

Term 1

At the end of Term 1, the Junior School delighted us with a number of interpretative illustrations of the history and mythology of the nation: from the Indian Space Program to the Mauryan Empire, from Ravana to the Asuras, the children displayed humorous original characters and narratives. A methodical exploration of the colour palette and exposure to some styles of illustration informed their creations. Kolam, Batik and print making were explored as part of the craft tradition, and an exciting collection of line and color were exhibited on the walls. The students also tried their hand at creating 3D objects through papier mache and clay modelling, which resulted in a charming range of colourful paper bowls and some very playful Ganeshas.

The Middle School added their explosion of colour and imagination to the mix, which was inspired by the Impressionist movement. They displayed a wall full of stroke-painting still lifes that captured every passing eye. Their skills in clay modelling that were based on the Greek and Japanese theatre traditions were also showcased in a collection of theatre masks. The students explored in depth the portrayal of human emotions through facial expressions to inform this project. For a sample of their exploration in handicrafts, a cheerful display of beaded bracelets was put up.

8th standard students displayed three projects in design, Madhubani and sculpture.

In design, the children were exposed to the full process of translating a realistic image into the stark shapes and bold lines of graphics. They manipulated the lines, positive and negative spaces in realistic images to simplify, stylize and abstract them. After an introduction to Madhubani, a form of folk art which originated in the region of Bihar and Nepal, the children constructed their composition with the use of traditional patterns. The paintings came alive with the use of vibrant colors while tea coating and black ink gave it an antique look. For sculpture, they took up the challenge of exploring their own face in detail to produce a life size self-portrait in clay. Using their own hands and a mirror, they observed and measured the proportions of their features to attempt a likeness. A further exercise in distortion and stylization allowed them to be playful with their features and enhance that which they felt characterized them the most.

The Senior School TED were up to some in depth exploration of ceramic skills throughout the term. Their display was a varied collection of hand-built and wheel-thrown pottery, both functional and decorative. From cups and spoons to clay horses of Ayyanar, from lanterns to pirate ships, the students employed the full range of techniques in pinching, coiling, slab-building and wheel to bring their designs to life.

Term 2

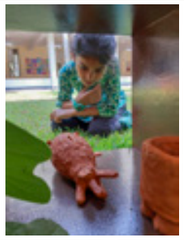
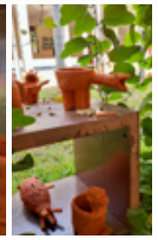
Term 2 saw the younger children drawing and painting designer trees, cutting and pasting their imaginary city silhouettes on colorful tissue paper backgrounds, braiding cloth and yarn to make bracelets and hairbands and rolling out clay to create beaded solar systems. They also studied the art of Georgia O'Keeffe and drew their own flower details from observation. The students designed their own transport vehicles and were also taught the basics of stitching and embroidery before venturing into the basics of clay modelling and ceramics.

The Middle School was hard to miss with a whole jungle of terracotta animals, displayed in their ‘natural habitat’. Inspired by the use of hybrid animals in ancient mythologies, they designed and modelled some striking vessels by mixing together parts of at least three different animals. They also showcased their skills in Kantha embroidery, a traditional craft of the region of Bihar. The designs involved using running stitches to create organic forms on single color fabric. This tradition was related to the Shashiko tradition in Japan, another embroidery form that uses geometric patterns in contrast.

The 8th standard displayed three projects in textiles, ceramics and drawing. For textiles, they explored weaving with different yarns and fabrics to create attractive textures and patterns. Ceramics challenged them to create decorative building blocks in the themes of sea, land and sky, which were stacked together to create totem-like structures for display. In addition, each block was made to be a functional vessel and lantern that could be used individually. In drawing, they looked at techniques in shading with a wide tonal range, using white, brown and black strokes. They explored organic and non-organic forms which they then rendered on top of a mosaic of colored and textured paper to create stark tonal contrasts.

TED students focused their exploration of ceramics on tableware design. They designed and produced a set of four pieces of tableware, according to a theme of their choice. The theme could be visual or conceptual, but the pieces had to be functional for everyday use. They also honed their skills at the potter's wheel, including centering the clay and lifting the wall, progressing to the very tenuous skill of rendering a range of different shapes out of their cylinders.



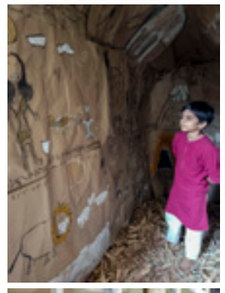
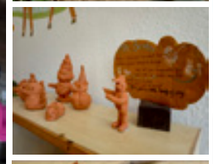



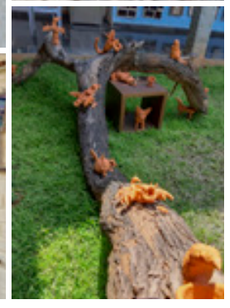
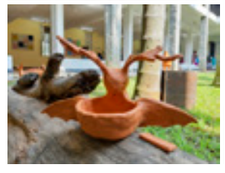








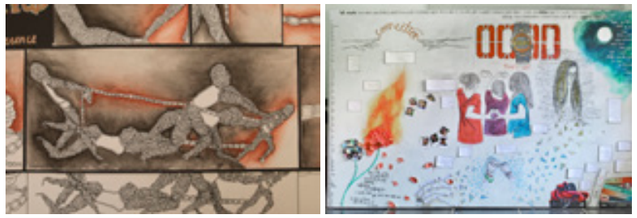



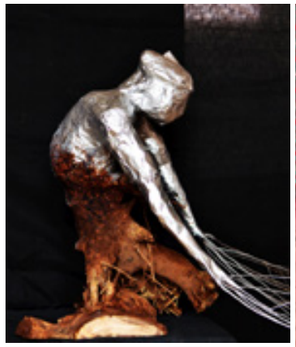
Class 10 Student Art Feature

In January, Class 10 art students showcased a vibrant assortment of creations produced over their two year ICSE or IGCSE art course.

From the ICSE students, many elegant works of still life and nature study in pastel and color pencil demonstrated skill and talent in observation, colour and value. These works were intermingled with landscapes in acrylic, as well as a variety of fun and intriguing personal explorations. Lovely floral linocut prints in colourful palettes formed rhythmic compositions reminiscent of both western pop art, as well as traditional Buddhist and contemporary Indian Art. In a workshop on Abstract Texture painting, students broadened their definition of art, creating lively canvases layered, washed, scraped, splattered, stenciled and dripped with a multitude of harmonious hues.

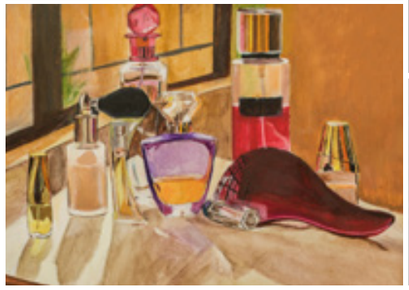
IGCSE art students shared a formidable display of distinctive artwork from their coursework portfolios based upon individual themes of Identity, Perseverance, and Organic Form in the Micro and Macro scales. For each student, the work began with observation studies from their environment, including nature studies in various media, and stunningly detailed depictions of ashram cattle in acrylic. Studies of works by established artists provided opportunities for learning, and inspiration for the student's own original compositions. Sculptures intricately crafted from wire, papier mache and wood were dynamic attractions representing human forms in movement, and in combination with natural forms. Colorful mixed media self-portraits used personal symbolism and cultural artefacts to beautifully express individual identity. The human form was skilfully represented in a variety of innovative ways, from large palette knife painting, to intricate ink storyboard drawings, depicting determination of the human spirit. Flowers and landscape formed the basis for exquisite drawings, paintings, artist studies, as well as digital experiments culminating in a fusion of digitally rendered and hand painted images. Detailed annotations illuminated the personal development of each journey, culminating in a magnificent final piece by each student.










Student Feature

Work in Progress

by Niyutsa

My imagination has been my faithful companion for as long as I can remember. My dreams are wild and my daydreams fantastical. Therefore, it's probably not a surprise that art is my refuge.

Art. The simple mention of the word is bitter-sweet. It is reminiscent of moments of intense frustration that gave way to the joy of losing myself in activity and even coming to enjoy my long stints of solitude. The three year art program has been a long journey and I think it's fair to say that my present self would be incomplete without its experience.

For many, art can be equated with patience. It was precisely the lack of this that caused me great trouble in the beginning of my eleventh standard. Here I was, sitting in the art room, a place of fond affection, suddenly starting to question my feelings for it. I was conceptualizing a project titled "The Nature of Memory." It was the first time that a simple brainchild of mine was going to take more than one sitting to execute. Although the contents of the project (my childhood memories of home) were close to my heart, that very same heart rebelled at the idea of devoting my 'precious' time to their crystallization.

In retrospect, that first year was a full-fledged tug-of-war between my affections. How could I trade being part of a drama production with sitting alone in the art-room? My deadlines 'forced' me to spend more time on my work and the primary recipients of my rebellious rage were my teachers.

Gradually it became easier, only because I was more willing. I was no longer unwittingly looking for pity when I came to the art-room alone. Instead I found myself enjoying the silence.



I experimented majorly with acrylics, from light washes to thick palette knife strokes and even splashing paint on a life-size canvas to create portraits, my new obsession. Additionally, I also learnt new techniques on the pottery wheel, a personal favorite medium that I've been learning since I was twelve. The solitude was a great teacher and the more I got comfortable, the more I seemed to learn about my own quirks, what I was like when no one was watching.



Along the way, the sources of my inspiration seemed to walk into my life. They came in the form of designers, illustrators, students and fine artists. Each of them lent a different shade to the hue/tint of my future as I envisioned it. These guest interactions shaped my thoughts, made them descend from the heights of imagination to form a more concrete picture. Among all of them, there were two interactions that really struck me.

The minute Deshna akka (Ms. Deshna Mehta, Co-Founder of Studio Anugraha) began to explain the premise of her studio, it brought together two ideas that had lain separately, dormant in my mind. I realized that I could help people (and animals, something I'd always had an affinity towards) using my artistic inclination by working or creating a studio much like hers! It seemed the epitome of a creative workplace where people put their ideas together seamlessly for the greater good. As idealistic as it sounds, it started turning some gears in my head. They seemed to click into place when I met a couple of visiting alumni.

Arianth Belliraj is in his third year at Srishti Institute of Art, Design and Technology and Harshita is in her first year at International School of Design and Innovation (ISDI). I had been pondering about design college for a while before they came. However glancing at the entrance papers, I had switched off. To my mind, they seemed too mundane and instilled a feeling of claustrophobia. However, when Ariantha and Harishita began speaking, I realized to my relief that they had felt the same on facing the entrance tests. But as they progressed to describe college life, comfort seemed to settle in the room like a sentient being and put a warm hand around my heart. I began to imagine myself living among countless other creative individuals.

The rollercoaster has continued; however, I've met different kinds of kinks in my plans. Every day is so different and it's difficult to miss that my moods govern how I feel that day. Sometimes in one panic-filled moment, I still feel very lost and apprehensive about my future. I realize that I still have another incredible year of exploration left. I enter a space of my mind that I rarely greet otherwise and it feels amazing to be there. There, where my imagination runs wild, childlike.

Excursions

Kochi-Muzuris Biennale

In January, a group of senior art students and teachers travelled to Fort Kochi to visit the Kochi-Muzuris Biennale, the 4th edition of the international exhibition of contemporary art, held on the coast of Kerala every alternate year. The Biennale, said to be the largest contemporary art festival in Asia, was spread across numerous venues in the scenic and historic seaside city. Indian and international artists exhibited artworks across a variety of media including film, installation, painting, sculpture, new media and performance art.

This year's theme for the Biennale was "Possibilities For A Non-Alienated World," and the artwork covered many diverse issues, including gender and economic equality, environmental concerns, religious and other regional conflicts, as well as concerns of farmers and other marginalized groups, to name a few. The work displayed were by artists from varied backgrounds, hailing from countries around the world. This was a unique glimpse of artwork by artists that wouldn't likely be seen without travelling to far flung regions of the globe, or major art centers.

Visits to the beach, playing in the waves and an intense sand castle competition offered lighter moments, giving students time to unwind and relax.

"Visiting Kochi, getting exposure to so many kinds of art, things we didn't even know were considered art, was an eye-opening experience."

– Lochana, Class 10 Art Student

"An excellent learning opportunity and a memorable trip, it provided us with exposure in both different media and techniques, as well as diverse subject matter."

– Pratham, Class 11 Art Student.



Creative writing

Class 11 students tried their hand at spoken word poetry, and explored topics and themes that spoke to them. The students came together over an open mic to share their pieces. Here is one of those pieces...

Thought

by Ishaan S

Little do you know
How hurtful are these words you throw,
Calling me dumb, stupid and crazy
Does it make you feel bigger than me?

But what hurts the most is that I lost myself
Believing your words had truth in them,
And when the last drop of confidence faded
I traded trust for intolerable shame

So I gave in to your world of foolishness,
And did all the wrong things in the name of coolness.
Ignored all those who saw my potential,
Cause that didn't fit your definition of awesome.
Though I knew better
I was outnumbered by the nonsense

When I understood what I was to you,
a slave to your ways
fuel to your satisfaction
It hurt but I kept my mouth shut
still believing you might be right
That it'll all be okay, it's just a phase,
And just like all the other fools you herd
I too can be happy without being myself

And for a while, I chose to ignore
The voices that told me how far I'd strayed
And I watched all colors fade away
black and white are easier to fathom
is that why you said everything else didn't matter?
You told me to fit in, to do what everyone likes,
Be that untouchable cool boy
Strong, above all emotions
Made of steel!
Larger than life!
...
So why am I too scared to live?
Hello? Is anyone there?
I think it's time I stop...
And listen

Music

Indian Music

Junior School

Students were taught vocal exercises and a varied repertoire of songs to develop their sense of pitch and rhythm. They regularly practiced *alankars*, which are permutations and combinations of notes used in Indian classical music. They learned songs in many Indian languages, which spanned different genres, including regional folk, patriotic, and devotional, as well as attempted short classical pieces such as *kritis* and *bandishes*. They listened to traditional music played in contemporary or fusion style, and were introduced to Indian instruments - string, wind and percussion - and the maestros associated with each.

Middle School

In the first term, the students studied Muthuswamy Dikshitar's *nottuswarams* along with folk and devotional songs in regional languages. In the second term, they explored specific folk beats used in Tamil folk songs. The students looked at songs by composer Amit Trivedi, which are inspired by Indian folk styles from various states including Tamil Nadu, Kashmir, Gujarat, Rajasthan, Maharashtra, and Punjab. They acquired the skill of identifying instruments, beats and other nuances specific to folk styles.

World Music

Junior School

Junior schoolers covered a wide variety of topics this year. They did an in depth exploration of the piano and were introduced to the guitar. The students were taught how to read western notation and worked on rhythm through body percussion, movement and trying their hand at various instruments. They learned a variety of songs in different languages, including English, German, French, and Chinese, ranging from children's folk songs to simple pop songs, and explored harmony by singing rounds. The students also did a listening unit on classical music composers utilizing art, drama and movement as a way to respond to listening activities.

Middle School

In the first term, the middle school students did an overview of various musical genres, exploring storytelling through music. They looked at orchestral music, medieval folk music, contemporary folk, blues, rap and movie soundtracks. In the second term, the students focused on vocal harmony singing and performed Christmas carols in parts as a choir for the Christmas Street Fair. They studied reading sheet music in western notation and presented a choral version of "Eye of the Tiger" by the 80's band Survivor.





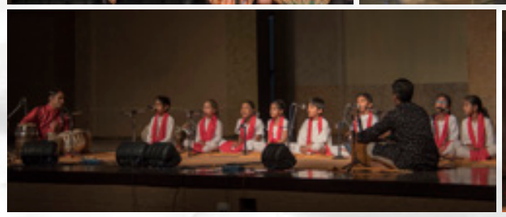


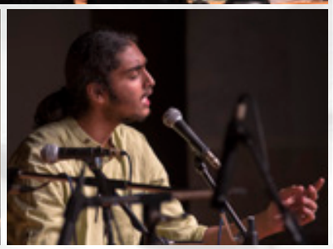
















Carnatic

This year's culmination program for Carnatic began with students singing a Varnam in Abhogi raagam set to Adi taalam, which was followed by a solo performance of 'Aadinaye Kanna', a keerthnam in raagam Mohan Kalyani set to Adi taalam and composed by Ambujam Krishna. After which Mythri R. sang "Vatapi Ganapatim Bhajeham" in raagam Hamsadhwani set to Adi taalam, composed by Muthuswamy Dikshitar. The program ended with the students singing 'Swaminadha parpalaya' a Keerthanam in raagam Nattai, set to Adi taalam composed by Muthuswami Dikshitar.

On the occasion of Thyagaraja Aradhana, a special assembly was conducted in honour of the poet-saint. Senior Carnatic student Mythri R. sang 'Gnanamu sakarada 'in Raag Poorvikalyani set to Rupak thaalam, which was followed by teachers singing the Pancharatna Krithi "Jagadananda Natai." Junior students sang "Nagumomu Galavani" in raagam Madhyamavati, and Sudarshan anna concluded the assembly with "Manasuloni" in raagam Hindolam.

Hindustani

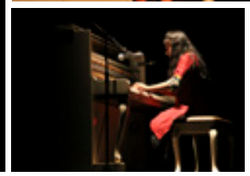
The Hindustani and tabla periscope began with two solo performances. Japjot Singh sang a chotakayal and tarana in Raag Desh, which was followed by Shravya Iyer singing the Marathi abhang 'Omkar Swarup Sadguru Samartha.' The middle schoolers sang 'Namo Namo,' a bhajan dedicated to Lord Shiva. The senior tabla students performed a 14 beat deepchandi taal theka with some variations, and keherwa taal theka with a tirakit tihayi. The middle schoolers presented a dadra taal theka. Khushi Sharma and Shravya presented 'Amba Bhavani,' a Kannada song in Raag Bhairavi. The program ended with the junior school students singing a mashup of 'Nirbhay Nirgun,' 'Bettada Melondu' and 'Shiva Shiva', and a rendition of Bhimsen Joshi's popular Hindi bhajan, 'Thumak Thumak.'

Music















Nocturne

On the 19th of September, IHS's mid-year piano and vocal recital, *Nocturne,* was held. The show started with a piano piece 'Autumn Glow' by the contemporary composer Martha Mier which was presented by Maya Sirivelu. Indrajiith Ajith then presented Yanni's 'One Man's Dream,' after which Khoshna Ande played Beethoven's 'Tempest Sonata.' The final piano piece was 'Mother's Journey' by contemporary French composer Yann Tiersen which was also performed by Indrajith. To conclude the presentation, the A Cappella ensemble performed three pieces, 'Somewhere Over the Rainbow', 'Java Jive' and 'Sweet Dreams.'

Serenade

Serenade, IHS's year-end piano and vocal recital, was held on February 26th. The program began with 'Rainbow', a piece by a contemporary Jazz composer Ray Moore presented by Kashish Somani. After which Ram Satvat presented 'Elegy' by the French composer Jules Massene. This was followed by Shivam Trivedi performing 'Lontano' by Italian composer Ludovico Einaudi. Shravya Iyer presented 'Camp of the Gypsies' composed by the German composer Franz Behr. Advaith played the Raymond's theme 'Traumerei ' by Robert Schumann and Indrajith Ajith played Frediric Chopin's 'Waltz in A minor.' The piano section of the concert ended with a piano duet 'Cantina Band' presented by Indrajith and Khoshna. The show ended with the A Cappella group performing Bill Wither's 'Ain't No Sunshine' followed by Sia's 'Cheap Thrills.'






Retro Music

The retro music students were introduced to vintage Hindi, Tamil, Malayalam and English movie songs. They learned the beauty of poetry and melody of the songs of yesteryear, and were familiarized with several music composers and their styles. Sessions included a bit of narration about the history behind each song. They were taught fifteen to twenty songs, of which a few were presented as a retro music performance for the school. The six students, Nitya Menon, Sahana Dua, Violet Rana, Pratham Katakol, Kabilan and Khushi Sharma, sang both solo and group songs.

Guitar

Senior students performed three popular compositions for the year-end Periscope performance. The opening number was 'Pressure' by the American gothic punk rock band Paramore. The second composition was a medley of two famous pieces, 'Take 5' by Dave Brubeck and 'The Mission Impossible Theme Song'. The students finally signed off with their third number, a very famous disco funk song entitled 'Virtual Insanity' by Jamiroquai.

Drumset

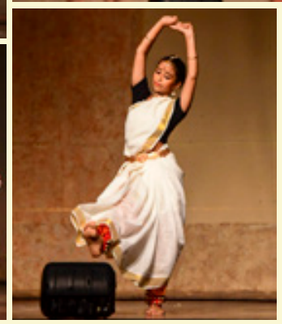
Students were introduced to drums and percussion notation and their relation to time. They worked on their limb coordination and were given various dexterity exercises designed to reinforce rhythmic and time concepts using drum rudiments and alternate strokes. Exposure to some world rhythms and patterns was provided, including Pop-Rock, Funk, Jazz, Brazilian, and Afro cuban music. A brief overview of add time signature was given without going too much in details. Students listened to various songs and rhythmically deconstructed them so that they could reproduce the main grooves and beats.

Performing Arts





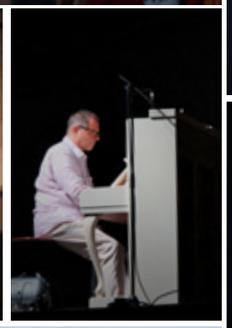


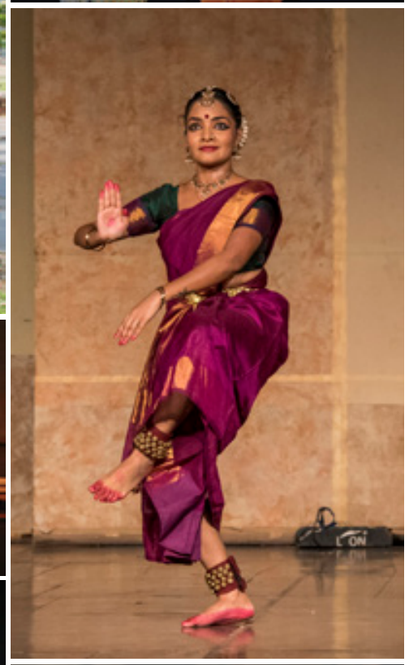



Bharatanatyam Dance

The Bharatanatyam recital performance started with a traditional kirtanam, composed by Gopalakrishna Bharatiyar, sung by Smt. Rukmini Devi and set to Ragam Vasantha and Khanta Ata Talam. The piece revolved around Shiva's cosmic dance, the Ananda Natanam. The junior boys performed a small dance piece summing up what they have learned during their bharatnatyam classes over the year. Following this, the junior girls performed a folk dance, in the style of Manjira Garabo, manjira being a traditional percussion instrument. The evening concluded with the senior students performing a dance adaptation to Shankar Mahadevan's "Breathless."






Teacher Feature

This year, students enjoyed listening to and observing their performing arts teachers give live concerts and recitals. These concerts involved songs of various genres to give students a glimpse of the respective styles, and were scheduled either during assembly time, in the evening, or on Pournami nights.

Performing Arts














Student-Directed Theatre Performance (SDTP)

The senior school students took complete charge of the annual senior school production this year. Students spent the first term poring over scripts and understanding what it takes to put up a theatre production. In the second term, they donned various roles, both directorial, as well as cast and crew. The final production was a successive series of short performances, which they appropriately titled *Served with Humour*.

The first presentation, "Small Talk", was a scene from *Pygmalion*, a play by George Bernard Shaw, and was a reenactment of the film adaptation of this play, *My Fair Lady*, starring Audrey Hepburn.

The second piece, a scene from *The Importance of Being Ernest*, a comedic play by Oscar Wilde, left the audience in splits. In the "Muffin Scene," two characters, Jack and Algernon, two young Englishmen who lead double lives, are unexpectedly caught in their game.

The final performance for the evening was *Number 22*, a short play by Sydney-based actress and playwright Adele Vuko. It was an unconventional piece about two men and two women being held captive in a cell, with an unexpected ending.

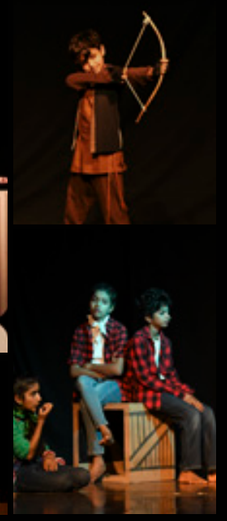


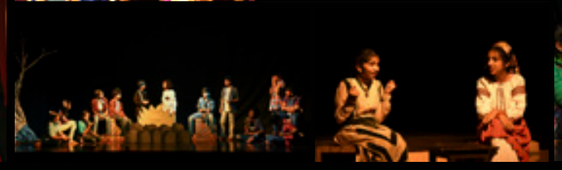












Middle School Production: The Fairy Godfather

Once upon a time … in Middle School, people from near and far came together to put up a large scale theatre production.

This year, the Middle School put up a mishmash happily-ever-after comedy entitled 'The Fairy Godfather,' where two seemingly opposite fictitious worlds of The Seven Kingdoms of Fairy Tale Land and the Mafia collided to set things right.

Synopsis: King Albert and Queen Victoria have four sons, but according to the King, the princes have a tendency to pick very strange princesses for their brides. Hoping his remaining two sons, Prince Engelbert and Prince Ivan, won't do the same thing, he calls on the only person who can help him solve the problem: The Fairy Godfather.

The Fairy Godfather, and his team, the Twelve months of the year, help Engelbert find the elusive Cinderella, who has gone missing somewhere in the mountains of the kingdom. He also helps Prince Ivan, also known as Ivan the Impossible, to find his bride with a little magic so he can do…well… the impossible.

More than two thirds of the middle school were a part of the production, either as cast or crew, and the weeks leading up to the performance were packed with rehearsals and craziness.

Everything magically came together beautifully on the night of the performance. An added twist, even the stage management team contributed to the hysterics of the play, by dressing up in crazy wigs and adding some slapstick during scene and set changes.

… and they all lived happily ever after.



Baba Ramdev and Acharya Balkrishna with Sadhguru and students of IHS

GUESTS

This year the school was priveleged to welcome a number of esteemed visitors who gave presentations to the students and answered questions.

Baba Ramdev & Acharya Balkrishna

Baba Ramdev and Acharya Balkrishna from Patanjali Yogpeeth visited the school, along with Sadhguru. They took a quick tour, and even participated in an impromptu game of volleyball with students. Students attended an interaction session in the ashram, where the three conversed about yoga and nation building, among many other topics.

Mr. Aadi Bala



Mr. Aadi Bala, a 14-year old student, spoke to the middle schoolers about his experiences with Destination Imagination.

Wing Cdr Prabhat Shukla

Wing Commander Prabhat Shukla, an instructor at the National Defense Academy (NDA), spoke about his duty to the nation, shared anecdotes from a few of the missions he had been assigned to, and elaborated upon career options in the Indian armed forces.



Mr. Alok Mohan



Mr. Alok Mohan, Indian IPS officer, Additional Director General of Police, and Head of the Anti-Corruption Bureau for the State of Karnataka, shed some light on the inner workings of the police force, and talked about the various anti-corruption measures in exercise.

Mr. Amitabh Kant



Mr. Amitabh Kant, IAS officer and current CEO of NITI Aayog, shared his life experience and the aims of the government to build a sustainable India.

Mr. Sanjay Behl



Mr. Sanjay Behl, CEO of Lifestyle Business at Raymond Limited, spoke about Raymond's shift from being a product-centric company to a customer-centric organization, highlighting the company's new products and services over the last few years. He highlighted Raymond's new line of Khadi apparel, and the company's intention to position Khadi, India's fabric of freedom, as a fashion fabric globally.

Mr. Bhavish Aggarwal



Mr. Aggarwal, Indian entrepreneur and Co-Founder of Ola Cabs, spoke about how he started the company and his road to success.

Mr. Kishore Biyani



Students attended a session with Mr. Kishore Biyani, Indian businessman, and founder and chief executive officer of Future Group that was organized as a part of INSIGHT 2018. A business leadership intensive conducted by Isha Leadership Academy.

Mr. Nilesh Shah



Mr. Shah, MD and CEO of Kotak Asset Management, spoke to the students about the importance of wealth management and investment.

Mr. Ajay Trivikraman



Mr. Ajay Trivikraman, the CCO of Publicis, spoke about brand recognition and how advertising has changed over the decades.

Mr. Atul Ruia



Mr. Atul Ruia, Managing Director of Phoenix Malls, shared how he got into retail development.

Mr. Ian La Frenais OBE



Mr. La Frenais, one of British television's most accomplished comedy writers, discussed his film *Across the Universe*. After screening the film, he spoke about its nuances, and went on to discuss the changes in the film industry that he has seen over time.

Mr. Prasoon Joshi



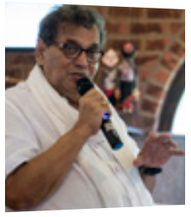
Mr. Prasoon Joshi, acclaimed poet-songwriter, communication professional, and screenwriter, let us in on his inspirations and his journey through the film industry.

Mr. Rakeysh OmPrakash Mehra



Mr. Mehra, Indian Filmmaker, Screenwriter, and Director, talked about the successes and failures of his career. Some of the students attended a special screening of his film 'Mere Pyare Prime Minister' that was held in the presence of Sadhguru.

Mr. Subhash Ghai



Director Subhash Ghai spoke about his initial years in the industry, the rejections he faced and his consequent rise to become a leading filmmaker. He also spoke about Whistling Woods International, a film institute in Mumbai that he founded that trains students in all aspects of filmmaking.

Ms. Kajal Aggarwal



Ms. Kajal Aggarwal, a model and leading actress in Tamil and Telegu cinema, spoke about her transition from modelling to cinema. She elaborated on the differences between North and South Indian cinema, and provided an insight into the challenges that come with fame.

Ms. Karnam Malleshwari



Ms. Malleshwari, retired Indian weightlifter and the first Indian woman to win a medal at the Olympics, spoke about the challenges of maintaining the necessary diet, keeping in form, and the mental strength needed for weight lifting.

Ms. Madhurika Patkar



Indian Table-Tennis Player and CWG Gold Medalist Madhurika Patkar made a quick visit to the school. Though an interaction session was not possible, a few of the table tennis students had the opportunity to take her around the school.

Dr. Aditya Sahu



Dr. Aditya Sahu, a dentist by profession, shared his unbelievable story of becoming one of India's Ironmen, and what it took to accomplish this feat.

Mr. Vikram Chandra



Mr. Vikram Chandra, a prominent TV journalist and technology expert, gave us a peek into the media industry, and some of its recent changes. He also introduced us to his news app, Editorji, aimed to give its audiences relevant and unbiased news.

Ms. Padmaja Joshi



Ms. Joshi, journalist and news anchor, famous for her work at Times Now, spoke about the difficulties and joys of being in such a challenging profession.

Mr. Rahul Pandita



Mr. Rahul Pandita, acclaimed journalist and author of the book, *Our Moon Has Blood Clots: The Exodus of The Kashmiri Pandits*, spoke about his life and his work in conflict-ridden zones.

Mr. Sharat Sharma



Mr. Sharma, a former journalist, spoke about his solo journey across India to raise awareness on safe travel and the importance of staying fit to enjoy post-retirement life.

Mr. Ronak Sanghavi



Mr. Ronak Sanghavi, ICP-ACC, CBAP, spoke about the anatomy of an organization. Students were given a basic understanding of the different departments necessary to organize and run a successful business.

Mr. Joseph Jayachandran



Mr. Jayachandran, Head of HR at Trigent, spoke about a few aspects of the IT industry, and gave the students tips for how to prepare for and make the most of their upcoming internships.

Mrs. Setu Modawal



Mrs. Setu Modawal, Program Lead, CMCA India, conducted a workshop focused on citizenship education, which looked at what development and change means in society.

Mrs. Leela Samson



Bharatanatyam exponent Smt. Leela Samson talked about her journey as a dancer and the prominent figures who impacted her life.



Mr. Mohit Chauhan & Mrs. Prarthna Gehlot



Mr. Mohit Chauhan, an Indian playback singer, and his wife, Mrs. Prarthna Gehlot, a Delhi-based journalist, spoke about their respective journeys and the importance of pursuing one's passion.

Mr. Narayan Parshuram



Mr. Narayan Parshuram, film score composer and Co-Founder at Karadi Tales Company Pvt. Ltd, presented the music from his upcoming animation film, *Goopi Gawaiya Bagha Bajaiya*.

Mr. A.V. Ilango



Mr. Ilango, an Indian painter, shared his journey through the art world and shared a few of his pieces with the students.

Dr. Pramod Gaikwad

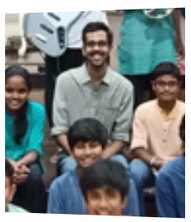


Pandit Dr. Pramod Gaikwad, Shehnai Maestro, showcased the various moods of raag Yaman.

Smt. Kiran Bedi

Lieutenant Governor of Puducherry Kiran Bedi, retired Indian Police Service officer, had an interactive session with the senior school students.

Mr. Vinod Krishnan



Carnatic music singer and composer Mr. Vinod Krishnan facilitated a music workshop where he had students experiment fusing Carnatic with different genres like western, acapella, and pop, and create new tracks.





Mr. Michael Serio

Pianist Michael Serio, a former software consultant, showcased the piano as a solo instrument, and later as an accompaniment to a few songs sung by the IHS teachers.

Ms. Anvita Shankar



15-year-old Anvita Shankar, a Ganda Bandh Shagird (disciple) of Ustad Siraj Khan of the Mewati gharana, gave a short sitar recital, and spoke about her dreams to pursue her passion at a professional level.

DanceSport Champions

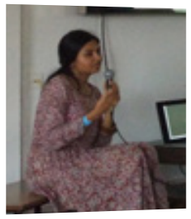


Coach Andrius Brikmanis, along with Matas Lukašovas and Rugil Monginait, world-class competitive ballroom dancers from Lithuania, gave an assembly presentation and conducted a workshop for Dance TED students.

Crea-Shakthi

Crea-Shakthi, a Chennai-based theatre institution, performed their original production, 'Dolls', a series of monologues illustrating the experiences, dreams and challenges of women. The Director, Mr. Dushyanth Gunashekar, along with the cast and crew, engaged in a pre-show interaction to give the audience an idea about the process that the actors had gone through to come up with their pieces, and cue the audience as to what to look out for during the performance. The strong all-woman cast included Mrs. Janaki Sabesh, Ms. Urvashi Goverdhan, Ms. Keerthi Pandian, Ms. Subiksha Raman, Ms. Namita Krishnamurthy, Ms. Manasvini KR and Ms. Akshaya Ravishankar.

Ms. Deshna Mehta



Ms. Deshna Mehta, co-founder of Anugraha, a design and publishing platform, spoke about her body of work, explained how a design studio works, and stepped students through the process of combining analog and digital artwork.

Brigadier Indrabalan

Brigadier Indrabalan spoke about the nature and duty of the Indian Army, particularly its role in nation building.

Mr. Satwik Gade



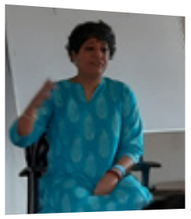
Mr. Gade, a visual journalist, comic artist, and a graduate of NIFT, New Delhi, advised the children on portfolio building and spoke about career choices in art and design.

Mr. Jethu Mundul



Mr. Mundul, film editor, and former faculty member of FTII, conducted film appreciation sessions on women pioneers in early world cinema.

Mrs. Rupinder Kaur



Mrs. Rupinder (Renee) Kaur, Founder and Design Head of Daalcheeni, a creative branding and communications studio, spoke to the students about her studio and portfolio building for design colleges.

Sadhguru School (Ndali) Team

Ms. Clare Murumba Price, Ms. Jane O'Leary, Ms. Grace Greenland, and Ms. Laura Higgs from the Sadhguru School in Ndali, Uganda, took us through their journey of setting up and running a school that was inspired by a video of IHS.

Samskriti Students



Isha Samskriti music students performed a laya vinyasam, which involved elaborate rhythmic patterns from the Carnatic tradition on the mridangam, kanjira, ghattam, morsing and the verbal percussive language, konnakol.

Dr. Jey Veeraswamy



Dr. Veeraswamy, a computer science faculty member at the University of Texas, facilitated a workshop, giving students an introduction to Python.

Dr. Arun Pilania



Dr. Arun Pilania, Physician Researcher at Penn Memory Center, gave us some insight into memory related diseases such as Alzheimer's and dementia.

Mr. Dhruve Devani, Mr. Archit Sanghvi, Ms. Rushi Devani

A team of young entrepreneurs, inspired by the Swadhyay movement, spoke about their foray into the hospitality sector. They spoke about their company, Pearl Hospitality, and their emphasis on investing in the growth of their people for the future growth of their company. Accompanying them was Labhuben, who did a storytelling session for the Junior School.

Mrs. Charushilla Narula Bajpai



Mrs. Bajpai, a career counselor, offered the students some helpful information about how to choose the right path for themselves in the future.

Mrs. Bhavani Ramamoorthi



Mrs. Bhavani Ramamoorthi, former faculty member of IHS, enthralled the audience with her newfound passion for storytelling.

Mr. Kumar Marappan

Mr. Marappan, a software engineer by profession, spoke about his passion for outdoor activities, particularly, fishing.

Mr. Srinivas RVSSDS

Mr. Srinivas, Innovator at Cotiviti Labs, spoke on the topic "Explorable Explanations."



Ms. Kangana Ranaut

Bollywood actress Kangana Ranaut made a quick stopover to the school and had an impromptu session with a few students. The brief conversation centered on her school days and her journey as an actor.

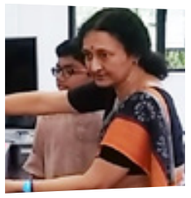
Dr. Santaram Chilukuri

Dr. Chilukuri, Professor Emeritus in Physics at Purdue University, spoke about his work with excimer lasers, and possible careers in science.

Dr. Saul Winderbaum

Acclaimed Physicist Dr. Saul Winderbaum, an adjunct associate professor at UNSW Australia, spoke about PV silicon solar cells production technology.

Ms. Pragya Nopany



Ms. Pragya Nopany, Head of the Physics Department at Birla Vidya Niketan and Founder of BVN-IAPT Anveshika, facilitated a two-hour workshop on experiment-based learning for interested senior school students.

Play



Sports Fest

by Niyutsa

I vividly remember the day I was chosen a co-captain. I'd been nurturing that dream for a while. As soon as I walked out of that meeting, my mind was already reeling, thinking about the herculean task that lay ahead. Little did I know that the proverbial butterflies in the stomach would be faithfully with me over the next couple of months.

We jumped into action with the team selection and the preparation for matches thereafter. Initially, I felt like a stranger who was yanked into an alternate universe of team meetings and match combinations. It was all new to me and yet I found an odd comfort in the fact that the people I was working with, weren't. When my carefully hand-picked team sprung to life from the pages of my book, the names soon became people I would greet every day. I saw them through their triumphs and disappointments, feeling them acutely as my own.

As the weeks passed by, time demanded more from my team. The point tallies were adding up and the teams were circling and closing in on us. The one word that seemed to hang in the very air, unspoken- sports day that would finally bring in the decider. Every time I felt weary, I simply just looked at my team's enthusiasm and the glint of admiration in their eyes. The occasional helpful word from them or a reassuring smile, kept me going.

In the last few days, I must have looked like a zombie-exhausted, having almost reached the end of this marathon. But we were only just then gearing up for the final sprint. Everything seemed to fall into place like clockwork then. Whether it was dance or decoration, everyone was forthcoming to be a part of it all. I vividly remember smiling when I saw that people who had never held a paintbrush or had never moved a limb in the way of dance were there, contributing.

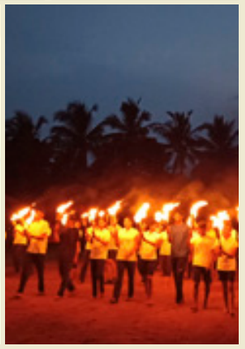
The hardest part of this journey, for me, was not feeling disappointed when we lost a match. Over the course of the term, these losses forced me to become stronger. I can confidently say I learnt more from losing than I did winning.

I had the most co-operative team I could have asked for. My co and vice captains were unbelievable in their leadership. We had all been through the lows and highs together and it was the power of this 'together' that had overwhelmed me.

The memory of the sports day finale, when I held the trophy in my hands with the setting sun as a backdrop, will remain forever, etched in my memory. When I made the customary speech, the words tumbled out - unadulterated and raw. I found my voice trembling. In that one moment I was so overwhelmed by it all.

I have never felt pure joy before or since.


















Speeches

Indrajith

For the 5 years that I've been in school, sports has done a lot for me. From being one of the few things that I look forward to everyday, to teaching me a variety of things that I will keep with me forever. The sport that I play, is basketball. I've been playing it for the past three years, and it has taught me two very important lessons among many others. The first is that I am my biggest obstacle. No one else is going to stop me from getting to my goal but me. Once I had convinced myself that I could do it, and when I got up and put in the required effort to reach my goal, I could see a very significant difference in my game, every single day. But the effort must be put in, and I must keep going at it again and again without even a hint of frustration when you fail. I have learnt that this is true, not only for sports, but even for the things that I don't really look forward to, such as preparing for exams. The other thing that basketball has taught me, is to never ever give up. I've faced countless losses in the many games that I've played, and there have been times where the situation just wasn't going my way. But a lot of those times, the team somehow managed to turn the situation in our favor, and at the end of the day, we would end up winning those games. If I had stopped trying when things looked bad, or things didn't look possible, there's no way that I would have won those games, or even continued playing. I've learnt that you'll never know what's going to happen unless you try it and see for yourself. I'd like to thank the school for giving me this opportunity, and especially the sports teachers who are the reason that I play the way that I do today. Thank you

Varshika G.

My name is Varshika Gunasekaran, and I'm currently studying in class twelve. I've been in this school for the past eight years, and before coming here, I was banned from doing any physical activities due to severe asthma. It was only after I came to Isha Home School, that I was allowed to play sports. I had to train harder than most people so that I could play with them. This year, I was injured for a good part of the term and couldn't play Kho-Kho, a game which is very dear to me. This made me realize that you never really know the importance of being able to do something, until you can't. I felt defeated after I couldn't play, but I decided to help my team and get them better. We can never really predict what is coming our way, but we can always make the best out of what we have. Although I lost the girls Kho-Kho match, I felt content. This was because we gave it a good fight. This Sports Day, was a rough ride for my team. Though things didn't go our way, we fought throughout the term, and I'm very happy for that. We played to win, but we won in the victory of all. I'm thankful for the opportunities that the school has given me, and the passion that I got, that is sports.






















Sports Competitions

Table Tennis

by Sashank

This year has been very eventful with regards to the Table Tennis Team of Isha Home School. After qualifying for the ASISC TamilNadu U-19 Boys team, I travelled to Bangalore to compete in the National Team Championships. The matches started out in a round-robin format. The Tamil Nadu team was placed in a group with U.P, Telangana and Orissa. I had been awarded captaincy of the team. Our first two matches against U.P and Orissa had been easy with our team beating both of them 3-0. Our last group stage match against Telangana was the toughest of the tournament. On the next day we had won our Quarter finals and Semifinals matches. We were playing the finals against U.P who we had previously beaten in the group stage. Our coaches expected us to beat them easily but the match ended up being neck and neck. We won the game 3-1 to win the Tournament.

Later, I got to know that a selector who was there during our Nationals had chosen 5 players from 4 states, myself included, to represent the CISCE Board at the SGFI National games in Vadodara, Gujarat. The tournament was the highest school level tournament in the country. We competed in the team sports and individual events. The competition was exceptionally tough with international players competing as well. I did fairly well in both the group stages and the singles events finishing 3rd in our group and making it into the main draws. It was a very enriching experience for me. Meeting and playing against players of such quality and skill was a great way for me to improve myself.















Basketball Journeys

by Aditya

It had been three years without a victory. Though we had lost all the tournaments we ever participated in, we were there on the court every day, tasting pain. We all have an undying passion for the game and we knew that our hard work would one day pay off.

The Cambridge Inter School Basketball Competition was held on 23rd August, 2018 in C S Academy, Coimbatore. The tournament kicked off us facing SCAD World School, Erode. We put pressure on them from the first moment onwards. We ran up and down the court running our plays, our defence being our strength. By the end of the second quarter, we were up 21 to 0. We didn't let them make a single shot and we knew we had the game. Five minutes into the third quarter, the other team forfeited, giving us our first win. But it wasn't over yet. We were to play our next game against TIPS.

As our second game against TIPS started, we realized that their team wasn't playing together. An important lesson we have all learned that the only way to win a game is to play together and to look out for each other. It's similar to all the small pieces that come together to complete a jigsaw puzzle. We did it right this time around. We each played our part and slowly took control of the game. After an intense four quarters, we won the game 14-9.

Our last games was against CS Academy. It was truly a do or die situation for us. The whole CS Academy School had come to watch the match. We could feel the pressure and it was slowly creeping into our heads. The atmosphere went from calm to electrifying within seconds. As soon as the whistle blew, they got the ball and shot a blind three pointer. They took control of the first quarter and were up 7-1. At the start of the second quarter, we came right back into the game with two consecutive shots to level the score 7-7. That moment where you get back up after having fallen down is unexplainable, almost magical. Gradually, we took control of the game and slowed it down. We defended hard and scored a couple of baskets. When the final whistle blew, we were on cloud nine. We had won our first tournament.

The journey doesn't end here though. It isn't always about victories, defeats or trophies – it's something beyond that. Not only did we grow as a team, we each grew as a person. This moment will stay with us for a while to come and will be something we look back at fondly years from now. Basketball was, is and continues to be a journey in which we learn to put everything we have on the court and to give it our all, no matter the result.







Cricket

The Revival of Cricket in Isha Home School

by Ved

It's been a rocky journey for all of us, who play cricket, to revive it in IHS. In the beginning, students barely talked about the game, let alone play it. This initially disheartened us, but then we gathered together and started practicing regularly and consistently. Three of us quit the other sports which we were playing, and started to focus more on cricket. Slowly but steadily, things picked up. By the start of the second term, we had two professional coaches, Prankur Anna and Vivek Anna dedicate their evenings for us. With the help of the Student Council and the Sports Committee, we were successful in organizing a intra-school cricket tournament, which turned out to be an instant hit among the students. To promote the sport and create goodwill about the sport, we even engaged the faculty members and played a nail biting match with them.

Looking at the tournament, many students started taking interest in the sport. They started signing up in small numbers and our strength of cricketers grew. Soon, we began the challenging task of forming a cricket team for our school, and plan to represent the school in outside tournaments.

This journey of ours, has made it possible for us to say, that the revival of the gentleman's game in Home School has finally begun.

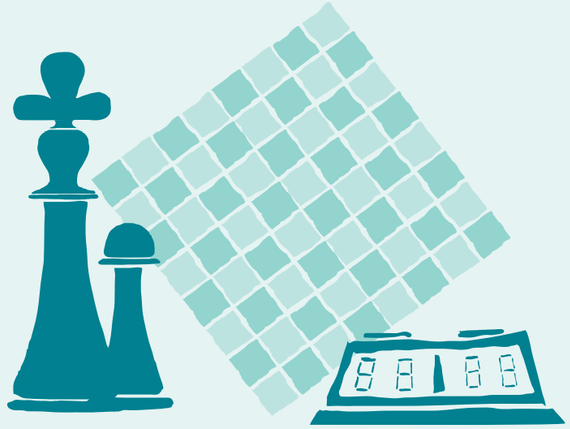


Chess

by Ram

"Chess is the gymnasium of the mind"
Blaise Pascal

This year, Chess has been a wild ride, as it was the first time students took on the role of coach, mentor and teacher. Jyothermay Jain, Khushi Runwal and I opted to take Chess for both Middle and Senior School. It started out slow, as we have never taught students before, but we slowly picked up momentum and got the whole thing running. We explored openings and Cat and Mouse strategies this year. Some students even got the opportunity to attend tournaments outside. The classes involved started out with learning new concepts, and ended with playing mini tourneys. To conclude the year, we conducted a simultaneous chess event where two people took on thirty people at a time. Teaching chess has truly been a spectacular experience this year, and I hope to have instilled my love for this game into as many people as possible.





Introducing the IHS Meme Team

This year's hilarious yearbook memes were created by Year XII Lilt designers Yashesh, Gayathri and Lahari.

Keep an eye out for all the memes throughout the magazine!



Yoga

Junior and Middle School students began their day with simple practices, namely Surya Namaskar, Vrikshana, Kriya/ Pranayama, and Aum chanting. Class 8 and 9 were taught Patangasana, Sishupalasana, Nadi Vibhajan, Surya Shakti practices, along with Nadi Shuddhi and Aum chanting. Older students who opted for hatha yoga as their morning discipline learned Anga Mardhana and Yogasanas. Unlike in previous years where senior students were given the option to do their yoga practices in their houses, this year, students gathered at fixed venues and did their practices under the guidance of trained yoga teachers.





Kalaripayattu

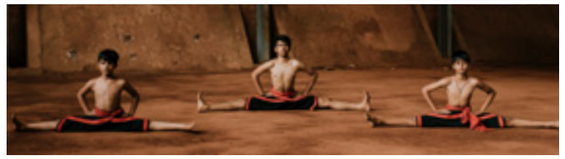
Students were introduced to a new style of kalari, known as Kadathanadan. The name comes from the place of its origin and has been practiced in only one area in the Kozhikode district called Vadakara. There are four parts of study of body exercises in this style, Meithozhil, Kolthari (wooden weaponry), Angathari (metal weaponry) and Verumkai. Before learning Verumkai, one is supposed to undergo a preparatory step called Meikarathu. In advanced study, the Kalari practitioner learns the study of Kalari - Marma treatment. This term, students have started learning the first branch among the four above mentioned branches - Meithozhil.

Around twenty kalari students participated in the Tamilnadu State Championship, held at RKR Grks Hr Secondary School, Udumalpet in January. Several went on to participate in the National Kalari Championship held at Koramangala Indoor Stadium, Bangalore In the month of February, winning one gold and one bronze medal. The categories in which the students participated were Chavadukal, Meypayattu, High Kick, Kaiporu and Urumi.

This year, Kalaripayattu was included as one of the competitive categories in the annual sports day and was well received by the participants as well as the spectators.















Celebrate

Festivals









27-Jul: Guru Pournami

This auspicious day began with the whole school coming together for *guru pooja* and yoga practices at Vajra. Following this was a special assembly where the senior school students rendered medleys around the theme of guru. Since it was a lunar eclipse, lunch was at 11:30am and dinner at 4:30pm. At 5:00pm, the whole school dressed up in their ethnic wear and headed towards Adi Yogi to enjoy a special *sathsang* with Sadhguru and music performances by Sounds of Isha. Interested senior school students stayed back to witness the lunar eclipse.






24-Aug: Samskrita Dinam

On the 24th of August, there was a special assembly in honor of the ancient language Sanskrit. The junior and middle schoolers performed various skits and recited shlokas in Sanskrit to the whole school. The juniors chanted shlokas about Goddess Lakshmi and Goddess Saraswathi. Following this, there was a skit presented by the junior schoolers about a *bikshu* who begged for alms, and due to a comedic chain of events, ended up losing his money. After which the middle schoolers presented a short skit on Totaka Acharya, a disciple of Adi Shankara.







24-Aug: Onam

August 2018 saw the worst flood in Kerala in nearly a century, due to unusually high rainfall during the monsoon season. The disaster claimed hundreds of lives. Nearly a million people were evacuated. In solidarity with and to support the victims of the Kerala Floods, Onam was not celebrated this year in school. Instead, the festival budget was donated towards flood relief and rehabilitation efforts.

2-Sep: Janmashtami

The passageways of the houses were decorated with Lord Krishna's feet made out of rice flour, as a sign of welcoming him in. For morning assembly, Tarana was bedecked with an array of floral decorations. The program was equally uplifting. The first song presented that morning was "Tu Hi Surya" by the senior school students. It was followed by "Amma Naanu Devarane" by the middle school students and "Choti Choti Gaiya Chote Chote Gwal" by the junior school students. The program concluded with an energetic and upbeat folk dance choreographed by the senior school students on the Rajasthani folk song "Chaudhary." In the evening, the whole school met on the entrance grounds for "matki phod," or pot breaking, where students were blindfolded and given a stick in their hand with which they had to break the pot, amidst screams, laughter and misleading directions from everyone around them. Then, came the most awaited part - the garba raas. Outfitted in ethnic wear, all danced the night away in Vajra that was awash with blue light.







13-Sep: Ganesh Chaturthi

A special assembly was held in the Ganesha Courtyard of Gnana Shala conducted by Ms. Geetanjali Deshpande, who told the audience of the origin of Ganesh Chaturthi and the fanfare that happens in the big cities. A short bharatanatyam piece elaborating Ganesh's qualities was performed. After which, two songs were sung by the Hindustani students of middle and senior school, Shankar Mahadevan's "Gananayakaya" and "Tu Sukhkarta Tu Dukhharta." Fresh fenugreek was harvested from the school agri plot in the evening, and used to prepare fresh, hot pakodas. Sweet and savory *kozhukattai* were served for dinner.

Festivals












24-Dec: Christmas

This year's Christmas Eve truly captured the Christmas spirit. The juniors kicked off the night by visiting every house, singing carols and distributing invites for a Street Fair that was organized on the Gnana Shala pathway. The pathway was transformed into something utterly magical and merry. The trees were decorated with shimmering baubles and serial lights. Umbrella lights were uniformly lined up next to one another with drooping red cloth. Snowflakes hung over the pathway and red ribbons were tied to lamp posts. In addition to the beautiful decorations, pudding, cookies, hot chocolate and brownies were served. In turn, middle school and class 8 students sang Christmas songs to add to the festive cheer, and a few class 8 students dressed up as Christmas characters and mingled with passersby. The night ended with holiday-themed movies, "Jingle All the Way" and "The Man Who Invented Christmas."







31-Dec/ 1-Jan: New Year

On the afternoon of New Year's Eve, teachers came together to prepare special snacks and dinner for the entire school. Snacks were served on the Gnana Shala pathway, where fun game stalls were set up by class 8 students, and live music was performed by senior school students. Tarana was transformed into a dazzling candle light dinner venue. After dinner, when the junior schoolers retired to their houses, the rest of the school moved to the newly built football ground for an hour long dance party, where the 11th and 12th graders performed a flash mob. Separate movies were screened for middle and senior school. A little before midnight, senior schoolers gathered and sat around a bonfire. After bringing in the new year with a little silent reflection, Vajra, the indoor stadium, was opened for everyone to get their game on. On January 1st, while their seniors were catching up on their sleep, the junior schoolers had a day out at Kovai Kutralam.










5-Feb: Chinese New Year

With the population of Chinese students and teachers increasing in school, this year, we celebrated Chinese New Year. The Chinese students presented an assembly explaining the history, mythology, customs and traditions associated with this festival. The juniors performed a traditional Chinese fan dance. With the support of the teachers, the juniors also made Chinese paper cuttings to decorate the Assembly Hall. At the end of the assembly, as per tradition, everyone received a red envelope. Instead of being filled with money, the envelopes had a Chinese proverb and details about the Chinese zodiac. The day ended with a scrumptious meal of spring rolls, noodles, fried rice and oranges.

Festivals














15 & 16-Jan: Pongal

15th January was the Kolam Dhamaka. Amidst loud music, students from across the school came together to use their artistic skills and create the most elaborate kolams. The afternoon was dedicated to setting up the pongal mandapam and decorating the clay pots. That night, students and teachers were treated to the school's first ever student directed theatre production, a humorous collection of short plays. The next morning, everyone gathered outside the pongal mandapam which was bedecked for a special assembly, filled with peppy folk songs, dancing and a play performed by the junior school students.

The play, entitled "Elipathi," was an adaptation of the famous story, the Pied Piper of Hamlin. It was conceptualized and directed by Sahitya Akademi Awardee Dr. Velu Saravanan, and subtly speaks about the importance of all life forms in ensuring a bountiful harvest.

Then, came the most important part: the pongal making! As students frantically ran around trying to figure out how to cook the perfect pot of pongal, background music and dancing kept everyone entertained. After long photo sessions, everyone came together to enjoy freshly cooked pongal and sugarcane.

In the evening, everyone proceeded to the Adiyogi to enjoy a cultural program, put on by the students of IHS and Isha Samskriti. IHS students presented a medley of songs, a suppada folk dance, and an encore performance of "Elipathi."













21-Mar: Holi

In the morning, the junior schoolers performed a comical mishmash of the mythological stories behind the celebrations of Holi. Later, in the afternoon, the class 9 students performed an energetic dance on a remix of "Rang Barse" and "Bajaa Bajaa Dhol Bajaa," kicking off the color play. The students were given safe, natural colors to play with, and gathered right outside the school gate. The day concluded with a moonlight dinner in the Coconut Circle.

National Holidays









26-Jan: Republic Day

Our nation celebrated its 70th Republic Day this year. Mr. Alok Mohan, an Indian Police Service (IPS) officer of the 1987 batch of Karnataka cadre, was our chief guest, and unfurled the tricolour. Junior students presented “Priyam Bharatam”, a Sanskrit ode to India, and senior school students sang “Bharat” from the movie Manikarnika. The history students of 11th grade facilitated a Citizen’s Café for interested parents. This was an informal gathering, discussing the constitution, specifically the preamble, and raising awareness about it. The parents who attended the session conversed about their views of the constitution and where we need to focus to help our society grow.

15-Aug: Independence Day

For this year’s Independence Day, the Chief Guest, Minister of State (I/C) for Youth Affairs and Sports Col. Rajyavardhan Singh Rathore, hoisted the tricolor. The flag hoisting ceremony was followed by a special assembly in Tarana. A select group of students and teachers from across the school presented a medley of patriotic songs. This was followed by a talk by Col. Rathore about his schooling days, what it means to be an Indian, and the importance of holistic education. He also revealed some of the initiatives and plans that are being undertaken by the Sports Ministry under its flagship program Khelo India to develop sporting talent in the nation. Two movies, Raazi and Rang de Basanti, were screened in the afternoon for interested students and parents. The subsequent day, Class 11 students conducted a jeopardy-style quiz for students from across the school which focused on India, its national symbols, history and other noteworthy facts.








2-Oct: Gandhi Jayanti






On Gandhi Jayanti, History teacher, Narayanan Sharma, presented an assembly on the life of Mahatma Gandhi. He also spoke about a nationwide cleanliness drive, Swachhata Hi Seva, which was launched by the Honorable Prime Minister a few weeks earlier. In keeping with the legacy of Gandhiji, post the assembly, all the students chose one thing to commit themselves to, which they would follow through with in their life. They also participated in a Swachh Bharat event in the ashram.

IYC Events

5-Jun: World Environment Day (WED)

Every year, WED has a new theme, and a host nation is selected. For 2018, the host nation was India, and the theme selected was ‘Beat Plastic Pollution’. The Isha Foundation and Rally for Rivers partnered with the UN Environment to launch a large-scale awareness campaign. IHS participated in this campaign. Awareness assemblies were held in each school, with students brainstorming ways that they could reduce the burden of plastic pollution by minimizing single-use plastics. Senior students gathered at the Adiyogi for a photo shoot, where they held suffocation masks in their hands, to highlight the plight of future generations if the plastic menace is not curtailed. Class 12 students took an added step and spoke to visitors and tourists about dangers of single use plastics, and suggested alternatives. Interested students gathered in the evening for a screening of acclaimed documentary ‘A Plastic Ocean.’









21-Jun: International Day of Yoga (IDY)

For the 4th annual IDY, the students of IHS attended an event at the Adiyogi, where they learned a few simple yoga practices. The chief guests included Shri Sundarakumar, the Deputy Commander for Rapid Action Force (RAF) in Coimbatore and Dr. C A Vasuki, Council Member in the Indian Science Congress Association & Director of Kongunadu Art and Science College. BSF and RAF personnel were also present at the event.









IYC Events













10 – 18 Oct: Navaratri

This year, Navaratri coincided with term-end craziness, so not much was done in terms of celebration. There was a special assembly where we learnt about the significance of Navratri and stories of how the festival came about. A few students attended the evening cultural performances that were held in ashram. Artists included Shri Omkar Kaplane, Shri Vignesh Krishnamurthy, Shri Anugrah Lakshmanan, Kum. Reshika, Kalai Thamarai Troupe, Shri Ramana Balachander, Amruthavarsham, Smt. Meera Sivaramakrishnan and students of Isha Samskriti.















1 – 4 Mar: Yaksha & Mahashivaratri

Between the 1st and 3rd of March, the students of IHS were taken to Yaksha, a music and dance extravaganza, which takes place on the days leading up to Mahashivaratri. Performers included Hindustani Vocalist Smt. Kalapini Komakali, Carnatic Vocalists Smt. Ranjani & Smt. Gayatri, and Smt. Leela Samson & the Spanda Dance Company. The nightlong celebration of Mahashivaratri was one of meditation, music and dance. The Hon. President Shri Ram Nath Kovind was the chief guest. The performers on that night included Indian Film Score Composer Amit Trivedi, Ghazal Singer Hariharan, Multilingual Singer Karthik, drummers from Azerbaijan, dancers from the Daksha Sheth Dance Company, among many others.

IHS Events











3-Sep: Sadhguru Jayanti

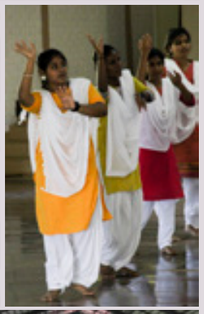
On the occasion of Sadhguru Jayanti, we had a special assembly where the middle school Hindi students showed us their dramatic skills in a skit talking about the Isha Agro Movement, an offshoot of Isha Foundations's environmental initiative Project GreenHands (PGH) that has been working with farmers across Tamil Nadu to promote sustainable agriculture. Some of the teachers also presented a small dance performance, a kaikottikali piece, which is a dance form native to Kerala.





23-Sep: Founder's Day

To celebrate Founder's Day this year, a cultural performance was organized where students from across the school performed. The performances started with middle schoolers singing a tarana, which is a specific type of rhythmic composition. The junior schoolers then presented a Nepali folk song, 'Resham Firiri'. This was followed by a tribal folk dance performed by the middle schoolers. The morning program concluded with a bhangra mashup performance by the 11th graders. A few of Sadhguru's initiatives were highlighted. This included an update on the Rally for Rivers initiative, the Isha Outreach efforts in rural India, and the Youth and Truth campaign, a month-long travelling series where he was visiting college campuses across India to offer clarity on issues that matter most to the nation's youth.













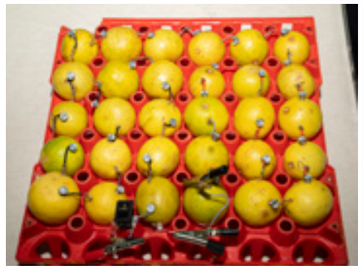
23-Feb: Farewell

This year, the farewell was only for class 10 students, as we did not have another outgoing class due to the 3-year post ten program. The event was planned and hosted by the class 9 students. A formal graduation ceremony took place in the evening, where teachers presented the students with mementos. Various students and teachers spoke about their experiences of having been together for several years, and what this milestone meant to them. This was followed by special snacks and a Mexican fiesta. Post dinner there was a cultural performance, where the students showcased their various talents. The night came to an end with a slideshow and the award-winning animated movie Spider-Man: Into the Spider-Verse.

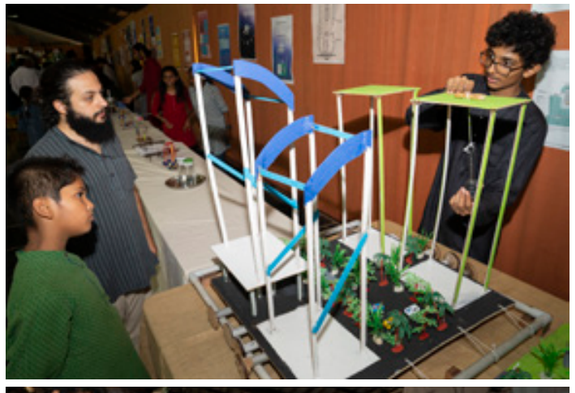








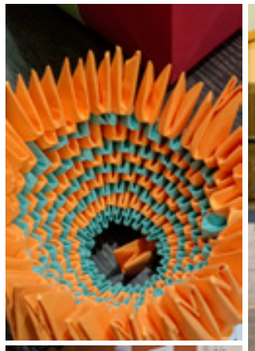



Jigyasa 2019

Explorations in science and mathematics by middle and senior school students

On the 5th of April, on the eve of the closing day of the academic year, students, teachers, parents and visiting guests came together to celebrate the beauty of mathematics and the power of science. Here are a few glimpses of the event.











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Autographs

Thank you!

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