

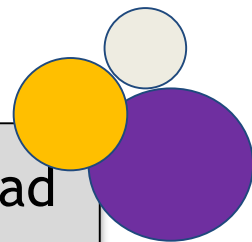
# BILLABONG HIGH INTERNATIONAL SCHOOL, ANDHERI

## *Billabong Bulletin*



*Creativity is a wild mind and a disciplined eye!*

Our final newsletter for the academic year had to spark in creativity and uniqueness! Here's a peek to our final edition...



# Fancy Dress Competition

Donning the colourful outfits with panache our students gave their touch to their fancy attires too.





## Fun with Sponge Art (Preschool to Grade 3)

Tingling their artistic spirits, our little ones depicted their creativity with colourful sponge art.



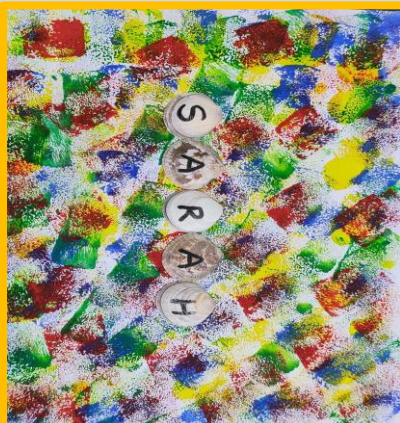
**Akeera Kamble,  
Cheetah Class**



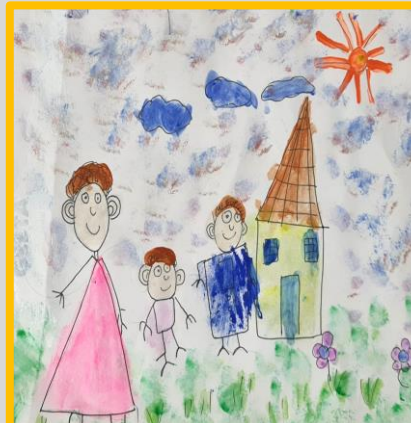
**Gabriella Dsilva,  
Jaguar Class**



**Anaisha D,  
Walrus Class**



**Sarah Suhel, Dolphin Class**



**Richa D, Dolphin Class**



# Fun with Sponge Art (Preschool to Grade 3)



**Afsheen Qureshi,  
Grade 1C**



**Ruhi Walanj, Grade  
2B**



**Shivanshi S,  
ReindeerClass**



**Arya Ujawe, Dolphin  
class**



**Hridhaya Gangatkar,  
Grade 2B**





## Creativity of the Masters...

### The queen of all subjects



“Dear students, are you all comfortable with English or shall I speak in Hindi?” This is my opening question to my classes. I have been teaching school students for the past eight years and I enjoy the freedom of switching between English and Hindi while teaching, partly because of my own inability to express myself fluently in English and partly because I can’t proceed further in English after seeing faces half stupefied and half awed when I speak. I wonder sometimes that either my speech is too good to be understood or it is so bad that it cannot be deciphered.

Very frequently I am compelled to switch to Hindi and translate something I say in English for these very reasons. However, that too comes with its own limitations as students aren’t good at Hindi either! For instance, how do I translate ‘gravitation’? *Voila!* It is *gurutvakarshan*. I know this, but do they?

So, where lies the problem? I reflect and I discover, (if I am not wrong) the problem is with the children’s language skills.

In India, children are taught to write English at a very early age. In fact, a child studying in an English medium school learns to trace the English alphabet first and then the *devanagari* letters a year or two later.

In my state (Maharashtra), Hindi isn’t the native language for most people. Of course, people in Mumbai identify their Hindi as *Bombay Hindi* but day-to-day speech unfortunately doesn’t include *gurutvakarshan*.

The story of an average Mumbaikar child is that s/he learns the mother tongue at home, English in school, *Bombay Hindi* with peers and rest of the society. S/he learns to write in English from an early age. S/he is exposed to reading English from textbooks and jotting down notes in English in the notebooks. However, there is poor exposure to English at home, as very few parents use English in the home.



## Creativity of the Masters...

No listening, no speaking – the rule holds true for any language known to mankind – leads to poor speaking skills. On the other hand, Hindi taught in schools differs from the *Bombay Hindi*, so there again no reinforcement. Some reinforcement would have at least improved their Hindi and I would not have seen those stupefied faces after uttering *gurutvakarshan*.

How do I teach? What do I teach? Do I teach science or do I teach English? It is possible to make references to the linguistic aspects of a word during a science class but not always! Teaching both is not feasible all the time as there are scientific concepts that need to be explained. What do I do? Do I blame the English teachers in the lower grades, who somehow failed in their attempt to train these children a year or two ago?

The saddest part of this story is that it isn't surprising to find an average English-medium school child not able to frame a single sentence properly (be it writing for that matter). Children always face problems in understanding word problems. They end up either solving them wrongly or avoiding them altogether.

I have come to believe that children need a little bit of language, bits of arithmetic and some social science. However, if asked to prioritize,

I will see to it that language tops the list, followed by other subjects, because ultimately the whole process of education pivots on the very fact that it is only *language* that is the means to seek knowledge, develop understanding and add meaning to thoughts. It is language that enables one to speak out and express oneself. Despite being a science and math teacher, I strongly believe that “language is the queen of all school subjects”, and will remain to be so.

**Sir Aditya Rao,**  
**Head of Department (Math and Science)**



## Creativity of the Masters...

### वर्षा की राह मे ।



ज़मीं पे दरार  
हाथों मे औज़ार  
आँखों मे इन्तेज़ार  
लिए बैठा है किसान, वर्षा की राह मे । 1

बादल की आस  
कब बुझेगी प्यास  
जीवन प्रवास  
अब रहा नहीं आसान, वर्षा की राह मे । 2

बरगद की छाँँव  
सागर की नाव  
पूरे गाँव के गाँव  
दूर दूर तक वीरान, वर्षा की राह मे । 3

सूखे मधुबन  
ना पानी ना इन्धन  
अपनों के निधन  
रो रहा इन्सान, वर्षा की राह मे । 4

प्रभो का प्रकोप  
समझते हैं लोग  
मनाते हैं सोग  
घनघोर घना अज्ञान, वर्षा की राह मे । 5

आशा प्रबल  
बाजू निर्बल  
दृष्टि सजल  
कमज़ोर हुए बलवान, वर्षा की राह मे । 6

कोई क्रोधित है  
कोई भयभित है  
कोई चिन्तित है  
भला कैसे होगा कन्यादान ? वर्षा की राह मे । 7

ना एक बूँद पानी  
कर सकी मेहरबानी  
तो कृषि ने की मनमानी  
और खेत बने शमशान, वर्षा की राह मे । 8

देहातियों ने छोड़ा घर  
पकड़ ली लंबी डगर  
चल दिए नगर नगर  
बाँध अपना सामान, वर्षा की राह मे । 9

पड़े न जिनको कष्ट  
वे बन बैठे है भ्रष्ट  
इन्सान हो रहे नष्ट  
ज़िन्दा हो रहे हैवान, वर्षा की राह मे । 10

घर जिनके उजड़े नहीं  
अपने जिनके बिछड़े नहीं  
कपड़े जिनके सिकुड़े नहीं  
वे क्योंकर हो हैरान ? वर्षा की राह मे । 11

सूखी होंगी नदियाँ  
रूखी होंगी वादियाँ  
मुरझाएँगी बगियाँ  
मुरझाएँगे बागान, वर्षा की राह मे । 12

आनेवाले कल  
बंजर होंगे जलथल  
गिर पड़ेंगे अश्रूजल  
जब रो देंगे किसान, वर्षा की राह मे । 13

हाथों लिए नोट  
माँगे फिरते वोट  
हृदय मे लेकिन खोट  
और जुबां पे संविधान, वर्षा की राह मे । 14



## Creativity of the Masters...

रूठ गई रे बहना  
इस पर भाई का कहना  
ना भेट ना कोई गहना  
स्वीकारो मेरा गान, वर्षा की राह मे । 15

मेघ देवता हमारो  
या संकट से तारो  
या बिजली से मारो  
कर दो कोई एहसान, वर्षा की राह मे । 16

बेटी की रुकी विदाई  
मुन्ने की थमी पढ़ाई  
मजली की गोद भराई  
तोड़ गई स्वाभिमान, वर्षा की राह मे । 17

खेतों के रखवाले  
तन से नीर बहा ले  
पड़े पग मे छाले  
निकल गई रे जान, वर्षा की राह मे । 18

रे अन्यायी यह भेद क्यों ?  
मेरी थाली में छेद क्यों ?  
आसमां सफेद क्यों ?  
कर वर्षा का ऐलान, वर्षा की राह मे । 19

प्यासे पानी को तरसे  
पैदल ही निकले घर से  
दौड़े मरने के डर से  
कहीं मिल जाए जीवनदान, वर्षा की राह मे । 20

दुखियारे दीवाने  
चल पड़े मैखाने  
अपना दिल बहलाने  
गलियों मे अंजान, वर्षा की राह मे । 21

तब करते थे लोग  
जल का दुरुपयोग  
अब आया है योग  
कर दिखाओ जल निर्माण, वर्षा की राह मे । 22

सैंकड़ों कुल  
क्षुधा से व्याकुल  
चरणों ला दूँ अपने शूल  
देदे मुझको वरदान, वर्षा की राह मे । 23

सुन भारत भाग्य विधाता  
लगा वर्षा का ताँता  
स्वकंठ तुझ को सुनाता  
में मल्हार की तान, वर्षा की राह मे । 24

पंजाब सिन्ध गुजरात मराठा  
लग जाए वर्षा का ताँता  
गाँऊ में तव जय गाथा  
कर धरा को नीर प्रदान, वर्षा की राह मे । 25

छुएगी आसमान  
पुतलों की चट्टान  
देखेगा जापान  
मेरा भारत महान, वर्षा की राह मे । 26

-- आदित्य राव

**Sir Aditya Rao,**  
**Head of Department (Math and**  
**Science)**





## Creativity of the Masters...



Why can't I get more than 70%. Parents are very worried about the consistency in their child's grade. Is it so difficult to break academic records. How few people reach 90% and some struggle to make up from 70 to 80%. I'm not going to discuss different methods a topper uses. But a simple strategy to make sure you raise your percentage from consistent 70% to at least 80%. I have parents complaining that my child never scores more than 70 marks in his or her language papers. What's the reason? Is it the teacher's stereotype? Does it require attention? There is no full proof strategy that one can break his own records to get a score as high as a topper.

We can follow one ritual if you are not an orator or your communication is amongst the run of the mill. In other words an average person can follow the guidance.

When learning anything and incorporating it into one's life you have to be creative, innovative. We learn  $1+1=2$  How we learn it that matters. For example, in school we learn addition through fingers or mental. All you can do is explore different strategies to learn the concept. We do this as we not only find different approaches to our learning this also infuses creativity.

Here we can pose a question. How we improve our language?

As in real life we are not going to get a passage or it's going to be so simple - read a passage and solve a question. Again to improve language. We need to exchange thoughts, ideas and have a conversation. We need to communicate. If we keep reading a passage and solve answers given below that's not how you will learn the language. If I say I'm a Std 1 or grade 1 teacher it makes a lot of difference. Reading books, talking to peers in that language and listening and watching movies in that language helps.

Learning any topic without applying will not help. Think how can you apply this to real world. How greeting good morning can simply start a wonderful conversation. Applying while your learning is a must. Today books, teachers will teach you theories but to apply in real life this too is important.

Applying also means creating. For example in measurement we ask them to measure the things around. After learning to apply. We need to create as applying is not enough. We need to encourage them to design, create things. This can be age appropriate.

Keeping in mind these simple steps to explore different ways of learning, to know, apply and create we can build our future and curiosity within them.

**Miss Daljeet Arora,  
Primary Teacher**





## Grade 10 Farewell



Bidding a teary-eyed goodbye to our students of Grade 10 was a day full of emotions. Their teachers however, ensured it was one of the most memorable days for them.





# Preschool Grandparents' Day

Honouring their grandparents for their endless love and support our KKIS Team organised a special Tea Party for their even more special grandparents!



## Sr. KG Graduation Day

It was a day of fervour and pride for our little graduates to celebrate this remarkable stepping stone as they were promoted to the Primary section.





## External Exam Winners

### Silver Zone Olympiad - International Olympiad of Science (iOS21)

#### Gold Medal



**Sanchit Yadav,  
Grade 3**



**Ayaan Nair,  
Grade 2**



**Sailee Nigalve,  
Grade 6**



**Anwitaa Thakar,  
Grade 4**



**Samaana Ladiwala,  
Grade 1**



**Jai Panchmatiya,  
Grade 5**



**Deeshna Puthran,  
Grade 1**

## External Exam Winners

Silver Zone Olympiad - International Olympiad of  
Science (iOS21)

Silver Medal



**Mahatee Gawade,  
Grade 3**



**Aarush Narvekar,  
Grade 1**



**Garv Mittal,  
Grade 5**



**Kanishk Jain,  
Grade 4**

## External Exam Winners

Silver Zone Olympiad - International Olympiad of  
Science (iOS21)

Bronze Medal



Atiksh Chavali,  
Grade 4



Nitya Godara,  
Grade 5

## External Exam Winners

Silver Zone Olympiad - International Olympiad of  
Mathematics(iOM21)

Gold Medal



**Sanchit Yadav,  
Grade 3**



**Raphael Fernandes,  
Grade 2**



**Mysha Perwez,  
Grade 4**



**Deeshna Puthran,  
Grade 1**



## External Exam Winners

Silver Zone Olympiad - International Olympiad of  
Mathematics (iOM21)

### Silver Medal



**Ayaan Nair,  
Grade 2**



**Anwitaa Thakar,  
Grade 4**



**Samaana Ladiwala,  
Grade 1**

### Bronze Medal



**Kanishk Jain,  
Grade 4**



**Heemaa  
Talekar, Grade 1**

# ACHIEVEMENTS



Mysha Perwez yet again has us beaming with pride after securing 3rd position in ICE Rapid Chess Tournament organized by Institute for Chess Excellence.



*Thank you for  
reading...*

