

Founder's Note

Dear Community,

Over the next year we hope to give Neev Times a community driven online and offline interface that captures happenings in real time with episodic in-depth features. Communication has been rightly identified by the IB as a key life skill and we aim for Neev Times to become an opportunity, practice pitch and showcase for students. Until then I'm going to use this space to give you an old-style sequential update.

In facilities, building completion on campus means that senior school now has a home with unique German labs, large art studios, rooftop tennis facility, heated swimming pool, much else. We will be doing a small Pooja soon and hope you can join us. We are also hosting our first international conference – SAIBSA PYP Job-alike - on March 4th for IB schools.

In sports, our school teams participated in an inter-school event (swimming, football and athletics) and came back with a few medals but more importantly with a lot of learning for students and teachers for the way forward. Part of our new grounds were levelled for Sarvajeet Divas but the real work on the sports area will happen over the summer. Along with it Neevotsav, entailing nineteen plays, many dances and songs, brought a new high to the children's performances.

In field trips this term, we travelled to the Northeast with our foundation batch and Gujarat with G6. An understanding of strong social structures and diverse languages of many tribes in Meghalaya and Nagaland, pegged down unique identities bringing students to the question - what does it mean to be 'Indian'? We will take this into the future to build a culture around diversity of mother-tongues, with the aim of strengthening language to move beyond just an exam subject. The Gujarat trip raised ethical questions around urbanisation while making clear a model the rest of the country might follow. Grade 5 is currently in Delhi and Agra to understand the evolution of the Indian Government from ancient times to today. Watching the children put to work their conceptual strength developed through the PYP and the MYP and making complex connections is an indescribable pleasure and a reinforcement of our belief in the inquiry based and trans-disciplinary programme of the IB.

In curriculum, the Diploma Program final visit is expected before we close for summer. We are readying for ICSE next year – the parent survey data suggests that the current G6 will be the first batch. Our MYP and DP teams have begun visits to leading IB schools to learn global best practices. The MYP team will soon initiate coffee mornings around curriculum, assessment and teaching to help parents understand the system better. We are also ready to launch a stronger CAS programme in the MYP, building back from the expectations of the DP.

We have firmly shifted our focus as a school from hardware to software. Over the next year you will see many manifestations of these investments. Thank you for your support, confidence and blessings.

Best regards,

Kavita Gupta Sabharwal

Head of School & Founder, Neev Academy

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Rann of Kutch, Kutch Dist., Gujarat

Trip to Gujarat - A Journey in Learning

Formerly known as the Manchester of India, Gujarat has a rich history of enterprise, culture and arts and has been one of the first states to embrace the path of economic progress. The Humanities unit on Urbanization required the students of grade 6 to learn about the process of change, causality and sustainability of human habitations. The trip to Gujarat has beautifully aided this learning.

After walking through the old city of Gujarat, visiting the Amul factory in Anand, seeing the salt pan workers' struggle for existence in the Rann of Kutch and being witness to rare and highly revered forms of art in the heritage village of Nirona, we saw the emergence of some deep reflective questions from the students.

What do we take away as principal learning from the visionary leaders of Gujarat?

If Amul can establish such a successful cooperative model for the dairy farmers, why can't the Agariya's follow the same model for salt-pans?

If the artisans of Nirona village are so gifted and their art so popular, why is their village still underprivileged?

If the Sabarmati river front involved displacing the poor away from the city, is development only for the privileged? What is then the true definition of development?

The students were seen pondering over these questions and trying to look into facts and events critically. It has left us feeling contented that the purpose of the trip was well served. They have come back with 'ignited minds'.

Soumya Anil, Class Teacher, Grade 6

I recollected a person from the Jaintia tribe in Shillong saying that people in Meghalaya know other regional Indian languages while north-eastern languages are hardly known or spoken in other states. He also quoted an instance where he said, "When people from Meghalaya go to places like Bombay and Delhi, they are forced to show their passports to prove they are Indians."

I found myself thinking about who is a true Indian and who defines that. I didn't know myself whether I am an Indian and if I am, what is it that makes me one?

Anushree Arora, FB

Double Decker Root Bridge Trek At Cherrapunjee, Meghalaya.

Who is an Indian?

"Nagas are not Indians; their territory is not a part of the Indian union. We shall uphold and defend this unique truth at all costs and always.", said Khrisanisa Seyie, the first president of the Federal Government of Nagaland. This small piece of writing, inscribed on a large megalith held great meaning. I spotted this structure on my way to Khonoma village in Nagaland. The question remained, "Why?" While enjoying a buoyant conversation with the owner of our hotel, we asked him why some believe that Nagas are not 'Indians'. With sadness in his voice he confessed that he was 'reluctantly happy' with his identity as an Indian. He said that the people of Nagaland feel neglected and are harassed outside the state only because they are 'different'. But, isn't India known for its unity in diversity?



Teachers Missing from Campus!

Neev believes in growing organically and within the enriching and meaningful context of like-minded schools. To make this a reality the school sent a delegation of teacher-observers to two of the best schools in Asia: The New International School of Thailand in Bangkok and the United World College of South East Asia in Singapore. Neev is both emergent and adaptive, and the entire school community will experience the best practices of these two schools, appropriately framed and contextualized. This is only the beginning of reciprocal relationships built on international mindedness with these schools and others around the world.



Campus Buzz

Language Day

Neev Academy is gearing up for the 'Language Day' to be celebrated early in March this year. We have started our journey by pondering over questions that are essential to our relationship with languages and the world at large. Which languages matter to us and why? Do we prioritize English at the cost of other languages that are native to our land and origin? In the process of doing so what are we essentially losing out on? We have started discussions with our students and set them thinking critically about these matters. In doing that we seek not only to revive the mother tongue which is synonymous with our identity and must be proudly upheld and nurtured, but also investigate the role of languages in the cognitive development of the human mind- a hypothesis that science claims to be a proven fact. This, with the collective commitment of Team Neev, will be a part of our ethos and culture, joining hands with the parents, grandparents and marching in unison towards human revolution.

School is where the pool is!

The wait is finally over! The pool is now officially in use! In fact, we already had try-outs for an inter-school competition here. Most of us were more excited to jump into the warm water, than worrying about whether we would be selected. The indoor swimming pool is just the way we had all imagined it, maybe even better. It's big, clean, clear and so tempting to dive into!



Wordsmiths

The Giant Move!

We got our first glimpse of the new building the night we returned from the INME trip. The entire school was lit up and the fences were down. Days passed and it was soon the last day of school before we closed for the winter vacation. When we rejoined after the holidays, we were made to shift to the new building first thing in the day. All of us helped our teachers pack for the giant move. We took down our displays and crammed them into many large brown boxes. Waving a sad goodbye to the classroom that had been home to many of our best memories, we were off. When we reached the new campus, we were delighted to see the large classrooms that we were given. We helped our teachers unpack everything and organised our new classroom. We put up boards for each subject and surrounded them with colourful borders. By the end of it, it looked like the grade 6 classroom we had always wanted to have. We have been here for over a month now and we love our new sprawling campus.

Saania V. Kaushik, Grade 6

आ रहा है महोत्सव

मैं दूर से देख रही थी,
नाटक और नृत्य की तैयारी,
कुछ बच्चे नाच रहे थे,
कुछ का सर हो रहा था भारी।

उनमें से कुछ शैतानी करते,
बाकी मन लगाकर कर रहे हैं तैयारी,
क्रोध, खुशी और आशा में,
महोत्सव की निकलेगी सवारी।

आलिया समद, कक्षा - ९

Say Cheese!

J'adore la dégustation de fromage en classe française avec Madame Susan et mes amis. Nous goûtons le fromage, brie, avec une baguette. De cette session, j'apprend plus la nourriture en France. Le fromage est délicieux.

I loved the cheese tasting session in French class with our teacher and my friends. We tasted Brie cheese with a baguette. From this session, I learnt more about food from France. The cheese was delicious.

Riya Mehta, Grade 5A

The Age of the Gadgets

Henry woke up with a jolt. He could hear something. Was it his smart phone? He sat up straight on his soft, comfortable bed. He could see his electronic robot, its large metal feet thumping on the floor. He rubbed his eyes in disbelief. Was he dreaming? He was confused. He jumped out of his bed and ran for the bedroom door, but it was slammed shut. The shades were lowered, making the bedroom look very dark. Henry was amazed and at the same time frightened. His laptop powered on and started typing messages on its own.

It said, 'HEY HENRY! STEP ASIDE. THIS HOUSE IS NO LONGER YOURS. WE RULE IT.'

A chill ran down his spine. His heart skipped a beat. Henry cried out in a harsh voice, "NO!! NO!!!"

Then he heard the radio play some music. Its volume grew louder and louder. "AAAAH..." Henry shrieked, closing his ears as tightly as possible.

He went and kicked it. The noise stopped. Then his giant robot ran towards him and kicked his leg. Henry tripped and fell hard onto the floor. A soft shriek escaped his mouth. Now he was angry. He held the robot tightly in his hands and broke it. Now he had some time to think of a plan. Would a short circuit do the trick? It would cut the source of power so all the gadgets would shut down. So, he slowly went behind the television and pulled out multiple wires. Then he looked at the coloured wires in his hands. He was trying to figure which one would do the job. He then took the green wire and touched it to the red one. A spark escaped from it and the gadgets flickered. He did it once more and IT WORKED! Henry let out a sigh of relief. The gadgets had stopped working! Now he powered on his phone again.

It read, "We will surely return for you".

Tejas Ravishankar, Grade 5A

NLI- Neev Lake Initiative

What do the lakes of Bangalore mean to us? What has happened to these once beautiful water bodies? What can we do to make a difference? These were the questions that rose in our minds when we started this project. The Neev Lake Initiative or NLI is a student driven project started by the students of the foundation batch and grade 7 to make a difference to the lakes of Bangalore, particularly the Bellandur lake. This lake sports a mad display of white froth on the water surface which is extremely toxic in nature and is gradually killing marine life and affecting the environment in vicious ways.

We started off by looking into the situation and understanding it in depth. We did intensive research, visited the lake and interviewed some of the villagers living around the area. We wondered why nobody did anything about the problem, but soon realized that it was OUR responsibility to make a difference. We formed different groups based on our areas of interest and started brainstorming on what we could do as students.

After careful consideration, we came up with a three staged plan to improve the lake's condition: creating awareness, cleaning the lake and improving the lives of the residents around the lake. Initially I thought that we were simply counting chickens before the eggs hatched but I now see our plan taking shape in the form of an information book that we are creating to raise awareness amongst people.

Through our passionate participation in this project, we want the next generation to become caring and proactive individuals striving to make a difference in this world. I would like to leave you all with this thought: "we can choose to be affected by the world, or we can choose to affect the world".

Maithreya Niranjana Karthik, Kriti Sarawgi, Grade 7

बच्चों का खेल

सुबह, सुबह सीटी बजते ही
बच्चे दौड़ रहे हैं,
खेल - कूद और मस्ती करने
अध्यापक की एक नहीं सुन रहे हैं।

कभी हैं गिरते
और फिर उठते
इसी को कहते हैं खेल

कभी झगड़ना
और फिर दोस्त बन जाना
इसी में होता है उनका खेल

यही है बच्चों का खेल
यही है बच्चों का खेल।

अनुश्री अरोरा, कक्षा - ८

Acrostic Poem

Neev is

Exchange of

Exciting

Viewpoints

Thinking

Interesting

Meaningful

Elevating

Stories

Kimaya Dhar, Grade 3B

The Moon Gazing Night

On 11th November, we had a moon gazing night at school. I was really happy because I wanted to know what we would do all night. In the beginning, my friends and I were really curious. Our mums dropped us to school. Then my friends and I put our bags in class. Our teacher read a story to us after which Mr. Bharat, the expert, told us all about the moon. The interesting part was when Mr. Bharat showed us how the moon was formed. I was really interested!

After some time we went upstairs and ate our food. I was eager to see the moon through the telescope. The telescope was big, black and transparent. We saw the bright moon which was filled with craters. At first, I found it difficult to see the crater but then I spotted them. After that we wrote our reflections on this experience. Next, I went into the room, jumped into my sleeping bag and slept. I woke up at 5 o'clock in the morning, freshened up, had my breakfast and was ready to go to the sand pit. I played football and 'Catch Catch' with my friend.

I enjoyed the moon gazing night so much. I have realized that I have to go to bed on time so that I get a sound sleep and also be more active during discussions.

Ishaan Abburi, Grade 1C

A Secret Exchange

Hi Anika!

It's so weird that I'm writing a letter to you! You were always around, until you left for your vacation. You said you'd be back soon, but it's been a whole month since you left! That too during the school year! Nobody talks to me at school. It's not like they ever did, not since I started to hang out with you, but... If you were here I would happily live through this. You should've seen our teacher's new hairstyle. It looked so funny! You would have come up with a billion jokes!

It's been forever since we met! I miss you! I miss all the pranks you play. Remember when you stuck gum on the teacher's chair? It was stuck to her skirt for the whole day. What a laugh we laughed! I couldn't stop giggling.

Everyone is being really mean to me Anika. They say horrid things about you! Our classmates say that you should stay in my head, and they call me a freak! My parents say you aren't REAL, and that I'm going mad! How could that be? YOU ARE REAL! You're as real as I am! Why doesn't nobody like you?

They just don't know you like I do.
Come back soon!

Aarushi Mutreja, FB

What's UNKNOWN

beyond the horizon lies a sun, so bright
beyond the sun lies a land UNKNOWN
beyond that land lies a forest made of stone
beyond those rock solid trees lie creatures never seen before.
beyond those beasts lie a hunter
beyond his cunning smirk lies a heart made of ice
beyond that heart lies a story....

which will

forever be UNTOLD

Meher Krishna Borgonha, Grade 6



Grade 5 on a field trip around Bangalore city to find out how migration forces people to face challenges but also offers many opportunities for growth.

Old Bangalore Walk

The objective of the field trip was to be able to learn about the roots and backgrounds of different families who migrated to Bangalore, their jobs being one of the most important factors. We visited six different communities namely the Tigolas, the Marathas, the Saraswats, the Jains, the Brahmins and the Kaji Memans. The most interesting thing that I learnt was the stories that each community had to share when they migrated to Bangalore. I observed that each community had their own history, like the Tigolas were horticulturists, but over time their culture and beliefs changed and now the future generations are into different jobs, for example software.

I have learnt that over time cultures, values and beliefs change making us lose track of history. But the wave of migration has helped Bangalore grow into a cosmopolitan city and that is a sure sign of progress.

Tejas Boge Reddy, Grade 5 B

Wordsmiths

Lemonade Business Journey

We put our learning from the unit title “how we organize ourselves” together when we planned and executed our lemonade business stands.

Our lemonade journey involved planning, setting out goals, creating a cost sheet, fixing prices, forecasting our revenue, distributing roles and execution. We planned our advertisement strategies too. The day of sale was filled with anxiety and excitement. In our teams, we set up stalls, mixed the lemonade and stood ready to receive customers. It was a challenge because we faced competition, had to handle demand and ensure everything functioned smoothly.

After the sale got over we reflected on our journey. The most anxious part of the day was when we found out if we had made a profit or a loss. We learned that to make any business successful, we need to plan and organize well.

Aida, Darsh, Samarth, Grade 4B



Lights...sound and play

Our current unit in Drama was ‘Light and Sound’ and its central idea was to see how exploration and expression of light and sound can enhance a performance. We took a story and decided to change it as a group. We changed the name of the character from Goldy Locks to Goldy Rocks. We also changed the boy character to a girl character. In the process of enacting the play, we understood that light travels in a straight line, creates shadows by using opaque objects and when it hits a glass prism it splits into a rainbow. In the first scene of the story we used yellow light to express a happy morning and dim light to express sadness.

We also learnt that sound travels like ripples in water. In the story we created the sound of a bike with the help of our voice box and it sounded like this brmmmmm brrrrr... We also used our body to create the rain sound by tapping and clapping.

My take away from this unit is that we need enough space for the puppets to perform, plan what light we need for a scene, decide the sources of light, test the light and fix it if it is not working. We learnt to communicate with our group members - light designer, light operator, sound operator, puppet maker, puppet operator and script writer and show the social skills of decision making, cooperating and respecting each other.

Tvesha, Grade 1A in collaboration with the Drama teacher

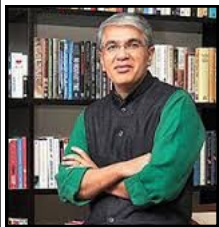


My Culture

I discovered that my culture is formed by my rituals, traditions, beliefs and values. I am proud of my traditional food which is lemon rice, my rituals like playing tennis, my traditional clothes which are kurtha payjama, music and dance.

Atri Cidambi of Grade 2B

Parents' Corner



Manish Sabharwal, Chairman, Teamlease on being made Director of Central board of the RBI.

We had the opportunity of asking him important questions concerning the nation and its public policies.

Sir, when you were a child what were your ambitions and how much do you think you have achieved?

As a child I wanted to be in the government and do business at the same time. I wanted to earn money as well as work in public policy making. Yes, I think I have been able to achieve pretty much of that. Teamlease hires a person every five minutes. However, that is but a small fraction of the actual employment needs in the country.

Sir, congratulations for your recent appointment in the RBI. Could you please tell us something about your role there?

The RBI regulates money, manages foreign exchange and takes important decisions in the country's economy. Three businessmen were appointed to the board of 9 directors. My role as a businessman is to question the policies of the RBI and check if they are in the best interest of the common man.

Sir, what do you have to say about demonetisation?

Since independence, India has done a good job with nation building but a poor job with poverty reduction. The per capita income of an Indian is 1500 dollars which is starkly low in comparison to China or the USA. With demonetisation there has been a reduction in black money and higher amount of tax being received by the government. Although the problem of fake notes cannot ever be cemented completely, in the coming years this step is sure to boost the economy.

Lastly, how do you organise your time considering the fact that you have so many important roles to play?

I travel to Delhi every week for jobs related to the government. Hence I prioritise important work over others. I wake up at 5 a.m every morning and I say ‘NO’ very often. *(He chuckles)*

Interview by—Juhi, Amshul, Maitreya, Grade 7

Sneha Iype Varma, Executive producer & Co-founder, Nirvana films on Rajasthan Tourism Campaign

Rajasthan Tourism Ad link – Fort (Huansthan), <https://www.youtube.com/watch?v=y2IpEG4qGRo>



At what age did your interest in film making begin? Why did you decide to choose this as your career, and what is your exact role in the advertising industry?

Nirvana Films is run by Prakash, my husband and the director, and by me, the creative producer. It began with my interest in a course on communication. I was interested in visuals and would reflect on the visuals I saw, feel deeply and even cry. I found movies powerful in the way they communicated an idea. The most important thing is the idea. I didn't like Math and Science, but wanted a people-related profession. Every morning, it feels like we are doing a passionate job.

Nirvana Films made the advertisement for Rajasthan tourism. Rajasthan has a rich cultural heritage, with folk music that is very catchy. How did you finalise on this particular jingle?

For a film, any audio is a backbone. First we get a brief from the ad agency. In this case, they told us that we are going to shoot for Rajasthan tourism. We wanted to move away from what was obvious and do something modern. We love to experiment with music, so we got a Jazz artist to give it a voice twist.

Rajasthan has many scenic locations, how did you pick these particular locations?

If you are doing a state tourism advertisement, you seek stories of that place—the stories of the fort, the guy with the modified bike. The village actually exists. You go seeking your stories.

Overall how was the ad shot and what were the ups and downs that you faced during the shoot?

Every shot has ups and downs—it is always chaotic. Goof-ups happen—the model might not do something you wanted. We've been in this for 20 years now, and we've learnt to manage stress. And, tourism is always amazing—great food, good places.

Lastly, Mrs. Varma among all the Rajasthan tourism ads—the fort, the haunted village, stranded in a desert—which one is your favourite?

I like the fort film. There is the clever use of the drone and the narrative is simple. The fort was huge, almost like the Great Wall of China. It was an amazing shot.

Interview by—Akash, Aalika, Khwaish, Noor, Grade 6

Teachers' Corner

Grade 1 Gallery Walk

As a summative task for the unit, ‘How We Express Ourselves’, we showcased the students’ understanding through a performance connected to the central idea of the unit- ‘the exploration and expression of light and sound can enhance a performance’. Students came up with innovative ideas to exhibit their learning and each section of Grade 1 presented two performances. Students applied different skills and attitudes required to work in a team throughout the preparation.



Students employed vivid properties of light and sound to showcase shadow effect, changing colours of light, high and low pitch sound, flash lights to show different expressions and also to demonstrate the change of expressions. Change in day and night was exhibited with changing colours of light.

As teachers, we saw the children display several IB learner traits and attitudes during this presentation. We look forward to more experiential learning that churns and unveils the creative excellence of the young minds.

Naseem Moini, Class Teacher, Grade 1B

Grade 4's visit to the Big Basket warehouse in Bangalore



As part of our inquiry into the theme, ‘How We Organize Ourselves’ (An Economics unit), our students got the opportunity to visit the Big Basket warehouse.

The purpose of the visit was to understand the distribution of goods and management systems at Big Basket. We were received warmly by their team and taken to the training room where they shared many interesting details with us such as the product types they sell, their business model and how they manage their distribution through the various hubs located in different parts of the city.

The process from the customer placing an order on the website, to it being processed, to it finally reaching the customer, gave our students a clear understanding on how the process of distribution is organized and sequenced. Students were then taken around the warehouse where they were shown how the goods are received from vendors, stored and dispatched based on orders received from customers. It was a great learning experience and helped students understand the process of distribution of goods and make real connections with our central idea.

Ainee Sajid, Class Teacher, Grade 4B

CAS Corner



As part of Service As Action (SAA), grades 7, 8 and 9 have been going to the Kempapura Government School. The school educates students from grade -1 to grade -3. Our goal is to help the students with their English - both writing and speaking skills. We are also guiding them with their behavioural skills. We are working in groups catering to a selected number of students.

One of the major things that is different from our school is that unlike our teachers, who are like our friends, these teachers are not. The teachers carry wooden rulers to command discipline. Unfortunately, we had to witness this stringent system which seemed like a routine to the students, but something we can never dream of encountering.

Our experience has been a very challenging one. On the first day we did not know anything about the students, so we interacted with them and got to know them somewhat. After we had some knowledge about them, we found out their weaknesses and strengths, and started helping them work on their areas of improvement. One of the biggest challenges we are facing is communication. All the students there speak in Kannada and some bit of Hindi. Most of us can't speak Kannada and due to that the learning process is slower than desired. This also motivates us to work on learning to speak our local language.

The students are very self-motivated and excited about what we are driven to achieve. While helping them we are also learning with them. We realise that it is only in giving that we gain.

Aarushi, Anushree & Bandana, Grade 8

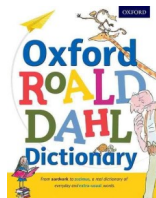
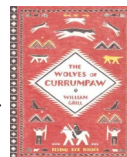
Trending



Books

The Wolves of Currumpaw by William Grill.

A magnificent large-scale picture book, The Wolves of Currumpaw gives narrative non-fiction a new dimension. In huge wordless and immersive spreads, Grill evokes the world of the wolves, showing the immense territory in which they roam and the vast starlit skies under which they travel. The story is deeply moving, and is linked to the history of conservation of wildlife and its great importance today. (7+)

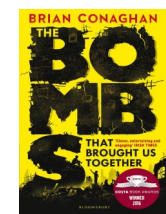
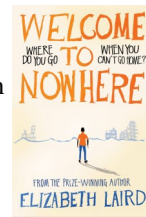


Oxford Roald Dahl Dictionary by Susan Rennie, illustrated by Quentin Blake

A glorious dictionary that gleefully juxtaposes “grinksludging” with “grip” and “rumpledumpus” with “run”, as Roald Dahl’s neologisms are included alongside more familiar words. Dahl’s best loved characters, such as Matilda Wormwood and Trunky the Elephant, are here too, with explanations of their names. Quentin Blake’s illustrations from the Dahl canon are skilfully used to inject as much fun as possible. (9+)

Welcome to Nowhere by Elizabeth Laird

A powerful and beautifully-written story about the life of one family in wartime by the award-winning author Elizabeth Laird. Twelve-year-old Omar and his brothers and sister were born and raised in the beautiful and bustling city of Bosra, Syria. Omar doesn't care about politics - all he wants is to grow up to become a successful businessman who will take the world by storm but before long, bombs are falling, people are dying, and Omar and his family have no choice but to flee their home with only what they can carry. But where do you go, when you can't go home? (10+)



The Bombs that Brought us Together by Brian Conaghan

Fourteen-year-old Charlie Law has lived in Little Town, on the border with Old Country, all his life. He knows the rules: no going out after dark; no litter; no fighting. You don't want to get on the wrong side of the people who run Little Town. When he meets Pavel Duda, a refugee from Old Country, the rules start to get broken. Then the bombs come, and the soldiers from Old Country, and Little Town changes for ever. (13+)

Compiled by the editorial team (Internet archives)

Apps



Guitartuna- Need help tuning your guitar? Do not worry! Download this app and you will realize it's the easiest way to! Available on Android.

Shazam- Discover song lyrics from your favorite artists and albums on Shazam. Available on iOS and Android.



Duolingo - Want to learn more languages in the convenience of your home or even on the go? Download Duolingo. It lets you learn several languages for free wherever you are!

So, you have no excuse to not be multilingual! Available on iOS and Android.

DragonBox Algebra- An engaging app that simplifies Algebraic concepts into a fun game!



Available on Android

Compiled by Viraj Arora, Grade 5A

9th TASI Sports Meet 2017

The Association of International Schools in India organized 9th TASI Sports Meet at Inventure Academy, Bangalore from 2nd to 5th February 2017 in which around 25 schools with 2000 participants from across India competed in athletics, basketball, lawn tennis, football, volleyball, table tennis, badminton and swimming. Neev Academy's students have participated in various sporting events like football, athletics and swimming. The Neev Academy Football team successfully showed their expertise in terms of skills, technique and strategies and reached up to the semi- final round.

Naviya Jain of grade 7 has secured bronze medals in the 50 m Backstroke in category B (Girls). Sannara Anna Steiger of grade 6 has secured the Bronze medal in the 25 m Breaststroke in category E (Girls). Aditya Narang of grade 5 B has secured the Gold medal in the 100 m race in category E (Boys)

It was an excellent exposure for our students to learn about the standard of national level competition. Students are really very happy and excited that they have been able to achieve this much.

Kunal Singh, HOD- PHE Department



Aditya Narang of 5B won the gold medal in the 100 mts race



Sannara A. Steiger of Grade 6 won the bronze medal in the 25 mts breast stroke category

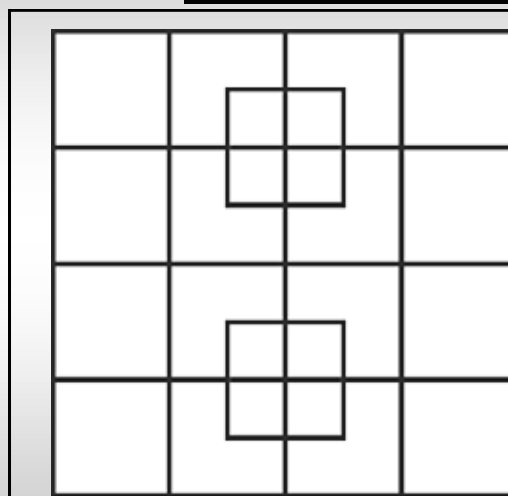


Naviya Chakor Jain of Grade 7 won the bronze medal in the 50 mts back stroke category

Solve it!

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	7	4			8		
		8		3		9	
			7			8	1
	3				9		8
					2	3	4
4			3	5			

"The aim of Sudoku is to complete the entire grid using the numbers 1-9. Each number can only be used once in each row, once in each column, and once in each of the 3x3 boxes.



How many squares can you count in the image below?
Note: squares only, NOT rectangles.

By the Neev Times Editorial Team



The play, 'Price of the Shadow' taught us that we should not be greedy and from 'The Magical Bird' we understood that we should ask for permission before borrowing something. It was great fun acting on stage!

Vivaan Kabir Thakur, Grade 1A

I liked the choir because they sang beautifully and it was fun to listen to them. I displayed the attitude of confidence in speaking my lines. I used self-management skills by standing in my correct place while dancing, singing and acting. The moral that I learnt from 'Invention of Shoes' is that you should not underestimate people.

Tara Gupta, Grade 1B

I was very happy that my parents loved my performance. I was very tired after the show but I displayed many IB Learner Profile attitudes. From the play 'Rat's Feast' I learnt not to make fun of others.

Amay Shenthur, Grade 1B

When I first started to practice for Neevotsav, I used to talk very fast. I then learnt to speak slowly and that is how I became better. With a lot of practice, I also danced very well. From the 'Boy and the Drum', I learned that if you do good to others, others will do good to you.

Arushi Chandra, Grade 1C

'Neevotsav' this year was planned in a way that there could be room to explore various genres, styles and techniques of theatre. Grade 1 explored Indian folktales, grade 2 worked with folktales from around the world, grade 3 performed scripted plays by Indian playwrights while grade 4 performed plays by western playwrights; grade 5 performed Shakespeare and classics, grade 6 explored Greek Drama in world theatre traditions, grade 7 dabbled in autobiographical form of theatre and the foundation batch dared the realistic and abstract theatre.

In each class there was a director and script editor's team, a production team, a marketing team and a communication team. Hence, they learnt all the 5 perspectives of a theatre maker: creator (creation of an idea), designer (visualization of the idea), director (who realizes the idea for stage), performer (performance of the idea) and spectator (consumption of the idea to assess its impact and intensity). Every child was supposed to perform as well as assume one of the four other roles.

We have taken special care that the theatre festival is an in-house production in its full merit where make-up, light design and sound mechanics are done by teachers and parent volunteers. At the same time, every drama had a musical piece with choreography bringing alive various forms of self expression. At Neev, students till grade 5 are made to perform well-scripted plays and not device their own. This gives them a window large enough to build understanding of the craft of writing and devising. The units are designed after careful contemplation. From grade 6 onwards students are gradually taken into play devising so that they can brace themselves for IB assessments when the time is ripe.

Nineteen plays in a span of four days was a daunting task to say the least. This can be understood if compared to the time and effort that goes into the production of professional plays, which is a preparation time of 3 months of full-day rehearsals before a performance. Hence, we as a faculty of teachers and students had to toil hard in pushing our limits and perfecting corners that we weren't good at: for instance, production. Every nuance of production and performance had to be polished to a level that in the absence of teachers and prompters, the model could run by itself. And it happened likewise. The students worked diligently for months and did a fabulous job in embracing and owning the play. As a team, it was a great thing to witness this heightened level of involvement from every member of staff, including bus escorts. Going forward, it is to be seen how much of this can be accomplished as the number of students on campus increases. We are constantly brainstorming on this matter and hope to be able to surprise our audience yet again.

— **Theatre Department**



I felt really nervous when I was on stage, but after sometime, I performed confidently and was beaming with joy. I loved the overall experience of Neevotsav as it helped me develop my communication and social skills. I displayed enthusiasm during the practice, and creativity when we were adding new dialogues to the play. Grade 3 performed the play, 'A Missing Father' and it was much applauded by the audience.

Adrita Ganguly, Grade 3A

During Neevotsav, I learnt that we should cooperate with each other so that our play is successful. We learnt how to face challenges by working as a team. Neevotsav helped us learn how to face our fears and overcome them. We performed the play, 'Good Heavens' by Poili Sengupta. We realised that to get inside the character we need to first understand the character and their perspective by stepping into their shoes. We need to feel the emotions of the character. We realised that we needed to listen to each other's ideas by being open-minded, and that is an important learning.

Ananya Manglik, Grade 3B



I thoroughly enjoyed performing the play, 'Keep Me Alive'. I learnt many things. It taught me to perform in front of an audience, develop self-management and overcome challenges. My big learning from the play is that we must be courageous and perform our duties and responsibilities towards our family and help others in their time of need. I also understood that people who are dead are never really gone. If you remember them, they come alive for you.

Taashvi Aggarwal, Grade 2B



When I went on stage I could not see my parents, so my nervousness vanished since I would not get distracted. From the play, 'Hope, Fear and Knowledge', I learnt that you should have hope and never give up. You should also learn to overcome your fears. I found it challenging to act in front of so many people but I overcame my fears.

Ranveer Singh Parihar, Grade 2A

We performed the play, 'A Dream Rehearsed'. After the final performance, I felt that all of our two months of effort had paid off as our play went off well. I had a lot of fun playing my character. I was confident, and tried my best to co-operate with my friends and teachers as I wanted to do justice to my character. I was a risk taker during this time and with every risk, there is success.

Tejas Boge Reddy, Grade 5B

This was my first Neevotsav and I was very nervous of being on stage, but with constant practice and guidance from my teachers, it has become one of my best memories of grade 4! We got feedback after every run-through and I tried to work on that. Next year, I will work more on looking at the audience and getting deeper into my character. My parents told me that just like Peter Pan, they too never want to grow up!

Rishita Rai, Grade 4 B

We performed Shakespeare's famous play, 'The Tempest'. When it was our turn to perform, I was very nervous and I thought I would make many mistakes. I was playing a negative role for the first time, which was hard at first, but I overcame my challenges on the final day. The skills I developed during Neevotsav practices were my communication and research skills. We had to communicate in whispers, use sign language because we couldn't make any noise backstage. I did research on the character of Sebastian to be able to look evil on stage and this helped me perform better.

Ananya Arun, Grade 5A

This Neevotsav, Grade 4A performed a play called 'A Christmas Carol'. As practice started, we improved as we got into our characters' minds. We did fairly well during our dress rehearsal. On the final day, we looked really good with the make-up and we performed like stars. Our parents were really impressed with our performance.

Aniket Dewangan, Grade 4A



'Invisible Friends' was a gripping story which required us to perform it with poignancy without trivialising the content. We, as a class, dwelled on the ATL skills and realised that this theatrical journey has helped us explore various nuances of the IB way of learning. My takeaway, among other things was discovering the actor within and that we had to work harder on management. We need to rise above petty arguments as theatre is not only about the presence on stage, but more importantly the performance behind the scenes, which brings to life the story we are about to tell. With that kind of realization, I am more ready for the years ahead on stage.

Bandana Bajaj, FB

This Neevotsav, we performed 'Demeter and Persephone', a Greek myth about the seasons and how they came about.

We began with a simple script reading and were astonished by the complexity of the storyline, but after research and analysis, the storyline became clearer, making it easier for us to get into character. The Greek style of theatre comprises the chorus, and is an ensemble style play where the actors are masked as they represent the story. I faced some challenges starting from difficulty in understanding the plot to playing a coordinated part in the chorus but I also learnt a great deal about working as a team, trusting people and coordinating with people.

Disha Adiya Ajit, Grade 6

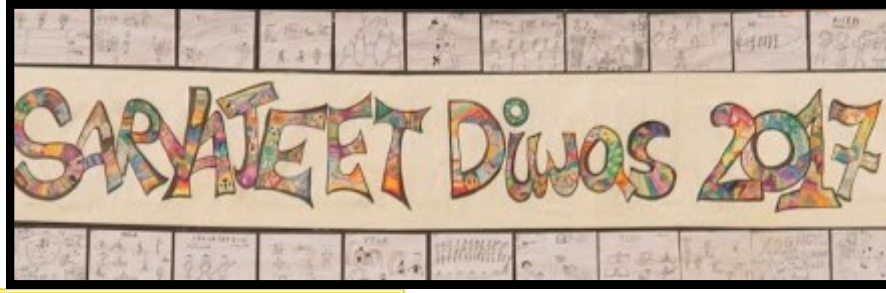
We performed an inspirational story based on Madame CJ Walker's fight and struggle in establishing her own business against racial bias.

I had to display advanced communication skills while impersonating an elderly person and that posed a challenge for me.

By observing my grandfather, I got an idea on how to enunciate and perform my lines with proper intonation and volume. I was a risk taker as I accepted the role of playing a grandfather, even though I wasn't sure how well I could do.

The process taught me to shed my inhibitions. With renewed enthusiasm and belief in myself, I am ready for more challenging roles, both onstage and in real life.

Maithreya Niranjana Karthik, Grade 7



What was different about Sarvajeet Divas this year?

This year what I liked about Sarvajeet Divas was the amount of excitement among the students while the teachers' and parents' events were taking place. In addition to this, I was successfully able to outrun other participants who I was unable to race at the last Sarvajeet Divas. The most recognizable difference at this event was the new field that we were given the opportunity to use. Being the oldest student of the school, I have been holding the school flag and leading the march past for the last four years. It was a proud moment for me when I was required to take the school oath before the beginning of the event. I am hopeful that as a school we will climb many steep hills and realize our true potential in the years to come. May the spirit be alive and thriving in every heart and body!

Dhruv Sabharwal, FB



INDIVIDUAL CHAMPIONS 2016-17

- Beginners'-**
 Boy- Ahan S Gupta, Grade 1A
 Girl- Keerat Singh, Grade 1B
- Sub Juniors'-**
 Boy- Nimay C Poojari, Grade 2A
 Affan Md. Hothur, Grade 3B
- Juniors'-**
 Boy- Aaditya Narang, Grade 5B
 Raghav Choudhari, Grade 5B
 Girl- Meher Bhunia, Grade 4 A
- Seniors'-**
 Boy- Pranav Gupta, Grade 6
 Onkar M Kulkarni, Grade 7
 Girl- Meher K Borgonha, Grade 6

This year was my first year in Neev Academy and my first year of experiencing Sarvajeet Divas. Before experiencing Sarvajeet Divas I was apprehensive of it, but it turned out to be great fun. Sarvajeet means "everyone wins" and this seemed like the true spirit of participation in the event.

This spirit of everyone winning was abuzz in the huge crowd. This cheerful audience helped all the students feel encouraged to run their best and uphold the true spirit of sportsmanship.

My first year of this event was filled with triumph and happiness. This was because I bagged the championship trophy for the MYP section in addition to 3 gold medals in the event.

Pranav Gupta, Grade 6

Sports is one of the key things needed by all growing children. Both children and adults benefit from sports. In Sarvajeet Divas, we have relay races for parents and teachers. Many people may think that sports do not require thinking, however, in sports the players must think of different strategies to play the game. For instant the relay races taught everyone how to think of a strategy that would bring out the strengths of each team players.

Sarvajeet Divas 2016-2017 was significant as it took place in our official campus. It definitely is great to be able to celebrate the spirit of sports in a field that actually belongs to Neev Academy!

Mehr Sohal, Grade 7

The Journey of 'Sarvajeet Divas' started with a physical training and sports skills' refinement session with our students in their regular PHE classes. Students were encouraged to involve themselves actively in these training sessions so that they could identify their strengths and weaknesses in terms of physical performance in different sporting events.

It was a new experience for us to train our students on the new ground. This year we had changed our training strategies and had planned some effective sessions for our students to bring out the best possible outcomes. We had planned effective athletics techniques like crouch start, running action, hurdles clearance technique, shot put technique, long jump technique and relay baton exchange techniques.

This year the teachers planned a mass drill display for grades 1&2 and grades 3-7. Students learned different mass drill exercises that involved various types of joint movements like flexion, extension, abduction, adduction and rotation. These exercises also included jumping and rhythmic movements which improve the cardiovascular system.

Our life is like a game. Sometimes you win and sometimes you lose. Participating in various games and sports develops sportsmanship. The student learns to accept both victory and defeat with grace.

PHE Department

Sarvajeet Divas: The Parent Story



It all started when the first Sarvajeet Divas communication came out. We were very excited and wanted to be prepared to run the parents' relay this year, as last year we had not practised running in teams. Some of the grade 2 mums asked on our WhatsApp group which parents (dads and moms) would be interested in participating and practising. Another objective was to have many more parents participate in the relays compared to the previous years.

Once we had all the interested parents sign up, we made a group and we started communicating with one another, motivating and inspiring each other with various things as posting videos of Usain Bolt. We discussed our individual practice sessions on a daily basis. We encouraged each other to practise everyday on their own and record their running times so that we could gradually improve our speed.

We met on Sundays at Cubbon Park to practice together and exchange suggestions on improvement. It turned out to be a real fun day as all the kids came along and played football and ran races. We had parents versus kids' relay races as well.

In this way it became all about fitness and fun. Unfortunately there were some injuries on the day of the main event. We realised that we need to practise consistently throughout the year and improve our running technique and skill so that we do not face similar problems next year. We are going to continue to run as a group and hopefully will have other parents join us. Our next run is on 5th March 2017 at Cubbon Park. We are looking forward to Sarvajeet Divas 2018.

Arvind Pal Singh, parent of Aamayr Singh, Grade 2A



Reflection on Yoga

Yoga is a activity that calms your nerves. To me yoga also means an exercise which strengthens your body and makes you flexible. I was courageous to try new asanas and I was committed to doing them.

It also helped me improve on my concentration skills because in order to balance we need to concentrate on one point. Yoga helps me clear my mind, which makes me feel calm and relaxed. When I do yoga all the stress goes away and I feel good. I also enjoy myself a lot.

Ananya Manglik, Grade 3B

OUR JOURNEY THROUGH YOGA

Yoga is all about meditation and concentration. In yoga you express your spiritual selves through the connection between the mind and the body.

During Yoga sessions at school we learnt many new postures such as chachrasna, halasna, dhanurasna and paschimotasana. We played games to build our strength yet have fun. We also learnt remedies to overcome our fear and get rid of pains as well as learn how to improve our eyesight by staring at a candle flame. Now we know how to calm ourselves down after playing and overcome our fears during Neevotsav and inter-school competitions.

Kaira Gupta , Grade 4A

Grade 5 reflection on March Past

March past is all about synchronization and team work. It involves marching in union, alertness and unspoken co-ordination.

We learnt march past techniques in school with proper guidance from the Physical Education teacher. We marched as the drumbeat rolled, the band struck up and the high-pitched voice of the school march past leader issued a command. The synchronized swinging of the arms and the thudding of our feet stirred great excitement within us. It was a beautiful sight to see and a great learning for us.

Students of Grade 5



Reflection on drill

Drill is a kind of exercise which helps us to be fit and healthy. We had been practising the drill for one month so that we could display it with confidence on the final day. The drill helped us to co-ordinate with others and also organize ourselves better and quicker in a line. We had to use our time-management skill because we had to follow the beat and do it all together. We needed to use our self-management skills well during the drill. On the final day I felt very shy to do the drill in front of everybody, but at the same time I felt very proud to demonstrate our learning to our parents.

Miraya Roy, Grade 1A



Reflection on drill

Sarwajeet Divas was the happiest day of my life. I enjoyed doing the drill. We used to practise it three days a week. While practising, we used to focus on the body posture and position. I think, I really did it well on the final day. I was happy to hear parents clapping for us after the drill. My challenge was to move my legs properly in the drill. I was confident to do the drill because I had practised it for a long time. I used social skills because we were working in the group. I also used self-management skills because I had to manage my space and do the drill according to the beats. I think I can improve it next year by practising it more.

Aradhya, Grade 2B