

# THE LAMB

Volume 8 | 2019 - 2020



*Girls' Sea Cadet Corps*

# GOOD SHEPHERD INTERNATIONAL SCHOOL

## VISION STATEMENT

Good Shepherd International School, in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

## MISSION STATEMENT AND DESCRIPTORS

Good Shepherd International School endeavours to prepare each student for academic, social and personal success by creating a community of empowered and diverse learners striving to be globally-minded citizens in an atmosphere of mutual respect, understanding and trust.

### GSIS is an International School by:

- maintaining a global perspective in an Asian context wherein it is situated
- embracing a diversity of cultures represented by its staff and students
- being sensitive and accepting of all cultures
- upholding a secular perspective within the School community
- offering national and international curriculums

### Academic Success at GSIS is:

- acquisition of academic skills
- training to apply knowledge to real-life situations
- provision of qualified staff to ensure quality education
- being in a residential set-up that facilitates holistic academic growth and development
- benchmarked results and learning outcomes on global standards
- entry into leading colleges / universities in the country and worldwide

### Social Success at GSIS is:

- development of a strong identity and self worth; ability to relate, connect and communicate effectively with others
- cultural sensitivity and acceptance
- valuing justice and fairness in social living
- being service-oriented unconditionally
- having an acceptable level of decorum

### Personal Success at GSIS is:

- being a lifelong learner equipped with a keen spirit of inquiry
- developing a value-based and ethical outlook on life
- imbibing cognitive and behavioral skills to take on the world
- acquiring a sense of purpose and being goal-oriented
- possessing a sense of equanimity and ability to balance reason and emotion
- having acceptable standards of deportment
- having a spiritual-rootedness within a secular context

### Community Life at GSIS means:

- staff and students living in a multi-cultural ambience / context
- having a sense of being in a 'family'
- developing a sense of belonging and togetherness in all we do
- allowing for personal space within a structured environment
- experiencing the joy / art of living – *joie de vivre*

### Empowered Learners at GSIS:

- take responsibility and are accountable for their learning
- value and enjoy the process of learning as much as the outcome
- share and transmit knowledge
- develop initiative and leadership skills

### Diverse Learners at GSIS:

- acquire holistic learning and development through a wide variety of academic / extra-curricular activities
- have varied curricular options to choose from, catering to their diverse needs and backgrounds
- are recognized and accepted for their multiple ability levels and learning styles
- learn from each other in the diverse community they live in, learn and work in

### Globally-minded Citizens at GSIS:

- value the human spirit beyond the constraints of cultural boundaries
- develop awareness and sensitivity to global issues encompassing all aspects of life
- understand the impact of their thoughts and actions on the world at large
- think globally and act locally

### Mutual Respect at GSIS means:

- upholding the sanctity of teacher-student roles
- appreciating and accepting individuality and diversity
- safeguarding and promoting the values and ethos of the institution
- preserving and maintaining the environment we live and work in

### Understanding and Trust at GSIS means:

- Truth / Trust / Triumph (our school motto)
- caring for individual needs even as we live in the community
- belief in the goodness of the individual and the human race
- developing empathy and rapport amongst members of the community
- being active listeners and critical thinkers before being judgemental

## OBJECTIVES

- 1. VALUE EDUCATION :**  
To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
- 2. HOME AWAY FROM HOME :**  
To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
- 3. ACADEMIC EXCELLENCE :**  
To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and discover the interconnectivity of disciplines and grow into active generators of knowledge.
- 4. CO-CURRICULAR ACTIVITIES :**  
To ensure that ALL students gain experience, and appreciate ALL the creative and performing arts thereby promoting the acquisition of team spirit and development of individual skills needed for a holistic growth .
- 5. TEACHING STRATEGY :**  
To practise tailored teaching strategies incorporating the latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
- 6. COMMUNITY SERVICE :**  
To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charitable organizations.
- 7. TECHNOLOGY :**  
To allow opportunities for a guided, constructive and age-appropriate use of technology and other resources within and throughout the academic programme.
- 8. INDIVIDUAL ATTENTION:**  
To discover the latent potential in each child through individual attention and providing them with opportunities to hone their full potential.
- 9. COUNSELLING :**  
To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making life fulfilling career choices.
- 10. MULTICULTURAL :**  
To foster respect for and tolerance of other cultures and creeds by creating a multicultural and secular ambience.
- 11. TO GROW FROM STRENGTH TO STRENGTH :**  
To conduct periodic review of all programmes and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission Statement and the Motto of the school.

## INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

## A Prayer

*Oh Lord, guide us to your word which gives us strength and refuge. Hold us close, protect us and forgive us. We put our trust in you. You are a shield around us. You defend and deliver us. Thank you for the opportunities we have each day to serve and live out Your will. We need the strength and the energy to carry out all our activities and live out the purposes that you have established for us to do.*

*Protect us from the pressures of the day, and remove the heaviness from our heart. Protect us from any kind of ill health and sickness. Heal our hearts, heal our emotions, heal our spirit, heal our soul and heal our body. Inspire us with the knowledge that You and I can handle anything. Stand beside us and help us find peace, strength and balance in our lives. Thank you for everything you have done for us. Thank You for today, yesterday and tomorrow.*

*Thank You, Lord. Amen.*

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# **THE LAMB**

**[2019 – 2020]**

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# THE LAMB 2020

## Editors' Letter...

*'Reading maketh a full man; conference a ready man; and writing, an exact man.'*

- Francis Bacon

*Going back two or three generations, one finds that books adorned the highest pedestal in the thoughts and lifestyle of any reasonable person and even the uneducated ones, as this was something owned and used only by the clever, noble members of community. The degradation of its stature is attributed to the drastic rise in technology and social media, substitution of books by the virtual media, instant gratification, viral stories which may or may not be true, and the obsession with self-exaltation through these social media. The present tendency indicates that books have become just a bunch of pages, a piece of antiquity, and will become a specimen seen only in museums. Today's generation is often seen silent and tranced out with those earphones dug into their ears. The problem is, they listen only to what they want to, which is mostly cacophonous or insensible loud songs. Rarely do we find someone listening to motivational podcasts or a good audiobook. Though the degree of virtual connectivity is at its highest at this point of time, the degree of human connections has decreased dramatically, which is ironic as the main purpose of developing umpteen ways to connect with as many people as possible irrespective of the distance, place or time with an instant message is paving way to reduced REAL human connections. We don't want to talk, and we certainly don't want to listen. We sleep off when an eminent person speaks; we play with our smartphones as soon as they talk about profound topics and are willing to watch the same if uploaded in the social media by some teenager (for example, one that is titled, 'The speech that changed the life of Robert Downey Jr'). It is certainly a glaring oddness in the normal way of life, if you think about it.*

*We have too many substitutes for books these days. Reading, whether it is a book or its digital version, or even listening to audio books, is one ultimate way to develop language, improve vocabulary, accumulate knowledge and nurture creative thinking.*

*By skipping the art of reading, we are missing out on a great deal of opportunities for growth and enlightenment. Reading has a significant number of benefits. We need to make a conscious effort to bring back reading! Many successful people connect reading to their good fortune. Reading provides mental stimulation as it keeps our brain active and engaged. Reading provides free entertainment. There is something in it to capture our curiosity and imagination and makes your tensions drain away allowing to relax to bring about immense inner peace and tranquility. Reading provides new bits of information, expands vocabulary and helps us learn how to craft prose. The art of writing is not an independent art; writing is a by-product of reading. It derives its resources from reading. The lack of fineness in writing is an obvious sign of reading deficiency. Only by immersing ourselves in the world of words and their curious structures and combinations can we write quality content. Reading boosts memory, improves our focus, concentration and analytical thinking skills. Deep reading promotes empathy and emotional intelligence -*

*cognitive processes that can lead to greater chance of survival. According to a university study, people who read books live for around two years longer than those who don't, irrespective of gender, wealth, education or health. One study showed that students who read texts in print scored better on reading comprehension tests than students who read digitally.*

*Voracious readers are exposed to a wide range of characters, settings, and most fictional experiences which help them think along those lines and make vivid and outstanding pictures through words. "Listening is an attitude of the heart, a genuine desire to be with another which both attracts and heals."  
- L J Isham. All these aforementioned skills - Reading, Writing and Listening - mould and refine the final skill, Speaking. The diction a person uses and the style of language are all a reflection of how well-read a person is. The basic purpose of speaking is the transfer of information and to make connections in our daily life. Talking to a crowd of people and inspiring them is an art. The way we speak, the words we choose, the tone and the degree of sensible information that we delineate reflect our habits, communicative skills and make us stand apart in a good or a bad way.*

*Writing can be overwhelming at times! The process of reproducing an idea through properly structured and grammatically correct sentences can seem like a Herculean task. It wouldn't be so if we start small. The first step in writing an article, story or essay is brainstorming. We need ideas to write. Some people are born with great imagination, and this is easy for them. Ideas do not always spring up every time. This is where the art of reading comes into the picture.*

*Students live in a very competitive world. The English language is a tool for communication. Communication skills is a great necessity for the learners in today's competitive world. They need to be proficient in each of the four basic and essential language skills - **Listening, Speaking, Reading and Writing** - to be a good communicator. While listening and reading are passive and receptive skills, speaking and writing are the active and productive skills. English is a language used to give expression to thoughts and feelings of a social group. Language is essentially a skill and not principally a content-based subject. Mastering the four foundational skills of language learning serves many valuable purposes: they give learners contexts in which to use the language for exchanges of real information; they scaffold and provide opportunities to create, and, most importantly, they give confidence. Confidence is believing in yourself, feeling comfortable in your true self and knowing your self-worth. If you are confident, people believe you and it helps you connect well with others. It brings success and gives you the power to conquer the world.*

*We in GSIS persist in bringing back to life, the worthy and meaningful hobby of Reading, Writing with purpose, Listening patiently and Speaking only when necessary, using rich vocabulary.*

**"One language sets you in a corridor for life. Two languages open every door along the way."**

**- Frank Smith**

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We celebrate Christmas on 25 December. What is Christmas? Christmas holds different meanings for each one of us. For some, it is the birth of Jesus Christ roughly 2000 years ago. For some, it is the Black Friday sales and shopping discounts happening everywhere. For some, it is all about the gifts. But for most of us, it is about finishing the examinations and rushing home to be with our families, and also getting a *double patty Maharaja burger* at McDonald's.

But what is the true meaning behind Christmas. All revered teachers of the world teach us: *Love, Peace and Kindness*.

### Love

The ancient Greeks say there are three kinds of love -

Eros: The Take-Take love. This is selfish love, materialistic love, love filled with greed. This was always seen in negative light by the Greeks.

Philia : The Give-Take love. This is the more common form of love we see in our daily lives. Love between siblings, love among friends, love between students and teachers, etc.

Agape : The Give-Give love. This is rare, and hardest to find. The most common place you'll see this love is the love given by a mother to her child expecting nothing in return. This is selfless love form most admired by the Greeks.

### Peace

Peace is the hardest thing to find as you get older. The definition of peace is different for all of us. The rush in your everyday life - to school, to college, to work will have you chasing it. You will not be at peace until you reach your goal. Once you reach your goal, you realise that maybe it wasn't what you were looking for. Peace holds the most important place in our lives. One kind of peace is the peace between people. But the most important kind of peace is taught to us by Master Shifu and Master Poh from the movie, *Kung Fu Panda* - "The Inner Peace".

### Kindness

We enact the story of nativity year after year. I would like to bring your attention to the angel telling shepherds, who were nobody, and also the three wise kings, who were royalty, about the birth of Christ. There wasn't any differentiation. No highs or lows. The good news was for all. All of us are the same and is given the same opportunity and same good news. It is all up to how you seize your moment, "*carpe diem*".

This applies to all of us irrespective of our economic or social status. **Alexander** the Great, the King of Macedonia, went on to conquer the great Persian Empire. After all his great conquest, he had three desires on his death bed: 1. His physicians have to carry his coffin. 2. When the coffin is carried to the grave, the road has to be strewn with gold, silver and precious stones. 3. Both his hands were to be kept dangling out of his coffin. His physicians carrying his coffin signifies that not even the best doctors in the world can save you. When it's time for you to go, you have to go. Gold, silver and jewels were thrown on the roads to signify that they are not valuable once you have left this world. His hands were left dangling out to signify that we carry nothing when we leave this world. We go with empty hands. So remember, we will all go back to the same place where we came from. I quote the famous words by the rapper, **Eminem**, "*The truth is you don't know what is going to happen tomorrow. Life is a crazy ride, and nothing is guaranteed.*"

So, I leave you with three tasks this season: 1) Go thank your teachers, friends and especially your parents for all the love they showered on you so far, unconditionally. 2) Relationships are hard. So put aside your ego and go talk to that friend or teacher or family member you haven't spoken to in a while. Mend that relationship. 3) Random acts of kindness - Hold a door open for someone, learn to say sorry and please, and say it like you mean it. Thank a *Chechi* or *Anna* for they clean up after you have eaten. Ask your driver or helper back home how they are doing.

We are taught to conquer mountains but the small steps we take determine where we end up. We are blessed beyond measure, so we must ensure to empower others around us. So I pray and hope this season brings you loads of love, joy, inner peace and kindness, and very happy, happy meal at McDonald's. I wish you all a very Merry Christmas and a blessed new year.

- Mr Subin Mathew, Music Teacher

## Interpreting stubborn outrage



**Ms Reva Bhavesh  
Khoont**

We are proud, extraordinary Indians. We are spread all over the globe and that makes us the lord of the lands, isn't it? We go on somebody else's land and try to fool them, proving our incompetent thinking without any external offence! It had be more appropriate to say that we are self-satisfied and odd Indians.

One of the major reasons why India can't soar high according to her calibre is that an eccentric pride is disobeying the laws which are made to be followed. The clichéd heroism of "Rules are meant to be broken" has pushed India to a guiled pit and we are still not able to make out that we are in a pit! Wake up India. Break your bubbles and do something – your nation is calling out to you!

We don't follow traffic rules, sanitary rules, any kind of rules. When on the road, green and red are synonymous to us: GO! We proudly jump the signals and drive on the wrong side. There is no one to penalise us and that makes us ever more confident in defying the laws!

Ignoring rules is in toto. Everyone does it – class, caste, education, marital status, gender – no bar/ all of us litter in public places, buy tickets in the black market, negotiate with cops when caught, jump queues, park on footpaths. We smoke in the open, let our pets poop on the streets and occupy public space with ramps outside homes. Is there an end to this list? Rule breaking is a great leveler: no one gets punished. If you are caught red-handed by a misguided watchman or an idealistic cop, you know just how to wriggle out!

We are inattentive and we like to defy authority, "who is he to tell me?" Psychologists have found that we feel powerful, innovative, smart, while breaking rules. You break rules, you feel macho, "See I gamed the system." The rule-breaker person is thought of as a guy who "gets people to listen". Some offenders feel it is healthy to break laws once in a while.

Whatever, whichever way we try, there is no justification for breaking rules. No excuse is legitimate. By abiding to the laws, chaos is reduced and safety ensured. Authorities will try to make us follow the rules but the ultimate responsibility rests on each of the civilian.

Heaven knows what sort of damage we do to each other every day in this Hobbesian fashion. It is time to give up the carefree attitude now. Misdemeanor has its own way of coming back to bite us!

**- Ms Reva Bhavesh Khoont, IB-1A**

## Food Wastage



**Master Azfar Zakaria**

Wasting Food. How many of you waste your food? According to a report of the World Food Organisation, every seventh person is hungry in the world. As for India, it ranks 100 in the Global Human Index among 119 countries. Unfortunately, deaths from hunger take place in the country where many schemes of food and nutrition security are regularly run on a grand of billions of rupees.

It has been reported that with increasing prosperity in India, people are becoming insensitive towards food. With the growing ability to spend, the tendency of throwing food is also increasing among people.

Tons of food is wasted daily in events such as marriages, parties and other functions. Many of you feel proud to do that, but it is the truth. Let us join our hands together not to waste food. We are privileged to have food four times per day, so we don't know the difficulty of being hungry. Let us

thank God for the wonderful blessing which millions in the world are praying for rather than insensitively throwing away food.

**- Master Azfar Zakaria, FM-1B**

# Fear



**Master Harsha Mandula**

**Fear** is one of the most primal emotions. It starts with a stressful stimulus and leads to a chain reaction in the brain. It leads to release of chemicals that cause a racing heart, fast breathing and energised muscles, among other things. The body reacts physically and emotionally by fight-or-flight response.

Fear can be real or imaginary. Fear makes people do strange things. It primarily comes from a lack of understanding and the person live in an emotional prison. Fear leads to insecurity, lack of confidence and procrastination. It destroys our potential and curbs our ability to think properly. We cannot think straight. Fear ruins relationship and health.

Some common fears are:

- Fear of failing
- Fear of the unknown
- Fear being unprepared
- Fear of making the wrong decision
- Fear of rejection

Some fears can be described, others can only be felt. Fear leads to anxiety which in turn leads to irrational thinking and this actually sabotages our ability to solve problems. Fear is just false evidence appearing real.

- **Master Harsha Mandula, FM-1C**

# Interest and Effort



**Master Kavish Agrawal**

People take up activities because of their interests. There are plenty of places to look for opportunities depending on your interests. Interest and effort are two things that are interconnected. Unless you put in enough effort, you cannot achieve anything. In any field whether it be engineering, accounts, sports, music or architecture, you need to put in effort.

I would like to narrate a story. A story of two boys – one was the son of a rich man and the other one was a simple boy passionate about shooting. Every year they both participated in the local shooting competition and the rich boy always came first and the poor boy second. The rich boy never practiced but had the best teachers in the world. He never understood that he was offered the best. While on the other hand, the poor boy practised and practised and was thankful to god for giving him his daily bread. Soon this boy emerged the champion, became successful and the rich boy lost all his wealth because of his ignorance.

Let us promise ourselves that “we will not indulge in any unfair means, would praise god for whatever we have, would put in effort and interest in whatever we do. What we do would challenge our courage, wisdom and sincerity in our day-to-day life.”

Let us just give the best we can and definitely the best will come back to us. Before we quit, let us try and before we die, let us live.

- **Master Kavish Agrawal, FM-1C**

# Social media

**Social media** are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. *WhatsApp, Facebook, Instagram, Tik Tok and Snapchat*. Do they ring a bell? We are 21st century children and most of us know about social media and have an instagram account.



**Master Aaditya Nair**

Let us be honest now. What would you all do if you had your phones in your hands right now! May be, some would be scrolling through Instagram, check how many likes you got on your latest post, or some would take a photo of their meal and put a caption as 'yummy'! I would do the same.

If you use them in excess, it will have its negative effects as well. What are the disadvantages of social media? Firstly, people are exposed to cyberbullying. Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Cyberbullying is one of the negative influences of social media especially targeting teenagers. It gives a platform for cyberbullies to taunt and bully others. It is easier to bully others through social media than doing it in person. Secondly, it decreases productivity levels. Social media is very engaging and leads people to spend a lot of time on them. This may interfere with their extra-curricular activities. It also decreases their productivity levels. Addiction to social media, sometimes, may cause distraction in kids and they may start to fail in school work. I am not saying that social media is a bad platform but just because of its excess usage, it can harm us. Social media also has its own advantages such as providing information on current affairs or assisting adults in getting jobs.

Limit use of social media to avoid getting stuck in a plastic, technological maze. Just live life in the world, cherish, embrace and spend lovely time with your family and loved ones because at the end of the day that is what matters most.

**- Master Aaditya Nair, FM-1C**

## Questions on General Awareness



**Master Athreykrishna  
Parla**

1. Which 16th century Italian philosopher was burned to death for his stubborn adherence to his then unorthodox beliefs—including the ideas that the universe is infinite and that other solar systems exist?
2. Which metal remains in the liquid form under normal conditions?
3. Which gas is responsible for global warming?
4. What is the main constituent of coal gas?
5. What are Rubies and Sapphires chemically known as ?
6. Which vitamin can help speed up the healing process of wounds?
7. Name the poet who used the expression, "The child is the father of the man"?
8. Who is the Father of English poetry?
9. Which famous river flows through Tiruchirappalli, the ancient city in India's southern state of Tamil Nadu?
10. Where is the 'Shore Temple' located?

Key:

- |                           |                              |
|---------------------------|------------------------------|
| 1. <i>Giordano Bruno</i>  | 7. <i>William Wordsworth</i> |
| 2. <i>Mercury</i>         | 8. <i>Geoffrey Chaucer</i>   |
| 3. <i>Carbon dioxide</i>  | 9. <i>The Kaveri</i>         |
| 4. <i>Methane</i>         | 10. <i>Mahabalipuram</i>     |
| 5. <i>Aluminium oxide</i> |                              |
| 6. <i>Vitamin C</i>       |                              |

**- Master Athreykrishna Parla, FM-1C**

# The Human Zoo



Master M K Nitesh

The fog set in at midday. London was at a standstill... I buried myself under the bedspread, not willing to rise. It was warm and comfy and snored loud, hoping no one would disturb my serene afternoon nap... "Harold! The Sun's out!" exclaimed mom. I tried to avoid her interference and barricaded the door with junk, fearing she may force her way through. Well. Let's just say junk isn't an efficient barricade. I received another lecture, which I paid no attention to. I awoke and found my way to the couch. "Ahhh... time to doze off, once more." Mom came yelling after me shouting a random selection of words. At the end, she commented about my physique. "Did you just call me obese?", I was as furious as Godzilla.

Now, it was mom's turn to be startled. I bragged on and on about my athletic achievements refusing to accept mom calling me obese. If there's one thing that makes me conceited, it's my physical shape. After an eternity of debating, whether I was obese or not, mom gave in. "Fine. If you aren't a fat, lazy lump, prove it." She continued, "Spend the evening outdoor and return for dinner." I was about to commence arguing about the temperature and added in a few biological terms such as hypothermia, but to no avail. I debated with myself on whether I should accept or reject the challenge... And then, like a flash of lightning an idea struck me. If I spent the evening outdoors, I'd win, and then I'd easily claim myself fit.

I dressed into my winter-wear, stuffed my pockets with a few pounds and stepped outside. I walked along considering my options to pass the evening. I noticed a billboard, though it seemed as though the billboard noticed me. It was an advertisement for a zoo. A visit to the zoo would be fun I thought. I navigated myself to the zoo and stood at the entrance. The place seemed odd. There wasn't a single tourist! As I stood gaping into the zoo, a voice called out to me. "2 pounds a ticket." There was something persuasive in his voice that I decided to probe into my pockets for loose change. I managed two pounds, and tried to enquire of the clerk, but he instantly ushered me inside. I received a chill down my spine. The breeze seemed to be speaking and the trees swayed back and forth, as if to caution me to turn back. What is up with this place?

I ignored the fear and wandered into the zoo... And then, I realized why the zoo was isolated. Hundreds of cages stood to the east, west and north of me. I stared into the cages and noticed hybrids of animals and... and... and... humans! I was at a human zoo. Strange creatures glanced and analyzed me. I was petrified! I couldn't move a muscle. I had to watch the agony. After a few petrified minutes, I took to my heels not bothering about a refund. I dashed past the trees, as they bid me a 'fare bad'. I bolted into my house, picking myself for the hundredth time to end this nightmare.

I suddenly awoke with a start. Thank the lord it was only a nightmare. Obesity isn't even the least of my concerns anymore. It was a completely petrifying experience... A HUMAN ZOO!

- Master M K Nitesh, FM-2B

# Stranded

Emptiness inside. It felt so dark and painful. I was drowning in my own shadow. My mind swayed back and forth until I was left helpless. Love was a lie, the biggest lie that has been told. I was stranded in our memories.

Remembering how it was months back, it was as if I was the luckiest girl in the whole world. Since he left, my whole world has become shades of black and white. I close my eyes and find myself dreaming about our past. Waking up to horror of my heart being broken or torn apart. It is these items that how magical you made my world. But I was thrown out of that world. It's the feeling of betrayal and sadness.

Feels like yesterday when I was yours and you were mine. Remember when you carved my name on your arm and promised to be mine forever, what happened to all those promises? It pains to sleep at night because the moment my eyes close flashbacks rush in. You swore to always be by my side, to love me, to support me. And now making eye contact is all I desire from you.



**Ms Parintra Sirinarang**

Those hot tears of pain rolling down my cheeks. But, it's the lies you told, the false promises that you made that kill. It's worse than being stranded in a locked up dark room with wild dragons. You were all that mattered and matter to me.

Blade cut, but you, you kill. It's my heart that constantly bleeds for you day and night. With you it was yellow and bright but now it's pale and scary. Every cut, every wound is for you, so one day you know how I loved you.

I can think of 200 locations where it was just you and me. Any word you say to me I will find a way to relate to you. It ended, ended all so fast, faster than I have even imagined. Two months it's been over. You still have the ring I gave you and I still have the ring you gave me. Just hoping for that one day to come when you will be mine once more.

It's as if I'm stuck alone on a dark island with storm 24/7. Grey sky and no way to escape. I can never love anyone again because I will be busy waiting for you my whole life. I can't go back into the past, and do it all over again. But the least I can say is, I truly love you and I will be waiting till forever for your hand in mine. I love you!

**- Ms Parintra Sirinarang, FM-2A**

## The Mysterious Lock



**Master Shiv Manish  
Punjabi**

Fog set in at midday. Mickey was strolling down the street when he noticed that three people in suits, not far from each other were tailing him. Didn't look too expensive, probably just one of those mid-priced ones. It was getting harder to notice objects due to the fog settling in. Mickey took a hard right onto the street beside him. He entered the train station. He figured that he would lose them there. Unfortunately, he was wrong; there were two more guys in front of him. He immediately ran towards the washroom, when suddenly he got hit on the head with the butt of the gun and fell down to the ground.

When he woke up, he was strapped with cuffs to a chair. There was a table in front of him and two chairs. He suspected that it was one of those police interrogation rooms. Turns out, he was right! Two men entered the room in dark blue suits, not very tall but of a decent height. They said that they work with the government. But, Mickey asked for some sort of ID. They didn't show any; they said that, their sources told them that Mickey was very good at breaking locks, in fact, he already had a criminal record.

Mickey asked what he had to do. They replied by saying that there was a very old lock located in Southern Mexico. They had sent their best team there but no one could crack it open. Mickey asked why the government would want to open some old lock. They didn't reply to that but said that he would get \$100 million if he could crack open the lock. Mickey went right ahead and got on the next flight to Mexico.

When he landed, there were two people who came to pick him up. Once he reached, he realized that this wasn't one of those ordinary locks. This was the most complicated lock he had ever seen.

Two months passed, he was closer than anyone ever was to opening the lock. People started following him, sending him life-threatening messages. But, one day when he went back to the place where he was staying, everything was a mess. He realized that someone had been there. He took out the card that was given to him by those men in suits. He dialed the number and decided to meet up with them at a coffee shop nearby.

He took a booth at the very end of the coffee shop. The same men arrived but this time they weren't wearing suits. Mickey explained everything to them. He asked them to tell him everything and why they wanted to open that lock. They hesitated but said that it might have information about Osama Bin Laden!

Unfortunately, Mickey was shot in the head soon after that conversation.

**- Master Shiv Manish Punjabi, FM-2E**

# Shadows



**Ms Kanishaa Mitul Shah**

The train roared in to the night. Her heart was beating as the noise came closer. Her hair was going up and down due to the rustling of the wind, pink cheeks, blue eyes, rose red lips shut against one another. There was pain in her eyes and a tear drops down her cheeks. She seemed to have mixed feelings. She stepped on the rocks going towards the tracks and a loud cry. No one to see and no one to be.

“The headline says Annie James Parker a 16-year-old girl found dead next to the tracks near the ‘Willwood’ railway station”, shouts out a guy standing by ‘Ralfs Rich Bakery’ and throws the paper into the bin walking away silently. Richard who worked at this bakery glanced at the man walk by as he seemed to disappear into thin air. Richard walked to the bin, picked up the paper and looked at it, surprised. He saw the picture of this girl - blond hair, merry smile, she looked happy. “How come? How can she? No! Not possible.” He closed his eyes trying to recall when they meet at the bakery then...

He took the paper and shoved it into his pocket and ran towards the bakery...

It was evening, Richard was walking towards his house glancing at the paper several times. The next day he took a day off to investigate a little more.

He first went to Annie’s house. He asked her parents, but the only thing their daughter Annie told them was that she was visiting Lilly as she was unwell and might spend a night there. So Richard simply nodded, he also took Lilly’s address and number before he left. He called Lilly twice or thrice but she didn’t answer the phone, so eventually he went to his house but Lilly didn’t know a thing.

That day, at night, he went to the Willwood railway station, he waited there until he saw a lady in white, black hair and her hands crossed touching her chest. He observed her for a long time and then heard the train coming closer; he saw the girl step towards the track and ...

Someone closed his eyes, tied his hands and the only sound heard was TICK! Then someone untied his hands and took off the clothes against his eyes. Richard turned around to see who it was but not a single trace. He walked up to the tracks to see Lilly’s dead body chopped into three and a dried tear across her cheek. He went back home.

The next day, the same guy came and shouted out loud, “The headlines say that Lilly John Mary, a 16-year-old girl found dead near Willwood railway station.” He threw the paper in the bin and walked away as Richard saw him go without a movement.

**- Ms Kanishaa Mitul Shah, FM-2A**

## Shadows – The Unknowns!

Under my pillow was a note saying, “Life or Death?” I thought someone is playing with me or it’s a prank, so I ticked “Life”. I’m Jack – a perfect life man with a tertiary occupation of a teacher. Until that unfortunate day, my life was perfect, but it changed my routine. During the lunch time my tiff had, “Perform a task for me and I’ll let you live.” I wrote ‘What’ and left it there.

Soon I got a phone call with a very deep voice of a person who knew my name and told me to walk to the ‘Pitcher’s bar and wait for his phone. So, I followed his commands and I got my second clue ‘Ever used a gun?’ Pretty obvious answer was given ‘No’. The unknown called and forced me to go to a junkyard and I went there and ... my jaw dropped as I saw dead bodies and blood all around and the next clue written with blood was, ‘Walk’. I went along and saw a supply, so I entered it. It was an underground ‘RAW’ base with only one guy, who was my television cable operative. He told me to call him as ‘Sir’. I was in awe and I had a thousand questions, so I did as he said. I went into a small room with four body builders and was told to



**Master Balraj Singh  
Bhatia**

fight and win. But! Wait a minute, did I tell you my past? I was a kickboxer. I accomplished the task. Eventually, I was trained tougher and tougher, the tasks were harder and harder. Till that evening, I didn't know what was all this for, but soon, the chief of 'RAW' met me and told me to ask him my thousand questions and after that I understood what my goal was. The last speed-breaker was a small task of saving a person's life in a place which has packed sardines in tins and I accomplished that also. But still, I was unknown after doing such a task which may nominate me for *Paramvir Chakra*. Still, it was just a dream to get an award. My destination (mission for which I was trained for) was to eliminate the ISIS chief who constantly changed his face by a plastic surgery but we were a step ahead. We had all his details and the hospital from which he'll do his plastic surgery.

The camera, server, lights and the whole hospital was under the control of Mr Shukla, the best hacker in the world. It was an easy task, but with a lot of risk. The paramilitary arrived in the nick of time and I accomplished it. I wrote the whole story in the hospital and dumped it somewhere. If you find it, don't leak it as I am not doing this for fame; it's for my country.

**- Master Balraj Singh Bhatia, FM-2C**

## Shadow in the cabin



**Master Taman Thomas  
Abraham**

The train roared on into the night. Lord Hughes was aboard his first class cabin. Along with him was his friend, Salin. The duo were a crime-solving group. After a long journey from Syldavia to London, they did need a nap. All of a sudden, the lights went out. A long cry of terror shook the cabin.

The lights came back on. Hughes stood to check. All were fine, except that only one seat was empty. Blood was drooling out of the crevices. Loading his gun, he walked down the alley silently. Suspecting that something was afoot, Hughes rushed to the engine, to find the driver missing. On the fueller was a note. 'Those who interfere shall die'. "Let's see about that!", whispered Hughes to himself. He strodded over to the cabin to find the passengers missing. He shouts "Salin! Salin!" but in vain, no answer. Suddenly, an object comes right on him. He faints and sees... darkness!

He wakes up to find himself in the cabin. It's night and all the passengers are asleep. Salin says, "I think you had a dream!" Hughes drinks some wine before saying, "A strange one, though!" Then he notices, out of the corner of his eye, a shadow lurking into the cabin. He jumps up and loads his revolver, when a knife stabs his back. He falls to the ground. A familiar voice whispers into his ear, 'I told you not to interfere!' His vision faded and he lost his consciousness.

**- Master Taman Thomas Abraham, FM-1B**



# A Dream



**Ms Aryana Anoop  
Chemmanur**

The plane was buzzing with the voices of people. There were only six including Josh on the way to Austria with his brother. Josh was sleeping on his comfortable first class seat while his television was playing *Titanic*, and the seven glasses of apple juice were shaking while the plane was moving. There was then a sound which woke him and put him back to sleep again. He opened his eyes and saw trees instead of the plane roof.

He then saw a pig staring straight into his eyes but the strangest thing was that he was on a leaf mat carefully made by someone and the pig was tied to a rope with a mark of an 'A' on its leg. Josh then saw a man not more than twenty making soup with mushrooms. Josh saw all types of weapons with blood on them and recognized two people lying on the floor, but they weren't moving at all. He realized the terrible truth that they had passed on to another world and he was about to go on the same journey.

The man came towards Josh and gave him the soup. Josh thought there was poison, but he was very hungry and he gulped it down in one shot. The man promised Josh he wouldn't hurt him if he helped the man kill the other two people on the island. Josh agreed not remembering that his brother was one of them. The man was wearing a torn shirt and jeans; his name was Percy.

They walked across a river, shot two tigers, killed some fish and came to a huge tower. Percy asked Josh to follow him to the tower and wait for the others. Percy started to treat Josh like a brother after three days of being together. They waited till night at the top of the tower with their weapons ready for the big fight.

About five kilometers away from the tower, on the other side, was his brother not training at all, just walking calmly with his friend, not even wanting to fight his brother. They finally met each other at the garden of the tower. Percy took the first shot from his bow but missed purposely to warn them to stay back, but they kept walking. Josh's big brother Dale had no interest to kill his brother but his brother had to kill him or he would be killed. The fight started.

Dale was skilled and he missed every shot at Josh. On the other side, Percy was fighting with Barley. Finally, Dale lost his patience and shot an arrow at Josh, his own brother. But Josh threw a sword and blocked it. Percy and Barley remembered their moments with both the brothers and jumped in front of each one, protecting both Dale and Josh. Dale and Josh looked at their friends with anger, hate and sadness. They both charged at each other, one with blonde hair and the other with black. There was blood on only one of the weapons.

There was a light then, the light of a bulb, a bookstand and a book also *Tale of Two Cities*. Josh was sitting on his bed with his brother looking at him confused and his mother screaming from the kitchen. Josh was happy it wasn't real, but remembered that dream and wrote it as a short story in his book at school. When the marks came, he got first, still not knowing who won the fight.

**- Ms Aryana Anoop Chemmanur, FM-1A**

# Investigation

Amber was really good at her work, neat and tidy. She was a kind hearted girl and had a beautiful soul. She was basically an all-rounder. Amber and her family had just shifted to London as her mother got transferred to her new company called 'The Daily Delight'. Her mom was an article editor and her dad was an employee in the company. Yes! Another thing, just because of her parents' jobs, Amber was left at home all day, all night, all week. So her mother decided to put her in St. Matthews as it was the best place for Amber.

Amber struggled for some time as she felt homesick. At around her second week, she heard a rumour stating, "I am seeing weird things. I am scared". Another boy who was Amber's classmate said, "I got a letter saying, let me know your last wish! and it was written in red". Oh! Yes, Amber was a good detective.



**Ms Sayesha Ghosh**

That same night when Amber was in her chamber with her roommates she heard shrills which were loud. Later on, another cry came from the next chamber as she ran out and saw that her friends were gone and they all had the same letter with the red colour. It was high time she was quiet and she decided to get some help. As soon as she got in, she saw her roommates nowhere, it was as if they disappeared into thin air.

She waited till the next week. She got some suspects - the dinner Lady Professor Smith and the dorm parent. When she returned from her bath, she saw the letter. She knew she had to plan out a way to catch this man or woman!

As the night progressed, she thought she would catch the person. She saw a shadow which was really awkward; it was short and it just disappeared, so her plan didn't work. She was thinking that this person must be from school. That instant, a paper came thudding through the window! It was written that she was going to die. She worked out a new plan and at night, shrills again started. Her door knob turned, the door opened and there stood a tall lady dressed in black. Oh! My God! it was Ms Samantha, she was very sweet.

Ms Samantha got trapped in her trap and she had to open up about where she had kept the children and her reason was that "In one of the chambers there is this diamond that was Queen Elizabeth I. I wanted to get it, so that's why I did all this and I could become someone important". Amber was surprised.

Amber also found the diamond and returned it to the ministry of history and they put it in the museum of London. She got an award for the case. The children were all good and some needed medication because of the sudden surprise. Amber got the title of "Detective Ambee." She became very popular. And this is the story of Amber, oh! I mean Detective Ambee.

- Ms Sayesha Ghosh, FM-1A

## Divine Call



**Ms Japjee Kaur**

I was a happy girl once with a lovely mother and a great father. I loved my parents and so did they. But as years passed, my mother left the world due to lung cancer. My father was so heart broken by his wife's death that it ruined his business, his home and even himself. He started drinking so much that he died. When he died, I was only five. I didn't know anything. My uncle and aunt also didn't help me. I was put in an orphanage like a dog in a cage.

Ten years passed and I was 15 now and this was the time to leave the orphanage. I never wanted to but I had to. There was a tall maid in that orphanage who was like my mother. Her name was Mariana. She didn't know my name, so she called me sunshine. After I left the orphanage she was the only one I missed and her images always flashed on my inward eye. My real journey actually started now. I started working in a company named Sunshine. I was the manager over there because I was very sharp, though I had studied in a government school and college but I had magic in my hands and mind. I had a diary which was the only one thing in the world to whom I could share my feelings except God. There was no one with me. I was alone like someone left in an island with nobody. I wanted to see the world and see the bounties of nature. So I started saving money to visit the first place I wanted to, that was London. Years passed. After fifteen years, I applied for my visa because now I had three lakhs with me and the most important knowledge. In those fifteen years, I had learned so much that now I started believing in myself. I believed that sunshine would appear one day. I went to London, visited each and every place in London because I wanted to make my dream come true. One day, while I was going through a dirty and old street in London I had a memory! I could see my parents. I could see them singing in a bar in London. After that flashback, I started living in London because I had a feeling that my parents are still alive. I started working in a bar. I used to sing over there. My boss was very kind. His name was John. He saw that I was a very good singer. One day, he came to me and said, "listen, my girl, I have seen the talent in you. Go and live your life and be a someone." I started to participate in competitions and slowly I became a great singer. I then became the most famous singer in London. On that day I found my parents. They were inside me and they brought me so far to London to be someone from no one.

- Ms Japjee Kaur, FM-1A

# An Accidental Breakdown



**Master Aarush Rao**

The train roared on into the night. It was hailing, there was lightning and thunderstorm and what not. The weather was so harsh I barely could hear my mom screaming.

The train was due to reach the station by 7:00 a.m. But because of the bad weather we would reach only latest by 1:00 p.m. The train was stopping frequently because the lightning was coming too close to the train and also because of rockslides happening every once in a while. We were on our way to Barcelona. I had been selected for the Under 14, 15 and 17 team.

So far, this was the worst trip I had ever been on. This was the first of the two trips to Barcelona. The only thing good about this trip was that the seats were super comfy and there was only one other family with us in our compartment. Luckily, most of the time, they were asleep; so my brother, my mother, my father and I had the whole compartment to ourselves.

I hate the climate of this place. Scorching heat during the morning and freezing cold and wet nights. I was watching back-to-back movies on my laptop (I had watched four by now). Everyone else was asleep.

At around 2 p.m., when they were serving some snacks, something was announced on the speaker. But then my brother dropped down some steel glasses, so we thought it was nothing but just how many hours were left. After about an hour when we were halfway, the train stopped. And this time, it was not just a 10 minute stop but a half an hour one. So we decided to get down.

When we got down there were around fifty people and we heard lots of what happened. Some people were also crying sitting down. We asked the conductor what had happened. He said that the engine had broken down. We had been literally stranded in the middle of nowhere.

The captain told us that a rescue team was on its way. There were two helicopters and a train on its way. The helicopters would come from the nearest army base in half an hour and the train would take an hour. After half an hour, we could hear sounds of choppers. There was a lot of pushing and pullings happening on who would go on the chopper. But they told only families with babies or pregnant woman had to go first. The rest would go on a train.

Luckily, only five families had babies and one with a baby girl and a pregnant woman. We went on a chopper to the army base and from there they took us to the next helipad near the station. From there we would reach Barcelona at five in the evening. We took the first train and luckily it was good weather, so we managed to make it safely.

In the matches at Barcelona I managed to win all. I also got two best player awards. This so far was my best and worst trip.

- Master Aarush Rao, FM-1B

***“A good short story crosses the borders of our nations and our prejudices and our beliefs. A good short story asks a question that can’t be answered in simple terms. And even if we come up with some understanding, years later, while glancing out of a window, the story still has the potential to return, to alter right there in our mind and change everything.”***

- Walter Mosley

# Best Speeches at Elocution Competitions

[Ms Tejaswani Vardhan, 9A, secured the first place in the Inter House Elocution Competition for Grade 9 students]

**Topic: Syrian Unrest**



**Ms Tejaswani Vardhan**

“The last thing I remember of Syria, before we left, was when my mother was taking me from our place to our grandparents. The roads were full of dead corpses. I saw dead people with no heads or legs. I was so shocked I couldn’t stop crying. To calm me down, my grandfather told me they were mean people, but I still prayed for them, because even if some considered them mean, they were still dead human beings. Back in Syria, I left a friend. Her name was Rou’a. I miss her a lot and I miss going to school with her. I also used to have pigeons, one of them had eggs, and I would feed them and care for them. I’m worried about them; I really pray someone is still caring for them. I miss my home a lot. I hope one day we’ll be back and things will be just like before.”

This is one of the million stories that flicker in the background of the Syrian war. This was the story of a 7-year-old Syrian girl, Aliya. When we keep mentioning that the youth of today are tomorrow’s adults and leaders, would we want our youth to grow up in an environment like that? Would you want to be raised in an environment like that?

Good evening to all. It started with thousands of people on the streets and has resulted in millions of people on the move. The Syrian Civil War, eight years old and counting, has generated the world’s greatest refugee crises and is currently the second most deadliest war of the 21st century. What started as a peaceful uprising against the president of Syria has now turned into a full scale civil war. Even before the conflict began, many Syrians were complaining about high unemployment, corruption and a lack of political freedom under President Bashar Hafez al-Assad, who succeeded his father, Hafez, after he died in 2000. In March 2011, pro-democracy demonstrations erupted in the southern city of *Deraa*, inspired by the ‘Arab Spring’ in neighboring countries. When the government used deadly force to crush the dissent, protests demanding the president’s resignation erupted nationwide. The unrest spread and the crackdown intensified. Opposition supporters took up arms, first to defend themselves and later to rid their areas of security forces. Mr Assad vowed to crush what he called “foreign-backed terrorism”.

The violence rapidly escalated and the country descended into civil war. Many groups and countries - each with their own agendas - are involved, making the situation far more complex and prolonging the fight as the government’s key supporters have been Russia and Iran, while Turkey, western powers and several Gulf Arab states have backed the opposition, turning this war into a global issue. Cultural and religious divisions have led both sides to commit atrocities, tear communities apart and dim hopes of peace.

Fast forward to today and you will see that the situation of the Syrian civilians is either to be in a fight against the regime or running away from it. Apart from causing hundreds of thousands of deaths, the war has left millions of people with permanent disabilities. At least 6.2 million Syrians are internally displaced, while almost 5.7 million have fled abroad. Neighboring Lebanon, Jordan and Turkey have struggled to cope and the refugee camps have been stuffed 100 times beyond their capacity. By February 2019, around 13 million people were estimated to be in need of humanitarian assistance and the warring parties have only made the problems worse, by refusing aid agencies access to many of those in need. UNICEF estimates that 8.4 million children are affected by the conflict either in Syria or as refugees. So what would life be for the children of this ill-fated land? Half of Syria’s children have grown up knowing nothing but conflict, in areas that aren’t safe for anyone, let alone vulnerable children. Syrian children are regularly exposed to escalating violence and explosive weapon attacks. Some are forced to become child soldiers while others are pushed into the workforce to provide for their families. The education system have come under attack in Syria, as armed groups tend to see the targeting of schools as a military strategy. In 2016, there were a total of 80,000 children refugees in Jordan that were out-of-school and this is only the situation in Jordan; what about other neighboring countries and the children in Syria itself?

By now, you must be wondering what even is the relevance of me talking about this topic? Well, it is related to YOU and ME. We are being raised in an environment where we are taught to be global citizens and if we don't bother, who will? That brings me to another question - when will this war end? President Assad appears unwilling to negotiate with the opposition. The rebels still insist he must step down as part of any settlement. Russia, Iran and Turkey have set up parallel political talks. But they have also struggled to make headway; so no one really knows when it is going to end but it will end ... or will it?

## [Master Savya Ansh Makol, 9B, secured the first place in the Inter House Elocution Competition for Grade 9 students]

### Topic: Aadhaar Card

It was a bright and sunny day, the birds chirping but the streets were empty, except one kid who was in a hurry. On asking, he replied, "You should hurry too! Don't you know, it is the last day to link your Aadhaar".



*Master Savya Ansh  
Makol*

Individuals who have their beautiful photos as display pictures, beware soon, a day will come when your beautiful pictures will become your Aadhaar Card photo.

All jokes apart... Let me move to the serious aspect of my topic which is "THE AADHAAR CARD".

Good evening to one and all present here! Let me ask you a question: Is there anyone over here, who doesn't have an Aadhaar Card? If not, your life is at risk.

Aadhaar is a 12 digit number which is issued by the UIDAI AUTHORITY to residents of India after the verification process, which is laid down by the Authority. Anyone irrespective of age, gender who is a resident of India, will be given the Aadhaar after they complete the formalities. A person willing to enroll has to provide minimal demographic and biometric information which is totally free of cost.

Aadhaar is a strategic policy for social and financial inclusion, managing fiscal budgets, increasing convenience and so much more. Let me throw some light on the benefits of Aadhaar card.

Firstly, in our highly unequal world of today, the Aadhaar card helps bridge gap between the isolated lower class and the aristocrats, the upper class. You might wonder? Well, the Aadhaar card facilitates the expansion of administration and welfare schemes – especially in the rural context.

The 12 digit individual identification is useful for those who struggle to utilise fuel – cooking gas - because of the high prices. Another benefit is for those individuals who are unable to access financial services, loans and credit because of their financial status. Through the Aadhaar card, these disadvantaged individuals can reap the benefits of the PMJDY which is a great initiative to enable these individuals to access bank accounts and subsidized benefits. Hence, the Aadhaar card efficiently tweaks administration and economy.

Now, you might wonder what am I going on about such welfare scheme. I am not economically disadvantaged! Why should I care? How many of you have seen people walking miles and miles to get to a polling booth only to be told that their identity is no more their own. Such corruption over citizen's rights can be stopped only with the help of a rigid identification system and that's what Aadhaar does. It is linked with your Voter ID and solidifies your identity, your Indian identity, and ensures that no one other than you, has the right to be you.

Thirdly and most importantly, Aadhaar will empower us to fight crony capitalism and those individuals who default taxes and social responsibility.

To conclude, I would like to pose some questions: Do we want our country to unite? Do we want every single one of our countrymen to have an identity – to stand for his rights, as a free person, as a resident of our majestic nation? Do we want our

nation to move from the bureaucracy of paper to the permanence of the digital? Yes, we do, we surely do and no matter what may be said otherwise: Aadhaar is the solution. Thank you!

- Master Savya Ansh Makol, 9B

## [Master Pranav Trehon, IB-1D, secured the first place in the Inter House Elocution Competition for Grade 11 students]

### Topic: Right to Education Act



*Master Pranav Trehon*

Look around yourself, what do you notice? A bunch of students and teachers gathered together to witness something great! What I see is a privileged group of people who unlike the 52% of the world have access to education. Did I say 'education'? Sorry I meant have access to a way of growing and moulding their futures. What about that 52%? Did we ever bother to spare them a thought? How will those number of unfortunate people who are deprived of education grow and mould their future?

I wondered at times: was education owned by a certain group of people? If not, then why do we see a number of children illiterate and working on the streets doing jobs which they are not meant to do at this age. Why were they not given a chance to educate themselves? WHY?

That is the reason why, **The Right to Education Act**, was established exclusively in India in 2009. It came into existence with the sole purpose of improving the country's education standard as a whole. This act was brought about to ensure equality in terms of education and hence providing them a chance at a better future. The deteriorating standards of literacy from years before compelled the government to take a giant step in curing this parasitical woe - thus came the Right to Education Act.

In order to uplift the literacy standards of the country, the RTE act ensures free and compulsory education for all children up until grade 8. This ensures that children at least obtain their basic education and hence can cope with others in communication, basic maths and basic life skills. Being literate is important and changes people's lives. Therefore, the right to education is an important act.

When children are educated, their knowledge expands to a universal level and is not restricted anymore to their locality. With education they are more likely to get a job and when that happens they achieve a fixed and stable career and therefore are able to live a better life, provide for their dependents and raise literate children. Moreover, with education, as stated by the University of Michigan, one is more likely to take up entrepreneurial jobs; and by starting their own businesses, they help generate employment. With this, the country's employment rate will decline, so it is ever more important to educate and help people get jobs.

The Right To Education Act aims to reach equity instead of equality. Hence, it forces schools to keep 25% of their seats free for these lower class children who will be unable to pay the fees. If they cannot pay, the fees why should the children whose parents can pay the fees sacrifice. Just imagine merging the rich and the poor together. The sense of jealousy, class difference and much more will be brought about when these children will be under the same roof. Will there not be a new array of problems generated?

Children who do not want to attend school due to various reasons would have no choice but be forced to attend school. They are politically compelled to go to school and the overload of academic work may cause stress and anxiety in them. Researchers have concluded that this kind of stress is one of the most prevalent causes of suicide among the youth. So friends, let us not pretend to be oblivious to the fact that forcing students can lead to disastrous consequences - which includes death. Someone said: you can take a horse to the pond, but can you make it drink? I leave it to you to decide.

The NO-DETENTION policy under the RTE has been cut off. This will lead to another set of problems as this is the reason why children want to avoid going to schools. Detention is an offensive act which leaves a dent in the child for a life time. Hence, this very thought scares or rather threatens these children from going to schools.

Now you may be thinking: what is the relevance of this topic today amongst us, the privileged group of learners? Yes it is important to you and it is important to me. We are preparing ourselves to face the reality outside the school. As a citizen of the world, we must be aware of the hardships faced by a majority of children deprived of education. Don't you think we have a responsibility of at least sensitising the people around us regarding this issue? I think I did my part at this forum.

My stance is, and I believe yours should also be, that without education, India cannot move forward. Although there have been quite some complications with the Right To Education Act, certain amendments will do good. But these amendments will only come into recognition and action if we change. If we change, the world changes as we are the world. I agree that education is crucial, but I also believe that the way of educating all, needs to change.

## Best Speeches at Debate Competitions

**[Master Harsha Mandula, FM-1C, secured the first place in the Inter House Debate Competition for Grade 7 students]**

**Topic: Playing video games enhance learning [For the topic]**



**Master Harsha Mandula**

What comes to your mind when I say the words 'video games'? Let us start: video games help your eyesight. A study in 2009 involved a group of players of first person shooter games. They played for one hour each day. This resulted in better differentiation between shades of gray and black and also helped them drive better at night, but only up to certain period of time. Contrary to a popular belief, video games make you bad at school. Researches in the UK found out that video games enhance your brain's cognitive flexibility. Cognitive flexibility is the mental ability to switch between thinking about two different concepts, and to think about multiple concepts simultaneously. Cognitive flexibility is usually described as one of the executive functions. Players of video games intend to manage their resources, which leads to enhancement of cognitive flexibility.

Now let us talk about how one can learn with video games. According to the University of Oklahoma, we learn through three objectives – we first learn the rules, then achieve the goal and then structure our brain. Video games improve our concentration, accuracy and situational awareness. In army training, the army uses video games to improve concentration, alertness and mapping of memory. Video games stimulate brain regions that control vision and movement. We can give a big thanks to video games for that.

**- Master Harsha Mandula, FM-1C**

**[Ms Dhanshree Rimpalbai Patel, FM-1A, secured the first place in the Inter House Debate Competition for Grade 7 students]**

**Topic: Playing video games enhance learning [Against the topic]**

I ask you, if playing video games really enhanced learning, I am sure that it would have been the most popular way of reducing our difficulties to learn, rather than finding shortcuts and other means to improve our learning capabilities. While video games have been touted for their advantages, evidence also suggests that playing them may be detrimental.



**Ms Dhanshree  
Rimpalbhai Patel**

A recent study from France found out that there is no educational benefit to playing video games. The study examined the effect of video gaming on the cognitive and school performance of children and adolescents, and ultimately determined that there are no clear correlations between video games and school tests.

The study was conducted on 27,000 French teenagers in 9th grade, and contained both a questionnaire on leisure activities and a series of tests on comprehension, Maths, school knowledge and reasoning. The study compared video game use of five different kinds of skills (i.e. car racing vs. fighting) and several different reading activities. Test results were used to investigate if regular video game practice is associated, positively or negatively, with academic performance. The study revealed: "Results show that there are no positive correlations or small ones between video games and cognitive/school tests... There is only a positive correlation, although it is a small one, for strategy video games."

Researchers showed that the time spent on video games is less than the time spent on homework, and an after-school activity is not harmful because students need to rest and relax to maintain their performance. The study concludes: "Video games are primarily recreational activities and the cognitive stimulation they produce is very different from the one involved in specialized academic subjects."

Video games can make people more violent: According to *The Telegraph*, researchers have found a direct link between violent video games and an increase in aggressive behaviour. Video games may decrease players' ability to concentrate: A study published in *Psychology of Popular Media Culture* found a correlation between the length of time individuals play video games and their ability to remain focused. The study also suggested that playing video games may exacerbate the impulsiveness of individuals who already have this inclination. Video games can become addictive: A university study found that one in ten youth gamers is 'addicted' and that their playing habits cause family, social, school or psychological damage. Video games may increase depression and anxiety: While it's true that video games can help combat anxiety and depression, other studies have shown that they might cause or exacerbate these conditions instead. A study in *Cyberpsychology, Behaviour and Social Networking*, for example, found that fifth-graders who play video games two or more hours a day are more likely to have symptoms of depression than those who play for lesser periods of time.

Therefore, it is quite important to be aware and plan suitable timetables for playing video games. Both children and adults must practice timetables in order to make the best use of its benefits. While the arguments on both sides of this debate continue, conclusions as to whether video games are ultimately 'good' or 'bad' lie with the audience. With a habit that has so many disadvantages and negative impacts, I would say it is highly unlikely that it can help in enhancing one's ability in learning. Thank you.

**- Ms Dhanshree Rimpalbhai Patel, FM-1A**

## **[Master Shiv Manish Punjabi, FM-2E, secured the first place in the Inter House Debate Competition for Grade 8 students]**

### **Topic: Scientific progress is damaging the environment [For the topic]**

***"Technological progress is like an axe in the hands of a pathological criminal."* - Albert Einstein**

Good evening, respected judges, teachers and my fellow debaters,  
The topic for the day is 'Scientific Progress is damaging the environment.' In simple words, scientific progress occurs when any field in science has accumulated more scientific knowledge than before. An example of this is that once upon a time we all believed that everything in this universe revolved around the Earth. But later on through technological and scientific advancements, we came to know that it wasn't so after all. And this is scientific progress.

Many of you seated down there might be thinking, hasn't scientific progress made life easier? Sure, life might be easier but at the same time aren't there consequences? We have become lazier, and our brains have even become dull.



Scientific progress can change our lives for the better, but it also presents risks – either through deliberate misuse or accident. Think about studying deadly pathogens; that's how we can learn how to successfully ward them off, but it can be a safety issue too, as when CDC workers were exposed to anthrax in 2014 after an incomplete laboratory procedure left spores of the bacterium alive.

The release of carbon dioxide and other greenhouse gases is changing our planet fast, and the effect on our world's forests, for example, is comparable to the current rate of deforestation in its effect.



**Master Shiv Manish  
Punjabi**

Just breathing the air in Beijing (China) could directly harm your health if you are exposed to it for too long. And this pollution is caused by our factories and cars. Four reasons why scientific progress is bad for the environment: Environmental pollution contributes to global warming and depletion of natural resources and ecological imbalances. The disposal of waste into the rivers and water systems by industries and other institutions is an environmental hazard through water pollution. Similarly, a lot of noise pollution from weapons testing and usage, industries in their routine production processes and automobiles. Isn't this going to scare animals away? Isn't this going to affect the environment and cause an environmental dilapidation? Scientific progress is making life better for everyone on this planet, clearly, isn't it?

Recently, there has been this new up and coming residential skyscraper in Mumbai. But, from what I know, skyscrapers don't fall out of the sky, do they? There probably would have been some stray animals or squirrels. Isn't this going to chase them out of their own habitat and natural environment? Won't this cause an environmental dilapidation?

Let us consider contributing factors to global warming. Emission of harmful gases such as carbon dioxide in large amounts forms greenhouse effects. This greenhouse gas effect is one of the major components leading to global warming. Even polar bears are on the brink of extinction. Fossil fuel extraction through burning and clearing of farming lands through burning. Wasn't this what caused the Amazon forest fires? Once again, scientific progress has brought us to our knees! In conclusion, science is significant in development and increased productivity to satisfy human need, even though it will never be satisfied, but uncontrolled scientific progress impacts environment negatively.

**- Master Shiv Manish Punjabi, FM-2E**

## **[Master M K Nitesh, FM-2B, secured the first place in the Inter House Debate Competition for Grade 8 students]**

### **Topic: Scientific progress is damaging the environment [Against the topic]**



**Master M K Nitesh**

Let's face it. Let's face the reality. In our present day, going back is a physical impossibility.

We are living at a critical time, both for humanity and the whole planet. The urge to protect and seek more sustainable resources became evident at the COP 21 United Nations Climate Change Conference held in Paris in 2015. The meeting of ecological modernists confirmed the importance of rebelling against climate change, as effort in which scientific and technological advancements will play a key role.

This reliance on modern technology has steered quite a controversy. Should we condemn the modernists for hijacking and submerging environmentalism in the name of capitalist and consumerist greed, or do we concede that they have a point? Well, one certainty that I think prevails here is that we cannot ignore this issue. It must be addressed.

I strongly believe that technological advancements area is part of the solution, and not the problem! It is resurrecting, not damaging. Here is where I point out that according to the US Environmental Protection Agency, in the USA alone, car, bus, bike and truck trips cover an annual distance equivalent

to making a mind blowing 13,440 rounds trips to the sun. Now I'm certain that if it wasn't for the introduction of eco-friendly cars, the US air pollution index could not have shown a 42% improvement from automobile emissions since the 1980s.

An island in the south pacific, named Kiribati, with over 4,00,000 inhabitants is well on its way to going under water. And by under water, I don't mean the fun kind of trip you get at Disney's Water Park. I mean that the sea levels are rising! However, the field of biotechnology has put Kiribati on a lifeline. Non biomaterials such as banana blades have been installed to help preserve the island.

To summarize: harvesting nature is neither profitable nor sustainable. Those who are still reluctant about the switch to a world of genetically modified crops, hybrid crops, and other ecofriendly structures, out of sheer revulsion rather than any rational analysis, think about it... and you'll realise. Just ask a farmer if he'll switch to GM crops, in order to earn his survival. Ask a resident of Kiribati, whether he'll slap down all his faith on the new biomaterials, if it can result in him not losing his home. Whatever you may think, the answer to fighting climate change is simple. Only technology can save our world.

- Master M K Nitesh, FM-2B

### [Master Rishi Rohith V Guna, FM-3D, secured the first place in the Inter House Debate Competition for Grade 9 students]

#### Topic: 21st century learners will be better facilitated by robots rather than by human teachers [For the topic]



**Master Rishi Rohith V  
Guna**

Good evening, respected judges, teachers and my dear friends. Let me start by saying a 'Hello!' to Artificial Intelligence. We are living in a world of automated technology in its miniature form. We have it near us at every second, starting with this school, we have automated door, smart boards to interact with us, mobile phones to keep in touch and much more. And this continues when we go back home. Self-driving cars, watches which tell us almost everything, independent machines to clean our houses and the list goes on. Living in a world like this, we hear a common term running through all our ears. 'Robots'. Acting like an evolved creature in earth like humans, are an amazing piece of tech. They have started to cook like us, play like us, worship like us, work like us. Hmm... interesting. Robots have started to work like us in the past few years and now are coming after the job of teacher. Sounds crude to some of you, doesn't it? But here are seven advantages that make robots the best person for this job and to make 21st century learners brighter and sharper in a quick amount of time.

Teachers only have a limited amount of knowledge and usually master only one subject whereas a robot can cover all subjects with an advanced knowledge about everything. This advantage is very useful as this reduces the labour required by the school and puts lesser pressure on the school headmasters about remuneration. As for the robot, it is a one-time investment and only asks you to give it electricity for 30 minutes a day. Another reason is that in rural areas, good teachers are hard to find and education given to these children is not at its best. Due to this, many children land up in the streets instead of AC rooms. But when robots are installed, all children get the same quality of education making it fair and square for everyone and the search for well-educated teachers need not be launched.

Robots possess greater accuracy and precision. Robots being a perfect piece of tech makes no mistakes. Every concept made and taught by a robot is accurate and not mistaken at all. This helps students understand concepts very quickly, reducing the number of doubts generated. This is again useful when it comes to exam paper corrections as robots correct answers very fast making no errors. This makes it absolutely impossible to argue for marks. But friends, do remember, that these robots can be programmed. So, there is a possibility to get the few extra marks!

Robots' information base can be easily updated and can be programmed to teach in different styles according to a student's capacity. Different students have different learning techniques. A research was conducted in this school that there are 3 types of learners. Robots can be abreast with all three types, making it easy for all students to understand concepts easily. It can also be updated to teach to suit 'today's trend' from time to time.

I recall an incident when I had fractured my hand and had gone home for a week. When I came back, I saw the loads of work I have missed. With only one week time for my exams, my teachers were hurrying to complete the topics that I had missed. But, what if there was a robot in that place? It would have recorded the class and could have simply shown it to me and I would have understood the way just like my fellow students and scored marks perfectly and rewarded themselves a large cheesiest chicken pizza!

Robots don't have emotions. This being the first drawback of robots, I have concluded it to be the strongest point about them in the sector of teaching. When a teacher comes to class angry and is not in a good mood, my friends will be whispering to themselves, "Hey I think he fought with his wife". But in this situation, what if there was a robot? It has no emotion, so in every class, every time a robot enters, it has a fresh attitude, a new smile and no problems. Being a human in this world means that you will have problems, there will be sadness and in the backgrounds there will be tragedies but when there is a robot, there are no personal problems discussed or shown while teaching. This positive attitude will make the whole class brighten up and learning shall be happier than ever. The lack of emotion also leads to the lack of partiality. We are lucky to be in a school which prevents that. We cannot conclude that all the other schools are the same. When robots don't have emotion, there is no like and hate and all are the same. Anger is also subdued due to the lack of emotion and robots will patiently control a noisy class or a doubtful class. Child abuse can't be done when there are robots and the security of a child is more certain.

Robots can never be tired. A teacher needs rest, breakfast, lunch and many more periods of resting time. But a robot only requests you to charge it for 30 minutes in a day and will be content with it for the rest of the day.

For example, a teacher need to teach a rhyme to the nursery kids five times. They start with 'Bah, Bah Black Sheep.' But whereas in robots, they sing the rhyme with the same energy from the beginning till the last, making the kid understand it all the times it is sung.

My last point is that teachers come to this school and go but robots will stay there. How does this affect the learners? It is that when you are in your crucial stages such as from your 9th to 12th and a teacher leaves the school. Another teacher teaches you but the technique is different. This makes it a major issue and the understanding of the concept is not clear. This makes it difficult while writing exams and other important learning activities. Robots will stay with us and teach us in the same way making it easy for our future tasks.

To conclude, my friends, pull up your socks and get ready, my friends, because technology is not going to wait. Remember, robots are not going to complain to your parents. So, let's enjoy a new era, my friends. It's time to be productive and let technology take over. Because, that's when we truly realise our potential.

- Master Rishi Rohith V Guna, FM-3D

## **[Ms Simran Nimish Makvana, FM-3A, secured the first place in the Inter House Debate Competition for Grade 9 students]**

### **Topic: 21st century learners will be better facilitated by robots rather than by human teachers [Against the topic]**

A Robot is an innovation by a person who must have had a teacher to be inspired by. A teacher leaves imprints in our life where a robot would fail to inspire. Twenty-first century learners will be better facilitated by robots rather than by human teachers. My stand for this topic is that I am against the motion.

The idea of creating life has fascinated mankind since times immemorial. We have always attempted to re-create something in our image just as Dr Victor Frankenstein has done in Mary Shelly's 'Frankenstein'. We try to compensate for our mortality by leaving behind a legacy that we can be remembered by; be it through art, literature, sculpture, procreation, or as it is in the latest trend of Artificial Intelligence.

Artificial Intelligence in today's world refers to the field of technology devoted to studying human intelligence and successfully creating mimesis of human thought patterns in machines. This is an appealing idea to human beings as it symbolizes a condition



**Ms Simran Nimish  
Makvana**

called transhumanism : where we transcend the limitations of our human body with the aid of technology.

Even the tech wizard **Steve Jobs** believed that while technology can solve many societal problems it is not as simple as handing it over to a machine; at least not when it comes to teaching.

*“The most important thing is a person. A person who incites your curiosity and feeds your curiosity. And machines cannot do that in the same way that people can.”*

- Steve Jobs

Teachers help develop thinking skills. As more tedious, mundane tasks are handed over to robots, the requirement for people who can be flexible, be empathetic, think creatively and be reflective, increases greatly. Teachers can help develop these skills safely and in a supportive environment.

They will also give performances feedback that will guide the next steps of the student. Young people need to be prepared to thrive in a world that is unimaginable now. Teachers can help develop these skills to help them take on those challenges.

Many shape academic outcomes and subsequent life trajectories. Teachers and school officials can have the assistance of humanoids for accuracy in administrative work. A teacher could even read the minds of students, which a robot would fail to notice, even when the feedback is given by the robot.

The tendency, to vilify humanoid creatures is seen throughout history from the instinctive towards gnomes to the portrayal of aliens in science fiction as grotesque perversions of the human psyche. It also shares infamy due to numerous negative media representation. (for example: Cyberman, the fictional antagonist from the British television show, Doctor Who.)

Artificial Intelligence can conquer the world only in an apocryphal PR stunt. In the case of most robots, their answers to questions while they seem deep and meaningful are merely coded to respond to certain keywords in that question. This is why Erika says that her hobby is to “Ruminate on the meaning of her existence” and Sophia suggested that she would dominate the humans.

Therefore, we must hold our enthusiasm in check and view this with humanoids facilitating the 21st century learners or are we an educated, global citizens debating a non-existent threat? Thank you.

- Ms Simran Nimish Makvana, FM-3A

**[Ms Megha Elizabeth Stephen, FM-3A, secured the first place in the Inter House Debate Competition for Grade 9 students]**

**Topic: 21st century learners will be better facilitated by robots rather than by human teachers [Against the topic]**

How many of you seated here have heard of the movie “i-Robot”, starring Will Smith? Well, for those of you who are not aware, this movie is about our world, in a sort of cybertronic reality with humanoid robots scattered in every nook and corner. (One might even mistake them for an actual person, because of how realistically they are programmed). Now imagine a CLASSROOM in GSIS in this situation – the students are completely engaged in their lessons. No one is sleeping during prep. The Day Duty Teacher is not screaming their lungs out. All of our work is in perfect order, done without delay or lethargy. No one is protesting against the teacher because the teacher is perfect and indifferent... and wait. Stop, do you see something amiss with this scenario?

Good evening. I just felt the need to begin my argument with a statement.

Yes, maybe robots are more efficient than humans will ever be, but at what cost? Are we really ready to sacrifice the student-teacher bond, emotional intelligence, empathy, creative insights? Are we willing to sacrifice humanity?



**Ms Megha Elizabeth  
Stephen**

You see, a teacher's role isn't just to teach – they provide a foundation in a classroom, care for their students, inspire them and even show special sensitivity to those experiencing difficulties. They encourage collaboration between the students like groups projects – and even promote risk-taking. For example, in an audition, a humanoid will select the most suited student, whereas a human would give a chance to the flawed student too, revealing that basic human element. Every child is unique in their own way. They have different ways of showing someone they don't understand something. None, but teachers can spot those subtle social cues. Well, robots can, at their best, recognize facial clues, but one needs actual experience to spot a shy student trying to hide their doubt.

Humans are social animals. It has been so since the beginning of civilization. They are powered by social-psychological mixtures – by which I mean real-world experience, knowledge of reality, compassion – and it is these mixtures that promote adaptability, critical-thinking and curiosity, in this 21st century environment. However, even for the technical developments attained, it will be impossible for a robot teacher to match up to the unique social skills and cognitive ratio exclusively found in humans, unless, of course, you just install a human brain into it, completely ruining the point.

Furthermore, human teachers use creative spirit, derived from man's own mind and soul. This method invokes a student's imagination and problem-solving skills, and equips a human teacher with all the original teaching methods to best groom a child. Putting all the moral stories in the world into a robot would still be less effective than your teacher making something up to help you understand. For example robots cannot create a real or natural reaction to complex human tendencies – they do not have the same mental setup or emotional level as teachers do. All its reactions are simply mechanically presented. Therefore, robots lack creative senses. They cannot think on their own, feel emotions on their own, hence called Artificial Intelligence.

Alright, I think I've spoken enough from a teacher's perspective. What would be the students' choice be? Or rather, how do children with mental and physical adjustment problems deal with Artificial Intelligence? Robots are used to reading human tendencies based on just calculations and research. But every child, every individual is different. You can't put everyone on a graph.

Finally, as the world prepares to enter an era of excellence with humanoids, let me leave you with this possibility: the void that humans will leave behind. The biggest asset of human teachers is their humanity and the fact that they are real with their experiences, knowledge and their emotions. Teachers will pass you memories, while robots will pass on terabytes, inviting us to forget. For a robot to be as ever-changing, as unique as a human teacher, it would have to be the human itself, reinventing itself an infinite number of times. After all, when has the creation ever been greater than its creator? Thank you.

**- Ms Megha Elizabeth Stephen, FM-3A**

## **[Master Devya Robin Goenka, IB-1C, secured the first place in the Inter House Debate Competition for Grade 11 students]**

### **Topic: The queer community should be accepted into mainstream society [For the topic]**

"When I look around myself, all I feel is people's disgust, all I hear are those caustic remarks which they hurl at me, all I see are those knife-sharp eyes piercing through my original identity. I keep asking myself, did I do something wrong in being me? If not, why punish me for that?"

Good evening all, my stance is, and yours should be too, that those people whom we call "it" are humans after all, and they deserve the same social rights as us! I look back to see what we have ruined - we have ruined the very idea of being different, of being unique. Over the years, the human mind sub-consciously changed the connotation of queer. We have successfully managed to degrade a number of millions, by hurling insults at them, by replacing any colloquial expression of repugnance with

the word “queer”. You don’t like broccoli – broccoli becomes bisexual; you don’t like a song – the singer becomes transgender; you don’t like Maths – Maths become gay! Is that what they deserve, our hatred?



**Master Devya Robin  
Goenka**

I look back to see what we have ruined – we have ruined the very idea of equality. People unsure of their sexual orientation are ill-treated across nations. In China, 22% of the people under the queer umbrella are not paid the same as their mainstream counterparts. There is no state-level protection for sexual orientation in 29 of the 50 states in the US implying that workers may be fired for being queer. One in every three androgynies reported facing discrimination in 2017. Where’s the fairness they deserve? Equality for them has become a luxury. And we? We just pretend to hear a handful: Sam Smith, Kim Petras and Gillian Anderson, and claim to be magnanimous and equal.

I look back to see what we have ruined – we have ruined the very idea of empathy. The psychological atrocities that they endure are never considered. Being rejected feels miserable, being isolated feels miserable, being an outcast feels miserable. I pity the bulk of misery they undergo, because of us! This dejection triggers disorders like stress and anxiety. Research by the American Medical Association revealed that people of the non-binary community have increased risks of strokes. This is a direct consequence of them being ostracised.

Even my usage of ‘them’ and ‘us’ substantiates our divide. That this topic is being debated upon this platform today, shows our unwillingness to accept the homosexuals as one of us.

We are trying to row to a shore of advancement, but with all this strangulation, we can never expect to reach anywhere but a shore of devolution. ‘Progressive,’ we call ourselves, because, supposedly, we are embracing the Queer community, yet how much ‘acceptance’ is there? It is just so superficial, so pretentious and somewhere deep it is regressive too. The choice is now ours: when we talk about the world, do we talk about ‘them’ and ‘us’ or do we talk about an all-encompassing ‘us’? Do we participate in the current system of cynicism or do we build, together, a new system of hope?

**- Master Devya Robin Goenka, IB-1C**

## **[Master Abhishek Krishnan, IB-1D, secured the first place in the Inter House Debate Competition for Grade 11 students]**

### **Topic: The queer community should be accepted into mainstream society [Against the topic]**

Before I lay out my arguments for the motion that queer people should not be integrated into the mainstream system, I’d first like for us all to understand what the implications behind the idea of being ‘queer’ are and what the word itself actually means.

Queer is an umbrella term that can be used to classify any individual who identifies themselves within under the LGBTQ spectrum and being queer conveys both an orientation as well as a sense of community. Furthermore, while we would normally classify people who are gay, lesbian or bisexual as being queer, it is important to note that this term is also used to include those people who consider themselves to be ‘asexual’ and are simply not attracted to anyone, regardless of their sex or gender.

I’m sure that we are all undoubtedly familiar with the typical rhetoric used against the LGBTQ community that, “it’s against the natural laws of animal reproduction” which, in a sense, is true and this claim is further supported by the fact that, thus far, no singular gene has yet been discovered by scientists which could offer a biological explanation, as to why someone would choose to indulge in a relationship with another individual of the same sex or instead simply not have the urge to engage in a relationship at all. Both of these behaviours go against the basic animal instinct to reproduce, and a deviation from these tendencies goes against the inherent safety mechanism which is built into all of us in order ensure the preservation and propagation of our species.

Today, however, I choose to take a completely different stance against the LGBTQ community, one that does not really persecute them for their personal legalized choice. On November 22, 2016 a gay teenager in Australia named Tyrone Unsworth killed

himself after prolonged homophobic bullying at his school, which culminated with his being hospitalized after his jaw was struck with a fence used as a weapon by another boy. Looking even further back, to May 19, 2013, Mark Carson, a 32-year-old gay man, was shot to death in New York by a man who trailed and taunted him and a friend, all the while yelling homophobic slurs.



**Master Abhishek  
Krishnan**

Some of us may still believe that this was the way in which members of the LGBTQ community were treated back then as laws which would aid their ways of life and reaffirm their human rights had not been put into action yet. So, in that case, allow me to bring up a few more similar incidents which took place in the same countries except after being 'queer' was supposedly legalized. In September 2019, Mhelody Polan Bruno, a 25 year old Filipina transgender woman was killed in the regional Australian city of Wagga Wagga in September 2019 by a 31-year-old man who although arrested and charged with manslaughter was later released on bail.

And as recent as a few weeks ago, on the 2nd of January 2020, Dustin Parker, a 25-year-old transgender man was fatally shot in McAlester, Oklahoma. Parker was married and had four children.

It is unwise to integrate queers into the mainstream system as there will always be individuals in society who hold their prejudices against them and so this violence will always exist. This is even supported by the fact that we are having this debate in the first place. Isn't it because a major section of the society is not open to accepting the queers among them? Who would want to throw a child into a pool of sharks? Why would one subject the already vulnerable set of people to more behaviours of torture that would weaken them further?

So, have my reasons for not seeing wisdom in the outright integration of members from the LGBTQ community into the mainstream system been made clear yet? If not, then just imagine this: you are invited to this beautiful themed party called life and the invite clearly mentions that it is fine if the theme stated is not followed. But when you show up dressed differently from everyone else, you are constantly put down, mocked at and even attacked for being different. This goes to such an extent that you know everyone wants you to leave life and so, you choose to do it yourself, before anyone else does that to you.

I believe that the human existence is precious and deserves to be protected no matter what. Even if it means being considered intolerant...or being called prejudiced. Before accepting the queers into the mainstream we have to bring about a massive change in the society, that is, create a society that is tolerant and accepting of every uniqueness in the world. Thank you for listening.

**- Master Abhishek Krishnan, IB-1D**

***"A good leader can engage in a debate frankly and thoroughly, knowing that at the end he and the other side must be closer, and thus emerge stronger. You don't have that idea when you are arrogant, superficial, and uninformed."***

**- Nelson Mandela**

***"We must speak our minds openly, debate our disagreements honestly, but always pursue solidarity."***

**- Donald Trump**

## Christmas Celebration: Oh! What fun it is...



*The Three Wise Men bringing the three gifts – Gold, frankincense and myrrh*



*The school choir singing Christmas carols*

Good Shepherd International School celebrated the birth of Christ on 02 December 2019. Christmas was celebrated early as students and staff would not be in school on 25 December due to the Christmas holidays. **Mrs Anila Ann Mathew**, the Director of Counselling, offered a prayer thanking God for sending his son, Jesus, to die on the cross to deliver mankind from sin. **Mr Subin Mathew**, the music teacher, delivered the Christmas message which is to spread love all over the world as that is the spirit of Christmas.

Popular Christmas carols like 'O Come All Ye Faithful', 'Go Tell It on the Mountain' and 'Silent night, holy night' was sung by the School Choir. Alongside these renditions was the performance of the Nativity Play by the students of Middle School. Angel Gabriel was shown to have appeared before Joseph and Mary conveying to them the proclamation regarding the birth of the





*Mr Subin Mathew delivering the Christmas message*



*Nativity Play in progress*



*The Three Wise Men with Mary and Baby Jesus*



*Strewing of sweets by Santa Claus*



*Students singing Christmas songs*



*A view of the audience*

Saviour. Events that followed came in quick succession: Mother Mary and Joseph's arrival at a manger in Bethlehem and the birth of the saviour, Jesus Christ. In the meantime, the audience were treated to a visual treat, viewing the Star of Bethlehem moving overhead which appeared to the shepherds and to the three *Magi*, symbolically announcing the birth of the Saviour. The Shepherds and the *Magi* followed the star, while the choir students sang 'We Three Kings'. The tableau of the Shepherds, the *Magi*, Mother Mary and Joseph being by the side of Jesus Christ seemed very pleasing to the eyes.

The much awaited attraction of the celebration, Santa Claus appeared to distribute sweets and spread joy among all the students. All were excited. The programme came to an end with the Director of Activities, **Mr Dominic Hurst** proposing the formal vote of thanks. 2019 ended on a hopeful note. Another celebration came to an end.

# Celebration of Children's Day



*Staff Choir singing the School Prayer Song*



*A classical dance performance by Mrs Rema Madhu*



*A rendition by boarding house parents*

Before Pandit Nehru's death in 1964, India celebrated **Children's Day** on November 20, the day observed as the universal Children's Day by the United Nations. Following the demise of Nehru, Children's Day is celebrated each year on November 14 in India as a tribute to the country's first Prime Minister Jawaharlal Nehru. **Jawaharlal Nehru**, fondly called 'Chacha Nehru' was born on this day, that is November 14, in 1889. 'Chachaji' or Jawaharlal Nehru was known for his love for children which is why his birthday on November 14 is celebrated each year as Children's Day.

In 2019, Children's Day in GSIS started off with the programmes and activities by the talented teachers of GSIS. The emcees, **Mr Kalyan Ram**, High School Coordinator and Ms Anugraha, Teacher in Geography introduced the audience to a series of



*Dance performance by teachers*



*Teachers performing a folk dance*



*Brig Suresh Kumar (Retd) and Mr John Das singing a Hindi number 'Jhuk gaya aasman'*



*Dance performance of lady staff*

activities throughout the span of one and a half hours. They lightened the mood with hilarious comments and jokes. The classical dance by Mrs Rema Madhu, the Head of Department of Dance started off the fun-filled entertaining day.

A series of skits, dances and songs by teachers belonging to Middle School, High School, Higher Secondary and the Co-curricular sections followed. The teachers of Higher Secondary Section performed a Fashion Show depicting the regional traditional clothes of different states of India. The skit by High School teachers which integrated a lot of comic elements in it amused everyone. The teachers from middle school performed a mélange of dances which eventually made the students dance.

The performances by teachers which lasted for one and a half hours were followed by the Food Fest which began at 11 am for all the girls and Middle School boys. The High School and Higher Secondary boys were allotted the time from 1pm to 3 pm. The Food Fest had a total of four stalls for food and there was one stall for *Mehendi* and temporary tattoos by the Finishing School girls. As always, there was the most sought after *dosa* counter with all different types of *dosas* and side dishes. There was also



*Members of staff enacting skits*



*Teachers presenting a fashion parade*



*Drawing henna tattoo design on the hand*



*Live counter of food festival in progress*



the *chat bhandar*, with *bhel puri*, *pani puri* and other sumptuous North Indian fare. There was the mocktail and dessert counter, which has *Gulab Jamuns* of different colours, pastries, strawberry and chocolate shakes, blue lagoon and mojito. The other two counters were for noodles, roasted chicken and momos.

The food fest was followed by the lucky draw, which was attended by the whole school. The function came to a close with the final address by **Mrs Sheila Alexander**, Senior Vice Principal (Academics).



*Students participating in fun games*



*Tug of war: Teams pulling on opposite ends of a rope*



*Girls assembled on the ground*

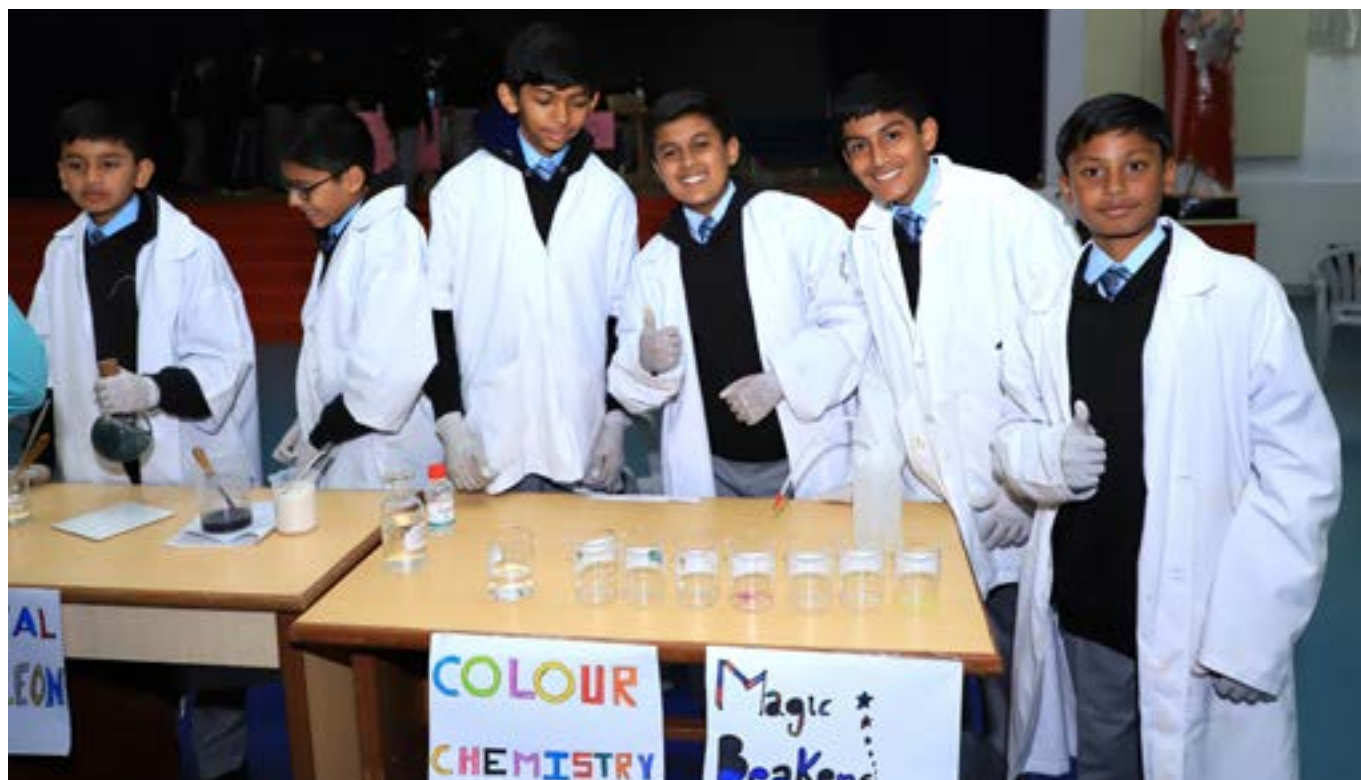


*Boys of GSIS in the stadium on Children's Day*

# A Wonderful and Enlightening Exhibition!

*“Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life.”*

- Marcus Aurelius



*Students demonstrating colour chemistry experiments – ‘Magic Beakers’*



*Students explaining the mechanisms of the Science working models to Mrs Elsamma Thomas, Senior Vice President of GSIS*

A Science Exhibition was organized in the auditorium of the Palada Campus by the students of the Middle School on Tuesday, 25 February 2020 wherein they showcased their Science skills, talents, creativity and innovation. The exhibition was inaugurated by **Mrs Elsamma Thomas**, the Senior Vice President of the school, by cutting the ribbon. She surveyed the exhibits displayed by the students and interacted with them on various models.

The objective of the initiative was to inculcate scientific attitude, research-mindedness and skills such as analytical and critical thinking in children. It promoted student interaction in specific activities so as to provide a better understanding of the cognitive and psychomotor learning aspects of the task. The students displayed charts, posters, various static and working models



*Boys explaining the working of a model*



*Models of a 'corona virus' and a 'Reflex Arc'*



*Girls demonstrating models for better soil conservation*



*Demonstration of an artificial volcano*



*The Science exhibition in progress*

which can be used for learning various scientific concepts. They showcased a range of exhibits that included models of cells, human organ systems, different viruses, soil conservation, wind turbines generating electricity, Mathematics games for kids, drones, simple remote-controlled robots that perform different tasks and a range of other things. Working models of hydraulic machines, battery-controlled cars, artificial volcanoes, vacuum cleaner, optical illusions and chemistry experiments involving 'magic beakers' were on display. They gave a detailed explanation of their working models and projects to the members of staff and other students who came to see the displays. The science teachers of the Middle School took the initiative of encouraging the students to put up such a wonderful and enlightening exhibition.

We thank the Senior Vice Principal (Academics), **Mrs Sheila Alexander**, Coordinator of Middle School, **Mrs Deepa Suresh**, students and members of staff of the Middle School for organizing and hosting this exhibition.

# U.S. Space Camp: Challenges of Space Exploration



*The GSIS team that visited the US Space Camp*



*Ice cream and pizza party hosted by the Rotarians in Decatur*

Thirty-five students of GSIS accompanied by their three chaperones were on a tour of the United States for two weeks from 25th May to 8th June, 2019. They also attended the **NASA Space Camp** that was held at the U.S. Space and Rocket Center in Huntsville, Alabama.

The **Space Camp** is an educational camp in Huntsville, Alabama, on the grounds of the U.S. Space & Rocket Center Museum at NASA's Marshall Space Flight Center. It provides residential and educational programmes for children on themes such as space exploration, aviation and robotics. Students learned several skills like problem-solving, critical thinking, team-building activities and effective communication that will enable them to shape their future careers, cope with the fast-paced life and fathom unwarranted situations. Learning these skills, better awareness and exposure can lead to increased development as the kids grow. It helps them build a foundation that will set them up for major success as adults. They also received training in land and water survival, aircraft operations and scuba diving. Besides learning to build prototypes of small rockets, they experienced the thrill of walking in an environment of low gravity. Aviation Challenge was all about aircraft, survival, and being a pilot. It is a military-style camp and training programme for youth between the ages of 9 to 18 years old. The participants worked along with their teams to accomplish mission objectives. They were taught about airplanes, how to fly them in the simulators, how to build shelter and make fire. Aviation Challenge offered several programmes that are based on the cadet's age group. The difficulty level increased with advancing age levels. The students were given a field training exercise, generally shortened to the





*A different dining experience in the United States*



*An Orca performing at SeaWorld*



*SeaWorld in Orlando: An exciting water ride*



*Sea lions at SeaWorld in Orlando*

acronym 'FTX'. This is a coordinated exercise conducted for training purposes where the trainees practised the skills they have learned over the past few days of training. At the Robotics Camp, the trainees worked as a team to build and programme their own robots that are designed to work in air, on land and in water. Spirited contests were also organized to test the robots that the trainees have developed and programmed.

On 31st May, the Rotarians in Decatur hosted an ice cream and pizza party for the students. The contingent of students travelled to Decatur, met the Rotarians and enjoyed the ice creams and the pizzas.

From 2nd June to 7th June, they visited several famed amusement and theme parks in Florida - **Busch Gardens** in Tampa Bay, **SeaWorld** in Orlando, **Universal Studios** in California, Universal's **Islands of Adventure**, **Aquatica Water Park** in Orlando and **Magic Kingdom** at Walt Disney World Resort. Our students enjoyed the land rides, water sports and roller coaster rides. They observed dolphins, orcas, turtles, sea lions and other aquatic life. At Universal's superstar parade, heroes, myths and legends became real and came live. They met face-to-face their favourite fictional characters. Students saw dozens of street performers, larger-than-life floats and were awed by the unbelievable experiences.

*"NASA trains you to assess emergency situations and react in a way to keep yourself and everyone else safe."*

- Kathleen Rubins

# A Charity Trip to Mizpah Home



*Shepherdians visit Mizpah Home*



*Students do their bit of charity*

On 23rd February, 2020, we, the students of FM-3D and FM-3E visited one of the most well-known non-governmental organizations in Udhagamandalam, called **Mizpah Home**. We met children of all ages and spoke to them personally, regarding their past and their desires regarding their future.

The eight students of the orphanage showed us their sporting skills like playing cricket, football, basketball and discus throw. The most interesting student among them was Mathew, seven years old studying in the third grade. Lokesh is another boy whom we will not forget easily. He was in Grade 12 and his ambition is to be a pharmacist. He is highly skillful in playing football and basketball. We got time to play football and cricket with Mathew who turned the ball at the tip of his fingers and defeated us with his cricket-playing skills.

It was a fruitful and overwhelming experience especially when we heard the inspirational speech delivered by Mrs Mary, the person who runs Mizpah Home. She spoke of the dangers of the three W's in our lives, that is Women, Wealth, and Wine and advised us to maintain a safe distance from these three destructive habits in order to be successful. She reiterated that with a positive attitude and staying away from the three evils, success will be ours. Success is not determined by social class, but it is determined by hard work and perseverance.

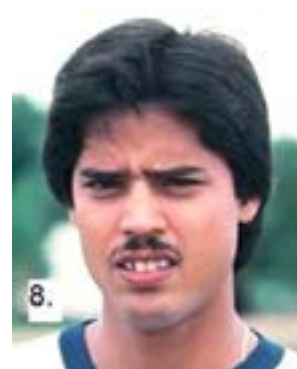
While returning and seeing the faces of the orphans, we felt thankful to God for giving us and our parents healthy life. I uttered a silent word of prayer to God for the well-being of these children. I prayed that despite their difficult lives, they would be able to face their challenges and emerge successfully from them.

At the end of the day, I could say that we laughed, we cried, and then we came back for more, that is, to learn from experiences of being able to spend a couple of hours with the underprivileged who might face hardships but are resilient and their resilience empowers them.

- Master Nishit Agrawal, FM-3D & Vachan Singhania, FM-3E

## Personalities / Celebrities

Identify and name the personalities / celebrities from their photographs that are shown below.



Answer key:

1. Thomas Alva Edison, 2. Pele, 3. Usain Bolt, 4. Prakash Padukone
5. Lionel Messi, 6. Milkha Singh, 7. Sir Donald George Bradman,
8. Syed Modi



Master Adarsh Manoj, ISC-2B

# A Crossword Puzzle

A crossword is a word puzzle that usually takes the form of a square or a rectangular grid of white- and black-shaded squares. The game's goal is to fill the white squares with letters, forming words or phrases, by solving clues, which lead to the answers. Solve the crossword puzzle shown below. Suitable words according to clues have to be written in the blanks crossing vertically and horizontally in the grid. Play the crossword game which is interesting and engaging. Have loads of fun and enjoy!

After you have completed the crossword puzzle, check your answers in the answer key.

<b>1</b> J					<b>13</b>			<b>12</b>
			<b>2</b>		T			
	<b>11</b>						<b>14</b>	
<b>3</b>	E							
				<b>5</b>			F	
<b>4</b>	K							
								<b>15</b>
<b>10</b>		<b>6</b>		N				
I								
					<b>7</b>			<b>B</b>
	<b>8</b>					Z		
		<b>9</b>		O				

## Across

- Old or discarded articles that are considered useless or of little value.
- A young cat.
- Hidden home of a wild mammal.
- The ability to do something well; expertise.
- One of the fastest birds in level flight.
- A British bronze coin and monetary unit equal to one hundredth of a pound.
- A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence.
- A hard, crystalline mineral composed of silicon and oxygen atoms.
- The god of thunder in Scandinavian mythology.

## Down

10. Which fruit is mentioned as 'The Fruit of Heaven' in Quran, the holy book of Islam?
11. The pointed top of a mountain.
12. Being a single unit or thing.
13. An agricultural byproduct consisting of the dry stalks of cereal plants after the grain and chaff have been removed.
14. To ask someone if they would like to have something.
15. A spherical model of Earth.

### Answer key:

- | <b>Across:</b>   | <b>Down:</b>     |
|------------------|------------------|
| 1. <b>JUNK</b>   | 10. <b>FIG</b>   |
| 2. <b>KITTEN</b> | 11. <b>PEAK</b>  |
| 3. <b>DEN</b>    | 12. <b>ONE</b>   |
| 4. <b>SKILL</b>  | 13. <b>STRAW</b> |
| 5. <b>SWIFT</b>  | 14. <b>OFFER</b> |
| 6. <b>PENNY</b>  | 15. <b>GLOBE</b> |
| 7. <b>VERB</b>   |                  |
| 8. <b>QUARTZ</b> |                  |
| 9. <b>THOR</b>   |                  |



**Master Anavin Sakulsacha**

- Master Anavin Sakulsacha, FM-1D

## Missing Letters

Find the missing letters in the following words:

1. --c-b--a r-
2. -n--n-i-e
3. -a-r-a--h
4. -t--n-
5. -u--e
6. -r--c-n-
7. -i--o-d
8. -i-c-
9. -n-u-a-e
10. -u-e-
11. -e-o-t
12. -r--o c-l



**Ms Angelinaashita Ashish Rajwadi**

### Answer key:

1. **vocabulary**, 2. **infantile**, 3. **patriarch**, 4. **string**, 5. **queue**, 6. **crescent**, 7. **discord**, 8. **witch**, 9. **undulate**, 10. **queen**, 11. **resort**, 12. **protocol**

- Ms Angelinaashita Ashish Rajwadi, 8A

## Poems



**Ms Aditi Bishakha Das**

## HOPES

Hopes make a cuckoo sing and a dove coo;  
It makes a river flow and mix with the sea;  
It is hope that gives us life.  
Life without hope is a world without air.

When it's night, we hope for the sun;  
When it is day, we hope for the moon.  
Hopes are here and everywhere;  
In the wind, in the world, in the whole universe,  
Lies its beauty.

So, let's hope for a world without wars and hatred;  
A world without terrorism, murders and crime.  
Let's hope for a good life, a good family,  
And a world full of love and happiness.

- Ms Aditi Bishakha Das, 6D

## THE GARDEN

The fields were green,  
The butterflies flying free.  
People laughing and joking,  
The flowers bright and blooming.  
The sun was shining in the sky,  
Birds with beautiful wings flying high.  
The trees looked like they had a smile,  
With all animals passing by.

- Master Dhruvansh Sanjay Paladiya, 6C



**Master Dhruvansh  
Sanjay Paladiya**

## MY DAD'S FANTASTIC DAY!

My father had a beard,  
Which looked very weird!  
When I said it was cool,  
He told me, "Go to school!"  
I got sad and went to the bus,  
He might've said, "Whew! Got rid of the fuss!"  
When he thought what to do next,  
He got an idea, which was the best.  
He got ready,  
Drove his car steady,  
He bought the tickets to a movie,  
Which was named 'Fury'.  
During the interval,  
He got a call with bitter words;



**Master Pratham Hardik  
Chheda**

It was me:  
His biggest enemy!  
When I told him it was a half day,  
He left the movie, grumbling all the way.  
When he reached my school,  
He remembered it was 1st of June, another 'half day',  
He joked sarcastically, "What a fantastic day!"

- Master Pratham Hardik Chheda, 6A

## FRIENDSHIP



*Ms Aditi Jayesh Kotak*

Oh! What joy it is,  
To have a friend like you;  
Giving me strength,  
The way you do.  
  
For lifting me up,  
Whenever I am down  
And putting a smile on my face,  
When I wear a frown.  
  
Thanks for being there  
And helping me grow;  
Your friendship means a lot,  
This most I would like you to know.



*Ms Vaidehi Vijayakumar  
Patel*

- Ms Aditi Jayesh Kotak, 6C and Ms Vaidehi Vijayakumar Patel, 6E

## Purple

My wings are crystalline.  
My hair, my eyes, my clothes,  
Just like yours, are white.  
"Beautiful", you say.  
Yet, when I look in the mirror,  
I can't help but feel, somewhere,  
Greyiness has seeped in.  
  
Each passing day, I stare  
At our neighbour in envy.  
I long to wear their clothes,  
Be a part of their family too.  
One has rainbow- coloured attire,  
A boy wears the colour pink,  
A girl wears the colour blue.  
"Beautiful", I say.  
  
Yet, when I long to ask you,  
Ask you for permission to join them too.  
The cat's got my tongue,  
And I can't even utter my request.  
I've seen the way you look at them,  
Full of hate, disgust, disdain.



**Ms Bhaanavi Haresh  
Mirpuri**

And I fear that, if I ask you permission,  
You will look at me the same way.  
I had, in a moment of bliss,  
Already stitched clothes like theirs.  
An attire in the colours of  
Blue, White and Pink, in stripes.  
I keep it hidden in my closet,  
Buried under a pile of white dresses.  
But each passing day, I can't help  
But imagine myself in that tri-coloured dress.

So, dearest Daddy, tell me,  
If you preach that all fairies are family,  
Why is it that when you look at our neighbours,  
You look at them as if they were the devils?  
One day I will tell you,  
With a bag of clothes held in my hand,  
That I am one of them too, a "spawn of Satan",  
And I will go to them happily,  
In my tri-coloured dress

**- Ms Bhaanavi Haresh Mirpuri, IB-2A**

## OH MOON!

Moon... Moon,  
Can you come soon?  
I expect you to come at noon!  
Why are you so high?  
I want to fly!  
You are round and give light at night,  
I like you, moon...  
Can I come and live on you, my dear moon?  
I miss you, moon!

**- Master Neel Vinay, 3A**



**Master Neel Vinay**

## RED... RED... RED...!

Apples are red.  
Roses are red.  
Strawberries are red.  
Cherries are red.  
Tomatoes are red.  
My balloon is red.  
My shirt is red.  
The ball is red.  
Blood is red.  
I love the colour red.  
Red! Red! Red!

**- Master Bhavik Reddy L, 3B**



**Master Bhavik Reddy L**





Ms Pragati Nandakumar

## MY HERO

My hero is my Dad,  
He always keeps me glad.  
He listens to my story,  
With so much glory.  
He teaches me to play,  
We never have a dull day.  
He never makes me sad,  
I do love my dad.

- Ms Pragati Nandakumar, 3B

## Amazing Facts!



Master A R Jaidepp,  
FM-1B

1. **Mantis shrimp**, a marine crustacean, lands the world's fastest punch. The Mantis shrimp packs a mean punch, hitting its victims with the force of a .22 caliber bullet.
2. The black and white stripes of a Zebra fend off harmful horseflies.
3. The horned lizard has a pretty impressive trick for evading predators. When a horned lizard finds itself in a perilous situation, it can squirt a stream of blood from its eyes.
4. In Greek mythology, the owl is the symbol for Athena, the goddess of wisdom. Owls are generally solitary, but when seen together the group is called a 'parliament' as they have long been considered to be of a wise disposition.
5. The number **zero** does not have its own **Roman numeral**. Zero ( 0 ) is the only number which cannot be represented by Roman numerals.
6. 'FOUR' is the only number in the English language that is spelt with the same number of letters as the number itself.
7. 12,345,678,987,654,321 is the product of 111,111,111 x 111,111,111. See the sequence of the numbers 1 to 9 and back to 1. Amazing! Isn't it?
8. Babies have around 99 more bones than adults because as they grow up, some of the bones fuse together to form one bone. This is because babies have more cartilage than bone. New born babies have around 305 bones. A baby's skeleton is mostly made up of cartilage. As a person grows up, most of this cartilage turns into bone in a process called ossification. By adulthood, the skeleton has just 206 bones.
9. It takes 8 minutes, 19 seconds for light to travel from the Sun to the Earth. In space, light travels at 300,000 kilometres per second. Even at this breakneck speed, covering the 150 million odd kilometres between us and the Sun takes considerable time.
10. The shortest, oldest, and most commonly used word in English language is "I."
11. An ambigram is a word, art form or other symbolic representation whose elements retain meaning when viewed or interpreted from a different direction, perspective, or orientation. SWIMS will be SWIMS even when turned upside down.

- Master A R Jaidepp, FM-1B

# Kaleidoscope of Colours

Children's drawings are unique and can give us precise information about the young artists. Children begin their drawing process from the moment they are big enough to hold a crayon or pencil or brush. For the little ones, drawing is a pleasurable enjoyment and natural activity. Toddlers don't know how to express different feelings through words and they draw in order to express their emotions. Drawing is an outlet for communication, and children's artwork represents a view of their personalities. Pencil, brush and paper are the best means of conveying their fondest hopes and most profound fears. They express their fears, joys, dreams, hopes and nightmares through drawings, and also give you leads about their relationships to the world, people and other things.

The Departments of Visual Arts, Art & Craft at GSIS offer instruction in drawing, painting (oil colour painting, watercolour painting, acrylic painting, collage painting, pottery painting, glass painting, mural painting, clothes painting & designs), sculpture, ceramics, origami and more. Few of the drawings / paintings / artistic works created by our students are shown below.



**Topic : Landscape**  
**Master Sathvik Surapaneni, FM-3C**



**Topic : Landscape**  
**Master Abhishek Shukla, FM-1C**



**Topic : Landscape**  
**Master Siddhanth Gulshan Dulhani, FM-1C**



**Topic : Floating Balloons**  
**Ms Simran Nimish Makvana, FM-3A**



*Topic : Dancing Girl*  
*Ms Rishika Basak, IB-1B*



*Topic : Buddha*  
*Ms Bhakti Khatri, IB-1A*



*Topic : Through the window*  
*Ms Riddhi Agarwal, IB-1B*



*Topic : Girl*  
*Ms Tanvi Kakani, IB-2A*



**Topic : Krishna and Radha**  
**Ms Madhumitha Ashwin, IB-1B**



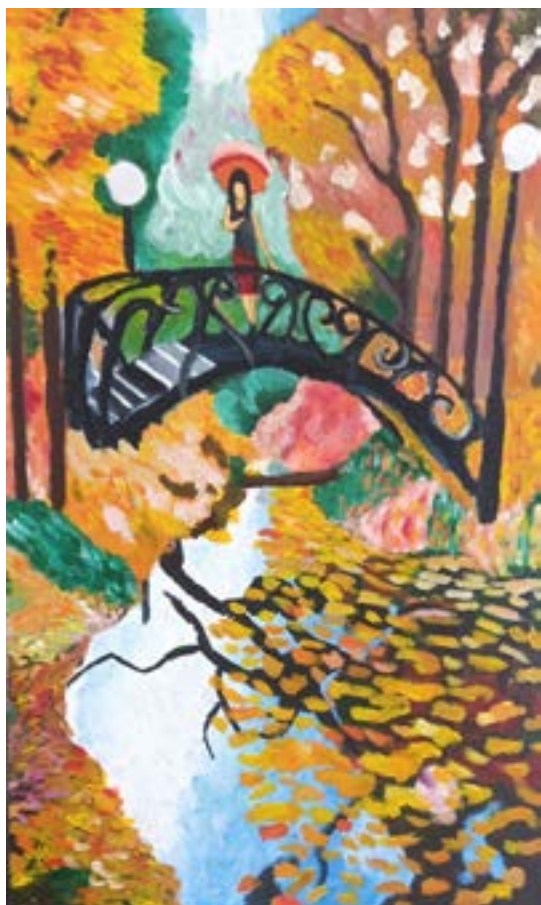
**Topic : Goddess Saraswati**  
**Ms Kanupriya Winkle Chawla, 10A**



**Topic : Face**  
**Ms Tanvi Kakani, IB-2A**



**Topic : Girl**  
**Ms Rishika Basak, IB-1B**



**Topic : Landscape**  
**Ms Bhaanavi Haresh Mirpuri, IB-2A**



**Topic : Buddha**  
**Ms Aditi Rijhwani, IB-1A**



**Topic : Girl**  
**Ms Vaishnavi Reddy Sangati, ISC-1B**



**Topic : Ear**  
**Ms Tripti Agrawal, IB-2A**



**Topic : Girl**  
**Ms Vibhuti Nitinbhai Hapani, 10A**



**Topic : Waves**  
**Ms Aditi Shanmugasundaram, 9A**



**Topic : Dancing Girl**  
**Ms Heer Chirag Solanki, 9A**



**Topic : Cityscape**  
**Ms Aditi Shanmugasundaram, 9A**



**Topic : African Girls**  
**Ms Archi Vikas Jain, 9A**



**Topic : Butterfly**  
**Ms Nishi Ashokbhai Dobariya, FM-1A**



**Topic : Chinese Dragon**  
**Master Advait Ramanan Dinesh, FM-2D**



**Topic : Seashore**  
**Ms Hansi Gandhi, 8A**



**Topic : Family**  
**Ms Bhakti Khatri, IB-1A**



**Topic : Lock & key**  
**Ms Tanvi Kakani, IB-2A**



**Topic : Dressing Table**  
**Ms Bhaanavi Haresh Mirpuri, IB-2A**



**Topic : African Queen**  
**Ms Angel Jose, FM-3A**





**Topic : Lord Ganapathi**  
**Ms Nitya Nilesh Dhanani, FM-4A**



**Topic : Buddha**  
**Master Sathvik Surapaneni, FM-3C**



**Topic : Mother & Daughter**  
**Ms Gulnaaz Kaur, IB-1B**



**Topic : Suffocation**  
**Ms Bhaanavi Haresh Mirpuri, IB-2A**



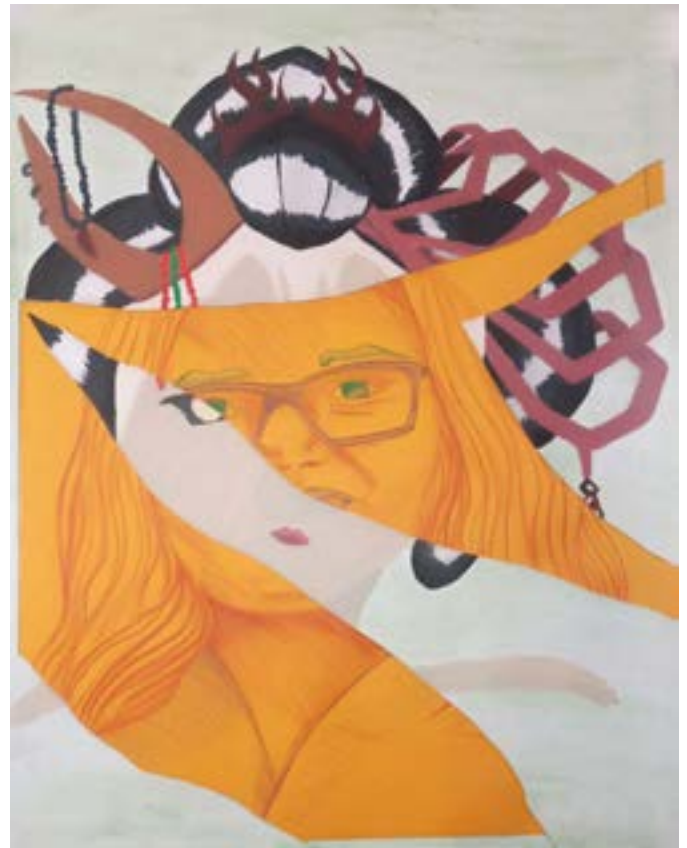
**Topic : Buddha**  
**Ms Vibhuti Nitinbhai Hapani, 10A**



**Topic : Clouds over the ocean**  
**Ms Heer Hapani Bharatbhai, 9A**



**Topic : Cooking using firewood**  
**Ms Riddhi Agarwal, IB-1B**



**Topic : Girl**  
**Ms Bhaanavi Hareesh Mirpuri, IB-2A**



*Topic : Lord Siva*  
*Ms Simone Agarwal, FM-3A*



*Topic : The Musician*  
*Ms Riddhi Agarwal, IB-1B*



*Topic : Girl*  
*Ms Momena Aamer, IB-2A*



*Topic : Table top view*  
*Ms Drishti Chandgothia, IB-2A*



**Topic : Landscape**  
**Ms Angel Jose, FM-3A**



**Topic : The Coastline**  
**Ms Bhakti Khatri, IB-1A**



**Topic : Fish**  
**Master Anavin Sakulsacha, FM-1D**



**Topic : Entertainment**  
**Ms Drishti Chandgothia, IB-2A**



**Topic : Slavery**  
**Ms Momena Aamer, IB-2A**



**Topic : Overbridge**  
**Ms Heer Chirag Solanki, 9A**



**Topic : Island**  
**Master Vithalpara Krishna Patel, FM-3C &**  
**Master Sathvik Surapaneni, FM-3C**



**Topic : Volcanic Ash**  
**Master Vibhas Banik, 9B**



**Topic : Countryside**  
**Ms Archi Vikas Jain, 9A**



**Topic : Sunrise**  
**Ms Aditi Shanmugasundaram, 9A**



**Topic : Seashore**  
**Ms Aditi Shanmugasundaram, 9A**



**Topic : Girl**  
**Ms Archi Vikas Jain, 9A**



*Topic : Two birds on branch*  
*Ms Hridyansh Agarwal, 8B*



*Topic : Girl sitting under a tree*  
*Ms Daisy Viradiya Arvindbhai, 8A*



*Topic : Countryside landscape*  
*Ms Rishika Basak, 1B-1B*



**Topic : Horse-drawn carriage**  
**Master Alan Jose, FM-3B**



**Topic : Hungry Girl**  
**Ms Bhakti Khatri, IB-1A**



**Topic : Forest**  
**Ms Simran Nimish Makvana, FM-3A**



**Topic : Countryside**  
**Ms Nitya Nilesh Dhanani, FM-4A**



**Topic : Volcanics**  
**Ms Aditi Shanmugasundaram, 9A**



**Topic : Ship**  
**Ms Simone Agarwal, FM-3A**

# Inter House Dance Competition 2019

## High School & Higher Secondary School

**Dance** is performed in many cultures as a form of emotional expression, social interaction, or exercise, in a spiritual or performative setting, and is sometimes used to express ideas or tell a story. Dance is a type of art that generally involves movement of the body, often rhythmic and to music.

**Classical dance** is a conventional dance revealing the emotions through poetry or dance drama. This form is portrayed by poise, dignity, precision of movement and by elaborate formal gestures, steps, and poses. *Bharatanatyam, Kathak, Kuchipudi, Odissi, Kathakali, Sattriya, Manipuri* and *Mohiniyattam* are a few recognized Indian classical dances.

On Saturday, 30 November 2019, the **Inter House Dance Competition** for girls of High School and Higher Secondary School was held in the Palada Campus auditorium of GSIS. The results in the various categories are mentioned below:

### Grade 9 : Classical Duet Dance

Names of students	House	Position
Asfia Asif Thara	Spring	I
Angel Jose		
Jahnvi Saxena	Winter	II
Kouthavarapu Lakshmi Mythri		
Akhila Chandran Babu	Autumn	III
Kataria Priya Vasant		



*Spring House team*



*Winter House team*



*Autumn House team*



The following students are the individual winners in the *Mohiniyattam* category:

Names of students	House	Position	Points received
Jahnvi Saxena	Winter	I	54.5
Asfia Asif Thara	Spring	II	51

The following students are the individual winners in the *Kuchipudi* category:

Names of students	House	Position	Points received
Akhila Chandran Babu	Autumn	I	53
Angel Jose	Spring	II	48



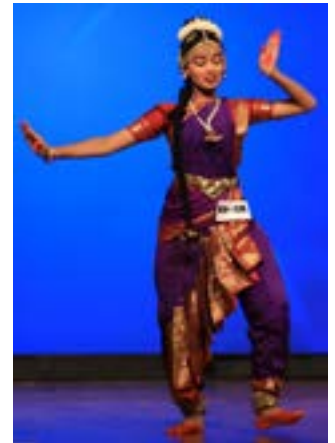
*Ms Jahnvi Saxena*



*Ms Asfia Asif Thara*



*Ms Akhila Chandran Babu*



*Ms Angel Jose*

### Grade 11 : Classical Group Dance

Names of students	House	Position
Lisa Amit Patel	Autumn	I
Reva Bhavesh Khoont		
Aditi Rijhwani		
Eve Saha	Summer	II
Harshita Amitkumar Khemka		
Dhyani Khoont		
Kavya Dubisetty	Winter	III
Prisha Krishna Parvataneni		
Rishika Basak		



*Autumn House team*



*Summer House team*



*Winter House team*

The following students are the individual winners in the *Odissi* category:

Names of students	House	Position	Points received
Lisa Amit Patel	Autumn	I	51
Harshita Amitkumar Khemka	Summer	II	49

The following students are the individual winners in the *Bharatanatyam* category:

Names of students	House	Position	Points received
Aditi Rijhwani	Autumn	I	49
Reva Bhavesh Khoont	Autumn	II	48



*Ms Lisa Amit Patel*



*Ms Harshita Amitkumar Khemka*



*Ms Aditi Rijhwani*



*Ms Reva Bhavesh Khoont*

The dance competition, held in the Palada campus auditorium, was a good platform for the girls to display their talents. The participants, dressed in their traditional colourful costumes, enthralled the audience and the judges with their graceful movements and facial expressions.

The **Inter House Folk Dance Competition** for girls of High School and Higher Secondary School was also held in the Palada campus auditorium of GSIS on the same evening. The result is mentioned below:

**Grades 9 & 11: Folk Dance**

House	Position
Winter	I
Summer	II
Autumn	III



*Winter House team*



*Summer House team*



*Autumn House team*

**Congratulations to all the participants and the winners!**

# Inter House Dramatics Competition 2019

## Middle School



*Scenes from the play, 'QUASIMODO'*

Drama is a portentous medium of communication. In order to develop dramatic skills and promote acting ability among students, the school organized a Dramatics competition. The **Inter House Dramatics Competition** for students of Middle School was held on Saturday, 16 November 2019. The themes dealt with were diverse, with the respective Houses pitting a great show, showcasing great talent. The results are as mentioned below:

**Best Play : 'QUASIMODO'** - An adaptation of *The Hunchback of Notre-Dame* by Victor Hugo (by **Winter House**)

**Quasimodo** is a fictional character and the protagonist of the novel *The Hunchback of Notre-Dame* (1831) by Victor Hugo. Quasimodo is a deformed 20-year-old hunchback, and the bell ringer of Notre Dame. He was born with



*Scenes from the play, 'A ROYAL CON-FUSION'*



*Scenes from the play, 'THE NECKLACE'*

a hunchback and feared by the people in the town as a sort of monster, but he finds sanctuary in an unlikely love that is fulfilled, unfortunately, only in death.

- Second Best Play** : 'A ROYAL CON-FUSION' (by Summer House)
- Third Best Play** : 'THE NECKLACE' by Guy de Maupassant (by Spring House)
- Best Actor** : Master A P Maghizhan (Winter House)
- Best Supporting Actor** : Master Advait Ramanan Dinesh (Autumn House)
- Best Actress** : Ms Aryana Anoop Chemmanur (Winter House)
- Best Supporting Actress** : Ms Japjee Kaur (Winter House) and  
Ms Hashini Prakalya Krishnakumar (Spring House)

The students and teachers of the school played a stellar role in the organization of this competition. All the performances were of commendable standard and greatly appreciated. **Congratulations to the winners and all the participants!**

*"All the world's a stage and most of us are desperately unrehearsed."*

- Seán O'Casey

# Special Awards & Prizes of Excellence (2019 - 2020)



*Best All-rounder [Boy]: Master Sriniketh Krishnan, IB-2B*



*Best All-rounder [Girl]: Ms Aastha Dinesh Dulhani, IB-2A*



*Best in Academics [Grade XII, ISC - Science]: Master V P Laksith, ISC-2A*



*Best in Academics [Grade XII, ISC - Commerce]: Ms R R Varshitha, ISC-2B*



*Best in Academics [Grade XII, IB - Science]: Master Sriniketh Krishnan, IB-2B*



*Best in Academics [Grade XII, IB - Commerce]: Master Mohammed Shamak Bin Masum, IB-2C*



**Best in Sports [Boys]: Master C Sandeep Sudharsan, ISC-2 A**



**Best in Sports [Girls]: Ms Surangkana Srichantamit, IB-2B**



**Excellence in Leadership Skills: Master Sriniketh Krishnan, IB-2B  
(Outstanding School Captain)**



**Excellence in Leadership Skills: Ms Krupa Dharmesh Mehta, IB-2B  
(Best Prefect - Girls)**



**Best Dancer: Ms Gayatri Dinesan, IB-2B**



**Best Musician (Boys): Master Sriniketh Krishnan, IB-2B**



**Best Musician (Girls): Ms Varsha John Gaddala, IB-2B**



**Best Sea Cadet [Boys]: Master Adarsh Manoj, ISC-2B**



**Best Sea Cadet [Girls]: Ms Shikha Kurian, IB-2B**

*"The secret of joy in work is contained in one word - excellence. To know how to do something well is to enjoy it."*

- Pearl Buck

*"The secret of living a life of excellence is merely a matter of thinking thoughts of excellence. Really, it's a matter of programming our minds with the kind of information that will set us free."*

- Charles R Swindoll

*"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit."*

- Aristotle

*"Excellence is the gradual result of always striving to do better."* - Pat Riley

*"The companies that survive longest are the ones that work out what they uniquely can give to the world not just growth or money but their excellence, their respect for others, or their ability to make people happy. Some call those things a soul."*

- Charles Handy

*"Some people have greatness thrust upon them. Very few have excellence thrust upon them."*

- John W Gardner