

SURKHIYAN

सुरखियां

DIWALI HOLIDAY
ACTIVITIES

OCTOBER BOOK
RECOMMENDATIONS

SCHOOL REOPENING
REACTIONS



HALLOWEEN CELEBRATION IN
PRIMARY AND EARLY YEARS

NOVEL STUDY
USING TABLEAU

EXTENDED ESSAY
WRITING IN IBDP

Welcome Back to School



Welcome to the October edition of GICLM Magazine. October brought a lot of positive vibes and hope for all of us at GICLM. Finally, the much awaited announcement came from Government authorities that we could reopen physical school! We were excited to be back; teachers were eager to meet their students, and students were happily looking forward to meeting their peers.

Before opening, we spent one week training, planning and making final preparations. We made sure that all the staff on site were vaccinated and trained well on the SOPs, ready to receive the students. RT-PCR tests were done by the whole community and we made a good start on Monday the 11th. We greeted students with a smile and a sweet cookie. The teachers did a flash mob to express their joy at the return of the students. All safety protocols were followed with a timetable of four hours of learning for Grades 8–12.

The initial few weeks were a bit challenging with blended learning going on in classrooms, but very soon we witnessed teachers and students slowly adapting to the new pattern. In the following weeks, we saw more and more students returning to the school. Some reflections written by students and parents about returning to school are included in this edition. This just proves the spirit of liveliness and the positive energy within the GICLM community, which I know will continue!

As always, the Early Years and Primary classes had a lot of learning laced with fun and celebrations while the Secondary focused on dealing with challenges of the new situation of learning on site. Our tiny tots in Early Years learned things like how to plan and build a city; they dealt with the topic of emotions by learning about the circus. They were also exposed to many careers by having a dress up day as a professional. K2 had experiments centered around the topic 'Day and Night'. These students also learned to draw objects after sensing them with touch. K1 had a very useful session on road safety as well. Finally, the Early Years Department celebrated Halloween with full pomp and festivity.

In the Primary section, students learnt about the Mid-Autumn Festival of China in their Mandarin classes. Grade 2 and 3 also collaborated with a school in Nepal for the Dusshera and Navratri celebrations. All these activities prove that we are a true international school, giving our children exposure to the global community through our learning. Other learning activities in lower Secondary occurred when Grade 6 learnt about Stone Age tools, creating some designs of tools on their own, while Grade 7 made masks used in Greece during the Golden Age.

During the month of October we also elected the class representatives from every grade. Most of the Grade 12 students also successfully completed and submitted their Extended Essay, which is a significant milestone. There was also an essay writing competition for students in the Secondary for which one of our students placed nationally. Additionally, all grades celebrated Diwali by making rangolis and dressing up in traditional attire. The teachers too decorated their floors with colorful Rangolis.

We are thankful to all the parents for your cooperation with us in following all the SOPs and making our efforts to restart physical school a success. Indeed, we are all hoping to continue this positive relationship in the coming months.



Mrs Elza Eldo
IB Coordinator



Parents and Students on School Re-Opening

To understand how different individuals are adjusting to the new COVID rules and restrictions, we at Surkhiyan conducted interviews with a few students from Grades 8-11. We asked students about their preference regarding online and offline schooling as well as how they are adjusting to the new normal related to the COVID restrictions in our community.

According to me, offline schooling is better, as it is more interactive and lets us regain social capabilities after a long period of isolation. The rules and restrictions are not only good for safety during the pandemic, but also as a transition from one lifestyle to another. The distancing rules help us ease into being semi-normal again without having us jump directly into a long forgotten experience, which would otherwise be a shock to the vast majority of us.

Aditya Ghatty

Grade 8

I prefer offline schooling more, as it leads to better understanding of concepts. Personally, I think it provides a better form of learning. Also, I feel like I'm more concentrated in school than online. Offline schooling has been great overall! However, I feel like the rules can be overwhelming at times. For instance, wearing a mask all the time can be difficult. I understand that these rules are meant for our safety and think that it's important to continue exercising them.

Hiya Ghelani

Grade 9

Well, the answer to this question depends. For me, I prefer online schooling to avoid travel time to and from school. That's about it! On the other hand, I prefer offline schooling to learn much more effectively and better. It's no doubt that we have faced network issues throughout the pandemic. It is important to switch to offline learning modes. It is always helpful when a doubt is cleared face-to-face with a tutor, rather than through a screen. There can be in-person teaching with the help of so many materials available to us at school, which aids in understanding a topic. So, I'd say that it's really a 80-20 preference for me, where offline schooling takes the lead.

It's great to see the amount of effort everyone has put into making a set of clear rules and COVID restrictions for students as well as the staff and I feel it's really helping. We have weekly antigen tests done and a random 10% of students in the entire school are given RT-PCR tests every week. For the first week, students and staff took time to adjust with the rules and regulations, but were so excited to be back in school. Now we are already two weeks into school and we have negative test results from everyone! It just demonstrates that our entire GICLM community works diligently every single day and never fails to impress!

Jia Suri

Grade 10

I never once thought in my life that I would say this, but it felt so good to be back on campus. I felt as if I was finally "home". I entered school and the first thing I saw was the decoration. I felt so welcomed. It felt as if the school wanted us as much as we wanted school. With the monotonous black and white life I was living while studying at home, coming to school felt like a burst of joyful colors.

Suvidhi Bhushan

Grade 11

The past two years have been tough and challenging for everyone, but especially for all the students worldwide. Coming back to campus has been so nostalgic, but most of all we got to reunite with our friends and teachers. GICLM is our second home, and the way we were welcomed back was heartwarming. It feels good to be back home!

Vaneesha Kothari

Grade 11

Coming back to campus has been an amazing experience. I really think that it has helped us all become better learners and enjoy each and every experience. Being on campus allowed us to finally get to use the school facilities, and it also helped us form new friendships and bonds with our peers and teachers. A great example of this would be the Diwali celebration. It was a great display of the talents and culture that we have at GICLM.

Ashel D'souza

Grade 11

Parent's Perspective

That ideal picture of your child carrying a school bag, beaming and waving at you looking forward to yet another learning opportunity at school had become a distant memory. Mitigation of the COVID-19 wave strengthened by a successful vaccination campaign has slowly but surely put our lives back on track. Online education, within its restrictions, was a big savior in testing times as the only alternative. One such limitation was the kids being deprived of interpersonal interactions and social skills. In-person teaching is indispensable and is the cornerstone of our education system.

We appreciate the scientific approach and methodical manner in which the school management made this daunting task look easy. Their regular mails during the pandemic apprising parents of their efforts was a great confidence building measure. Additionally, their prompt preparedness to resume schooling the moment the government nod was received reflects their foresightedness. An equally prompt readiness of the parents to send their wards reflects their confidence in the management.

The protocol of ensuring one hundred percent staff vaccination, fortnightly RT PCR testing and weekly antigen testing has nearly eliminated the imminent risk to our children. In addition, the strict temperature checks and random testing at school indicates the strong will of GICLM to not let its guard down. The deep sanitation protocol and SOPs in conducting academic and non-academic activities speaks volumes of the strict vigil maintained by them. Seeing the enthusiasm of our children exiting the school gate with a smile on their faces (although 'masked' for now) and the resumption of the narration of a 'typical' school day is so heartening and very welcome!

We are indebted to the entire GICLM team to have taken the responsibility of creating a safe learning environment for our children.

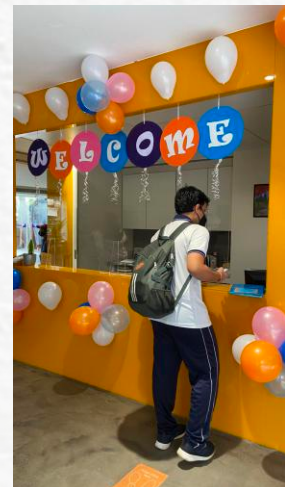
Dr Nikunj Shah
Parent of Misha Shah - Grade 10

11th October 2021... a red-letter day indeed. After almost eighteen months of online learning, the school could finally be opened up for the usual face-to-face learning. It was a great relief for students, parents and teachers alike, as many doubts were floating around if the schools would ever open in the near future. But the day finally arrived, amid some skepticism.

Personally, as a parent, I went through mixed emotions. I was delighted that my son and the other children at GICLM could now go back to their classrooms, use the facilities, socialise and be near-normal once again, albeit with protocols. However, at the same time, a little fear remained that this joy should not be short-lived, else it could have a more significant negative impact on our children's mental health.

Well, it has now been three weeks and things have gone well so far. Kudos to the school for ensuring and enforcing complete adherence to safety protocols. I am happy to note that my son and other students are connecting again, there is a reduction in screen time, and they can reap the benefits of classroom learning once again. Suddenly, the fatigue and boredom have disappeared, and they seem cheerful, attentive and eager. However, let's not drop our guard in haste. It is imperative that we remain vigilant and maintain protocols. Let's hope that the situation only improves from here.

Ganesh Ramakrishnan
Parent of Soumil Iyer - Grade 12



Building the City

Tutors asked children to keep certain materials handy for our 'Building the City' project during the month of October. Students got busy building their own city in class using cardboard boxes and other toys/materials. They started working at home using different materials available around them. Tutors also built a city scene in the classroom and displayed it to the children virtually. They explained the concept of city/town, buildings, homes and shops, city design and also the concept of traffic signals and signs to the children. Nursery students later finished their own city and were encouraged to talk about each part of their project.



Safety First

Safety First, is Safety Always- Charles M Hayes.

Following road safety rules is very important. It is of paramount importance that children learn road safety in an educational environment. Road safety education plays an important role in shaping the attitudes and behaviour of children, ensuring they become future responsible drivers, pedestrians, cyclists and passengers. The objective of this activity was to give students knowledge about traffic lights, safety rules and all sign boards.

To begin, students were briefed about general rules to be followed on the roads and in their own residential areas. Tutors instructed the students about essential traffic signals, walking on zebra crossings, driving in lanes, following traffic lights, parking their cars, and more. Our young learners were excited to make a map with the materials provided to them. They explored the materials and used them creatively to make their own map which had different streets, signs, stores, restaurants, and everything else they can find in their own communities. Flashcards were also used to reiterate the message of road safety.

All students were very enthusiastic throughout the activity and enjoyed it a lot. So, all in all the students were learning when they were playing and the desired learning outcome was met.



Drawing by Touch

In this activity, the tutor encouraged our young learners to play a game where they tried to discover what it would be like if they couldn't see. Any five or six items such as a spoon, eraser, small ball, glue stick, pencil, or ruler were hidden under a napkin. Children were encouraged to touch and feel those items. They were then asked to recollect and draw the same (without seeing the objects) in their drawing book. Children were able to describe the items using descriptive words. They could also note the shape of the items as well as how hard or soft they were and using their sense of touch, they were able to draw them.



Common Articles

Happy Halloween!

Trick-or-Treat! Our preschoolers left no stone unturned in showing their creative and spooky side with the Early Years Department Halloween Celebration. They sportingly dressed in their Halloween outfits as witches, friendly ghosts, devils and pumpkins, to name a few. That's not all, as our children also created different activities during their respective online class sessions!



Happy Navratri and Dussehra!

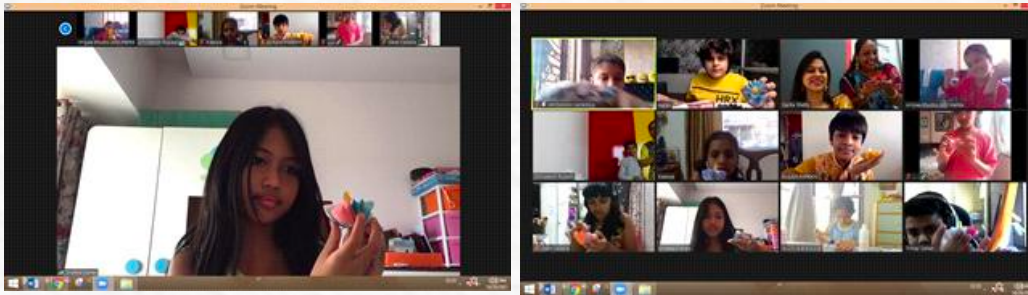
A colourful Garba and Dandiya Rass rejuvenated the vibrancy of the GICLM Early Years virtual Navratri! Navratri festival is a joyous way of worshipping Goddess Durga. In order to celebrate, our GICLM Early Years students were all dressed up in comfortable ethnic wear to celebrate the virtual Navratri and Dussehra festival with great enthusiasm. Students and tutors danced to the beats and tune of 'Dandiya'. The students were told about the importance of the nine days of Navratri and how this celebration symbolizes victory over evil. Students also enjoyed doing various activities such as the Ten Headed Ravana and Motichoor Fusion Jars NFC activity as well as making paper toran.



Diwali - The Festival of Lights

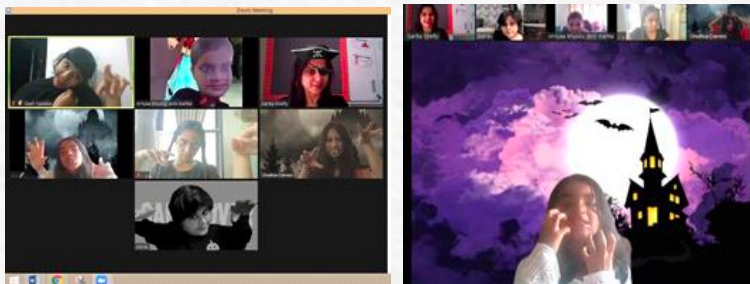
Primary had a Diwali celebration where students learnt that the festival spiritually signifies the victory of light over darkness, knowledge over ignorance, good over evil, and hope over despair. They made diyas that symbolized goodness and purity to give to their loved ones. Happy Diwali from the Primary Department!

Sarita Shetty
Primary Teacher



Halloween Celebration

Halloween is a time for kids to let loose, dress up, and have fun. The Primary students put in their best to sport their creepiest look for the spookiest night of the year. This was a perfect opportunity for them to explore their creative side. Hence, this year we saw some of the scariest, most creative, and best Halloween costumes. To add on to the fun element, we had an origami activity planned in which children had a great time creating bookmarks and vampire bats.



Grade 4



Trick or Treat!

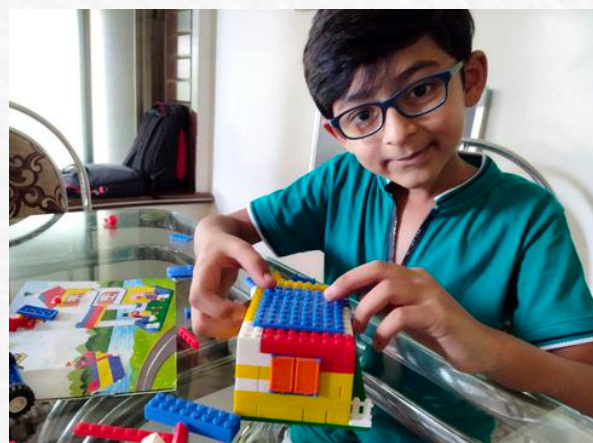
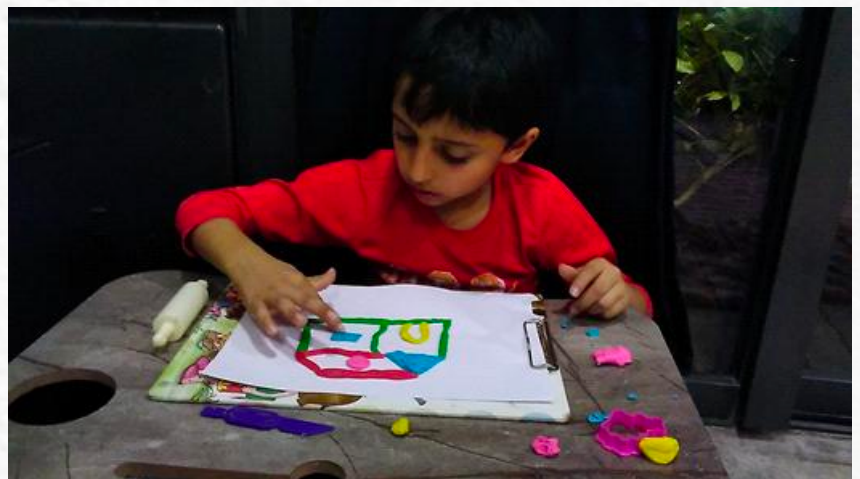
When witches go riding and black cats are seen, the moon laughs and whispers 'it's HALLOWEEN'!!!

Our Primary students Grades from 1-3 came together this October in a scary yet fun-filled combined French and German language class to celebrate this spooktacular festival! Dressed in their best spooky costumes, the students watched a video that gave them some knowledge about the emergence of the Halloween fest across Europe and the US. They also answered questions on a quiz based on the video. This was followed by an activity where the students tried their hands at making an edible Halloween platter of bananas and oranges. Moreover, students of Grade 1 made pumpkins out of paper plates and colours. Their energy and enthusiasm to participate throughout these activities was impressive.



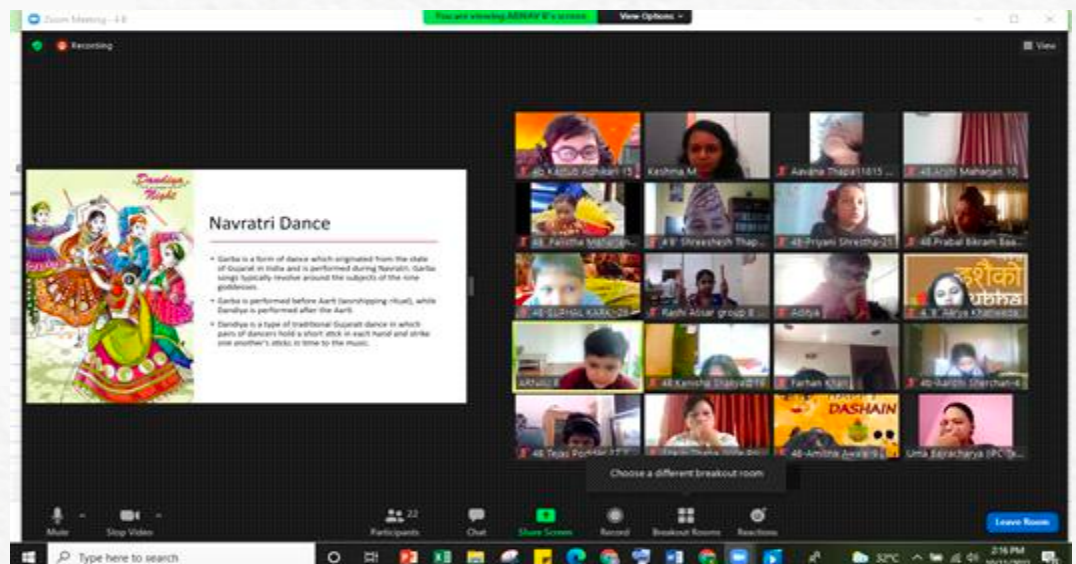
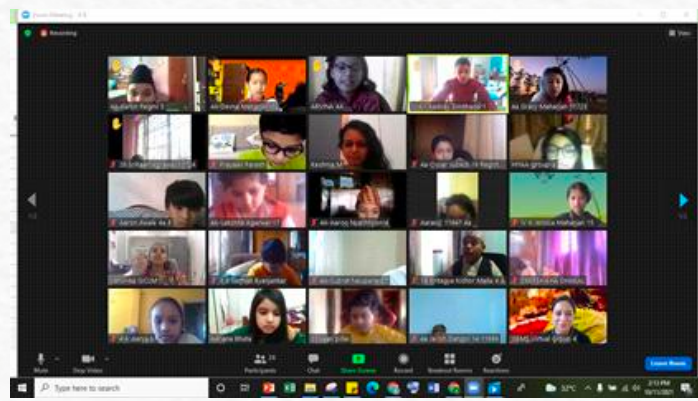
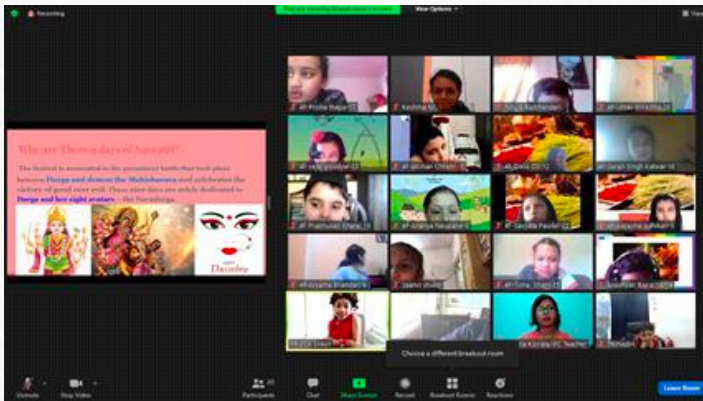
Young Architects

Construction play has been proven to make a difference in the way children think and complete tasks. It is a form of play that helps a child's growth and development. Indeed, children have different ways of learning and thinking, and using this method of helping them understand the concept of a 'house', while allowing them to construct a structure makes learning fun and engaging. With this in mind, the students of Grade 2 enjoyed the entry point for the unit of "Houses and Homes" in IPC, where they made houses using Lego and Playdoh. It gave them the opportunity to understand the difference between a house and a home. Students used their creativity and made interesting structures which helped to blend Art and Geography classes.



Let's Celebrate Together

With many celebrations held in the last month, Grade 2 and 3 had the opportunity to collaborate and share Indian traditions with those in Nepal. For this activity, our students had the opportunity to team up with students from GEMS International in Nepal to learn about the similarities and differences between the lifestyle of both places. Students were excited to share information about their school, routines, culture, and traditions. As Nepal celebrates similar festivals to those in India, they showcased and presented how festivals such as Dussehra and Navratri are celebrated there. Students also shared dances, songs, rituals, clothing, food and practices about the different festivals. It was exciting for the students to observe how different parts of the world celebrate the same festivals on different days and the reasoning behind it. This experience truly hit on our IPC learning goal – International Mindedness. Students not only learnt to collaborate and work together, but they also learnt to be internationally minded and respect the cultural practices of others.



Stone Age Tools

To learn how our ancestors created stone tools and weapons to hunt animals and develop key survival skills, a practical activity was conducted to help children develop their understanding of the Stone Age by designing their own Stone Age tools. This engaging activity helped them to understand what the world was like in the Stone Age, and how people lived. They learnt how early humans created and developed these tools, which allowed them to hunt more animals, use more materials, and create more clothes and possessions.

Grade 6

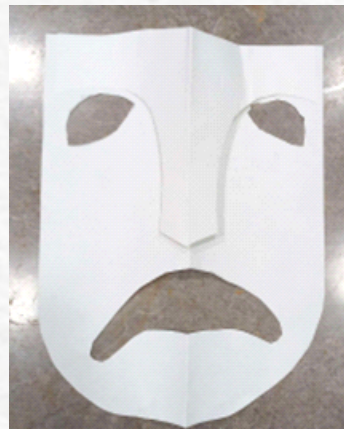


Unmask The Mask: Reveal The True Character

While learning about Greece's Golden Age, students of Grade 7 learnt about how Greeks invented drama as an art form and how actors wore masks to dramatize stories. As a follow up activity, the students created theatrical masks to experience how Greeks used these masks for their drama that exaggerated human expressions, which were either tragedy or comedy.

Students then tried their hands at Greek art, including pottery and painting. Students learnt that Greeks established standards that strongly influenced the later art of the western world. This activity made the students understand how the Greeks— through their painting — demonstrated the importance of sea and sea food in their culture.

Grade 7

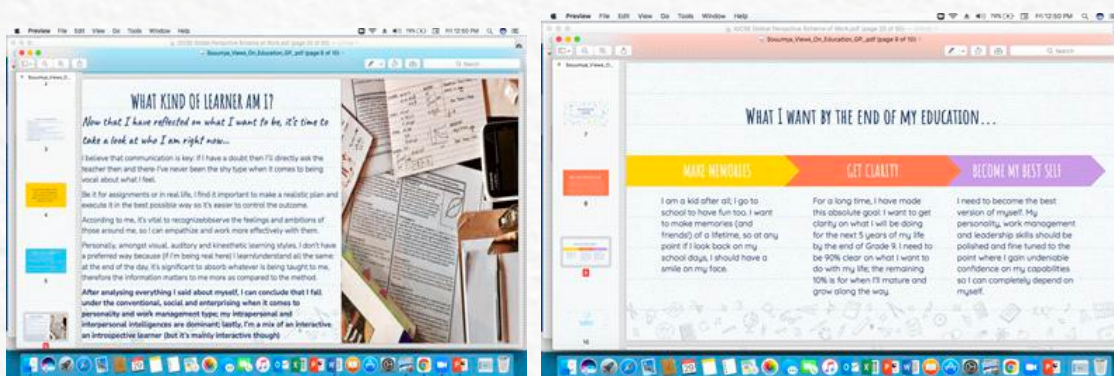


Perspectives Matter!

For Global Perspectives, the students of Grade 8 brought their own educational experiences, as well as those of their family and friends, to the Education unit. This unit provided them with the opportunity to consider the purpose of education and the impact it can have on people. It encouraged them to consider how education affects them and others. They were also given opportunities to conduct research and critique information sources, present findings appropriately, form opinions, and evaluate information along with perspectives.

Students created a life map outlining their goals for the future and then reflected on how education can help them achieve these goals. They interviewed members of their family and also self-evaluated themselves in terms of the value of education and developing a profile of an effective student.

Fareen Qureshi
Social Sciences Teacher



Essay Writing Competition

Season's greetings! I am Dev Shah from Grade 10. In March 2021, I participated in the Leaders for Tomorrow National Essay Writing Competition. We had to identify any major development issue faced by India with respect to achieving the UN Sustainable Development Goals, and propose potential solutions. I decided to choose the topic of waste management, which is a major problem plaguing India.

I had about a month to write the essay, during which I extensively researched about my topic for a period of about two weeks. I referred to various sites that had valuable information on this issue, and also searched for creative solutions adopted by countries across the globe, which could be implemented in India too. For example, Japan has utilised food scraps to make fodder for domestic animals; this recycles the food and prevents wastage. The entire process gave me deep insight into the waste management issue and I have achieved my goal of spreading awareness. The results of the competition came in late September, and it made me happy to know that my essay was chosen in the top 100 essays at the national level.

Dev Shah
Grade 10

My essay can be found using the QR code below. Enjoy reading!



A Tryst with Johann Sebastian Bach

Hello, everyone! This is my first year in GICLM and having selected German as my second language, I got the opportunity to attend the “Kinderkunstkiste” music workshop. Being a German student who loves music and history, this was indeed a wonderful conflux of my interests. Going to the workshop and participating in the abstract activities made me realize that music is more than just vibrations in the air. Music is magical, and music is alive. The best way to learn German is immersion into its culture. In the session on Johann Sebastian Bach, a famous German composer, we learnt about his history and the history of Germany as well. When we listened to his music, we listened to the music of Germany.

After listening to Bach’s famous compositions, we not only heard the music, but thought about it as well. Abstract thinking about music can help us understand the life and soul that went into it. We were then asked to draw our mental manifestations of his compositions and it helped us think about music in a much different way. We could make out the colours and the voice of his piece. The workshop helped me understand not only music, but the world: the rhythms in machinery, the beautiful patterns of math, and the colourful complexity in the smallest levels of science.

It has been scientifically proven that music activates many areas of the brain. Playing an instrument or listening to classical music can aid in a child’s brain development and unlock their higher potentials. Music has many times been linked to math and science, and the Kinderkunstkiste enabled us to tap into the many things music has to offer. Music is not just a string of vibrations, but a gateway to the rest of the world. This workshop has shown me that music is an integral part of life and attending it has let me unlock that part which most people miss out on.



Aditya Ghatty
Grade 8

Testing Plants

During the month of October, the students of Grade 7 got an opportunity to learn and test if the water in plants travels up from the roots to the leaves using the xylem vessel. In the experiment, we had to take a bunch of celery and place it in a jug full of mineral water. Initially, the plant’s leaves were green in colour. That was because the xylem vessel takes up colorless water, leaving the color of the leaves unchanged. Then, we added red food colouring to the water. When the plant absorbed this coloured water, its leaves turned red! When the stem was cut open, the xylem vessels also contained the red pigment. This helped us conclude that the water the roots absorb travels through the xylem vessels and then reaches the leaves. This was a fabulous experiment that helped us learn fruitfully!



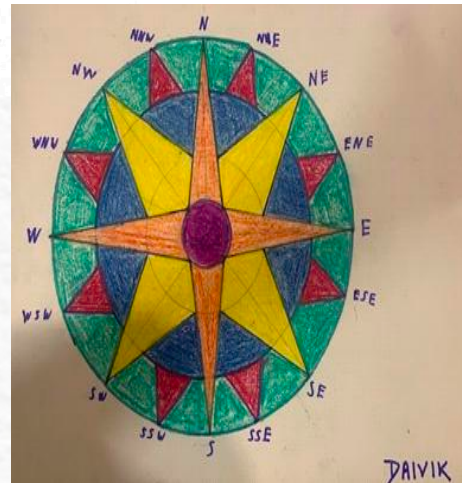
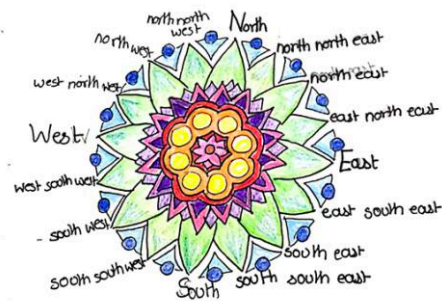
Dev Mehta
Grade 7



Geography Activity

Map Skills are currently being taught in our Geography class. To make the topic more interesting, our teacher assigned an art-related task to us. The assignment was to create a sixteen-point compass in the shape of a Mandala design. Mandala is a spiritual form of art that represents the universe. It is essential to have an understanding of the compass rose and directions, as it enables one to grasp the orientation of places on maps as well as use maps to navigate from one place to another. It was quite exciting for us as students because we really enjoy showcasing our creativity and being artistic.

With this task, we now have a thorough understanding of a compass rose, cardinal directions, intermediate directions, along with their significance in map reading. Barbie Vora of Grade 6 noted, "We drew a compass rose in a mandala form which was a very creative and an enjoyable way to incorporate art into geography. It was also soothing. If you didn't know, making mandalas is a practise to calm you down. I personally enjoyed this activity because it was very unique!" Vihaa Shah, also of Grade 6 added on, "The task was really interesting and I enjoyed it thoroughly. It sharpened my mapping skills while being really educational and fun to do."



**Hriday Agarwal
Grade 6**

Tableau

Tableau is a theatrical technique used to portray a scene in one picture! Actors freeze in one pose that describes the scene. We, the students of Grade 6, used this technique in our English class to show different scenes from the book *The Adventures of Tom Sawyer* by Mark Twain. It was also exciting to spend some extra time with our family members as we took their help, since we needed more than one person in our tableaux.



**Barbie Vora
Grade 6**



My Extended Essay Writing Experience

The Extended Essay is a mandatory component of the International Baccalaureate Diploma Programme. It is a 4000 word research paper written in one of the higher level subjects and is marked on a scale from 0 to 34 points by examiners appointed by the IB.

I wrote my Extended Essay in Biology, as it is a subject I greatly enjoy and will be pursuing in the future. I started my hunt for topics in the beginning of this year and presented three of them to my supervisor for further discussion. After the pros and cons and dos and don'ts of these topics were thoroughly discussed, I was able to successfully select one for which I then began extensive research. Research is a very vital part of the EE and is also immensely fun. Once you get into the flow, the curiosity in you strives for more and you continue to dig deeper. Personally, I had a great time doing the research, as I was very interested in my topic and wanted to know more about it.

Next comes the writing and data collection in Phase 1. It consists of the Introduction, Variables, Methodology and Precautions. A draft is usually submitted to the supervisors after Phase 1 and our teacher gives us detailed feedback to tell us if we have developed a clear understanding and to go ahead and conduct the experiment, or if more details are needed. This is then followed by the data collection, and lastly the results and conclusions. This comes under Phase 2 and personally, I felt as though it was the most challenging part of writing the EE. After gathering the basic knowledge about how the procedure needs to be carried out, actually executing it was comparatively easy. However, running various statistical tests, analysing and comparing with other data, checking facts and similarities with other researchers' works, and also interpreting the limitations was more challenging. I was able to work through these obstructions and work my way ahead due to the tremendous amount of support from my supervisor and teachers as well as a lot of motivation from my friends.

Here are a few pointers for future students when beginning their Extended Essay:

1. 4000 words seems like a lot, but once you have all the research material and points, you can surpass the word limit very easily. You must always put down everything you think is important and then spend time in reading and eliminating a few points to achieve the word count.

1. Start your research to find your topic well in advance, as many times an idea may seem very interesting, but may not be doable in school labs. Once the topic is decided, begin with the planning and execution stages of the EE.

2. Be ready with doubts and questions to ask your supervisor and always be proactive. They'll be there to answer your questions, but you must be sure to approach them first and not wait for them to ask.

I would like to thank everyone who helped and guided me through this process and also would like to reassure my juniors that this process is not as horrible as it seems. You just have to be ready to work towards your goal with a positive attitude and you'll be able to do wonders!

Ananya Sudhir
Grade 12



Ways of Seeing!

"We never look at just one thing; we are always looking at the relationship between things and ourselves." - John Berger

This quote by John Berger has been the premise for Grade 11's learning about ways of seeing and developing perspectives this term. For students to be able to approach various texts like novels, poems, articles, and advertisements confidently, we have been working on developing some core skills. Picture reading is one such skill that might sound like simply another observation developing strategy, which actually works wonders when used for class discussions.

To help Grade 11 students assimilate the nuances of analysing the English language, we have been playing around with interesting images and photography. While the getting to know you phase has long passed (in our online endeavors from earlier), in-person learning is definitely helping the students warm up to the active learning environment. We teachers are intrigued by the conceptual as well as philosophical discussion that takes place in English lessons. Focused word decoding exercises are key to discarding faulty myths about concepts like racism and sexism that students will encounter while exploring texts. Such exercises and presentations will gradually help the students become confident speakers.

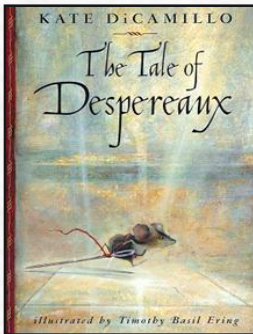
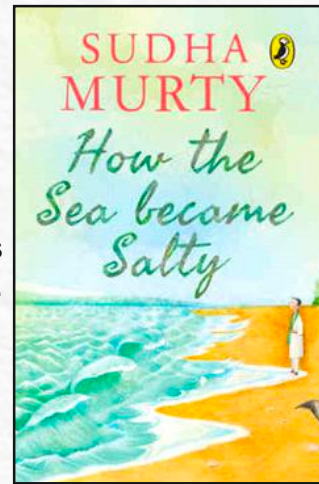
Swarnima Dighe
English Teacher



October Book Recommendations

Grade 1-2 – How the Sea became Salty By Sudha Murthy

The book *How the Sea became Salty* is a story of magic, wonder, and wit. Leela's character is mean, selfish, and jealous of the riches acquired by innocent Sridhar. This book teaches children to be thankful for what they have.

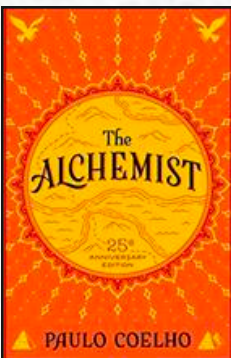
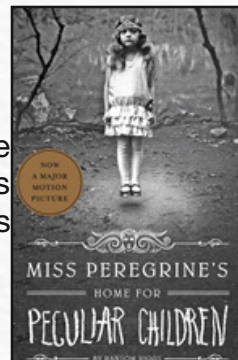


Grade 3-5 – The Tale of Despereaux By Kate DiCamillo

The main plot of this book follows the adventures of a mouse named Despereaux Tilling as he sets out on his quest to rescue a beautiful human princess from the rats.

Grade 6-8 – Miss Peregrine's Home for Peculiar Children By Ransom Riggs

Miss Peregrine's Home for Peculiar Children is a captivating story about a very odd home for a select group of young children. When Jake's grandfather mysteriously dies, he goes off on an adventure to find Miss Peregrine and solve the mysteries of his grandfather's past life.

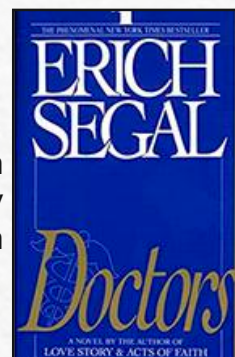


Grade 9-10 – The Alchemist By Paulo Coelho

The Alchemist teaches you to pursue your dreams by following what your heart desires. During the young boy's journey, he learns to listen to his heart and to follow the language of omens. With each passing obstacle and hurdle that the young boy encounters, there is a lesson to learn.

Grade 11-12 – Doctors By Erich Segal

Doctors is a book that deals with the Harvard Medical School class of 1962, with emphasis on the two main characters, Barney Livingston, and Laura Castellano. They grew up next to each other and always aspired to be doctors, eventually ending up in medical school together.



Vihaa Shah
Grade 6
Riddhi Shobhovat
Grade 9



Diwali

Diwali or Deepawali is known as the festival of lights, as it signifies and celebrates the triumph of good over evil and light over darkness. To symbolize this, people hang lights, Dias, and colorful embellishments all over their houses. Hindus worship the Goddess Lakshmi who is the goddess of wealth, prosperity, and fertility, during the day of Diwali. This much-admired festival occurs during the winter months of October and November depending on the cycle of the moon.

In one of the main stories of Hindu mythology, Diwali is the day when Lord Rama, his wife Sita, and brother Lakshmana return to their homeland after fourteen years in exile. The villagers lit a path of Dias and lanterns as a form of gratitude for Lord Rama, who had defeated the demon King Ravana. After he slayed the demon, Lord Krishna declared it a day of festivities for all to celebrate.

Many households celebrate Diwali by making beautiful Rangolis, distributing sweets, dressing up in traditional clothes, lighting Dias and praying. The students and staff of the school clad themselves in intricate and eye-pleasing traditional outfits and created innovative Rangolis on the premises. It was a joyous last day before leaving for the holidays. Not only was it a mood lifter for all students, but also for teachers and all other GICLM employees. We all hope to keep celebrating these wonderful festivals every year!

Riddhi Shobhavat Grade 9



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Engaging Minds, Changing Futures

At GICLM, we believe that education is all about the possibilities of curiosity, learning, discovery and achievement.

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