



**15** Years of  
Extraordinary

**EKYA  
SCHOOL**  
ITPL



**THE BULLETIN  
2025**



# EKYA SCHOOL JP NAGAR MAKES IT TO THE TOP 10 MOST INNOVATIVE SCHOOLS IN T4 EDUCATION WORLD'S BEST SCHOOL PRIZES 2025



Ekya School JP Nagar has made it to the **Top 10 Most Innovative Schools in the World by the T4 Education World's Best School Prizes 2025**, a prestigious global platform that honours schools driving exceptional impact in education.

This recognition places Ekya Schools on the international stage for its pioneering integration of **Design Thinking into K-12 education**. By adopting this structured, problem-solving methodology, students have addressed real-world issues such as waste management, public health, and social inclusion.



# CAMPUS HIGHLIGHTS



## Launch of Love to read program

Ekya ITPL joyfully launched the **Love to Read program**, aiming to instill a deep love for reading across primary grades. The event featured two engaging sessions led by distinguished experts. For Early Years to Grade 2, **Ms. Bhumija Dipti**, a relational artist from India, conducted an interactive session filled with stories and activities that encouraged young learners to explore books with imagination, empathy, and joy. Her holistic approach highlighted how reading can support emotional and creative development in early childhood. For Grades 3 to 5, **Mr. Debanjan Chatterjee** led an inspiring session on the power of stories and the richness of various genres such as fiction, non-fiction, adventure, and poetry. He emphasised how reading nurtures curiosity, critical thinking, and a lifelong love for learning. Both sessions celebrated reading as more than just a skill as a joyful habit and essential life tool. The program set the tone for a vibrant reading culture at Ekya, one where books become companions, and stories become pathways to learning, empathy, and imagination.

## Investiture Ceremony 2025–26 | Ekya School ITPL

The Investiture Ceremony at Ekya School ITPL was a proud and momentous occasion, marking the formal installation of the Student Council for the academic year 2025–26. The event celebrated the spirit of leadership, responsibility, and service.

The ceremony began with a graceful invocation dance, setting a serene and respectful tone for the proceedings. This was followed by an impressive march past to the rhythm of the drumbeat, reflecting discipline and unity. The badging ceremony added dignity to the event as the newly elected council members were formally entrusted with their roles. The oath-taking was a powerful moment, as each member pledged to lead with integrity, commitment, and courage.

A special note of gratitude to **Tristha Ma'am** for gracing the occasion. Her words of encouragement resonated deeply, reminding the students of the values and responsibilities that come with leadership.

Our **HOS Ms. Aayushi's** words of guidance truly left a mark amongst the students.

We were honoured to have our former Head Boy, **Sidharth Kancharla**, address the gathering. His reflections on leadership and student life were both inspiring and heartfelt.

Our newly elected Headboy **Sriyan Moulik**, and Headgirl, **Anindita Verma**, are all set to lead the council for the year.

With the new council now at the helm, we look forward to a year filled with purpose, collaboration, and student-led initiatives.





# CULTURE AT THE CAMPUS



From the **Jar of Gratitude** and **Jar of Kindness** to the **Jar of Compliments**, **Jar of Dreams**, **Jar of Curiosity**, or even the **Jar of "Oops!"** for learning from mistakes—each jar brings a fresh opportunity for students to reflect, share, and connect. And of course, the ever-popular **Jar of Chuckles** never fails to spark laughter and build those hilarious moments.

Students drop their messages anonymously if they wish, and these chits are read aloud during class circles. Whether it's a moment of appreciation, a brave admission, a curious question, or a joke that gets everyone giggling, each jar creates a space for every child to be heard and valued.

With every rotation, the jar takes on a new personality—from thoughtful to funny to courageous—empowering students to express themselves authentically. Because when we listen with intention, our students don't just grow as learners—they flourish as individuals and members of a compassionate community.



## The Jar of Buzzzz: Where Every Voice Matters -By Ankita Agarwal (Middle School Educator)

At Ekya, we believe that every child's voice deserves to be heard. That's why we've created **The Jar of Buzzzz**—a joyful, safe space where students can freely express their thoughts, feelings, ideas, or even silly moments. This bimonthly, theme-based activity invites learners to engage with themselves and their peers in a meaningful way.

# LEARNING AND INSIGHTS

## Learning Area: Math Eco-Innovators: Fusing Science and Sustainability Grade: 9-12

**Objective:** This activity aims to integrate concepts from physics, engineering, environmental science, and statistics to develop sustainable real-world solutions. Students will enhance their problem-solving, critical thinking, and collaboration skills by researching, designing, and presenting innovative projects. Through data analysis and effective communication, they will gain a deeper understanding of interdisciplinary applications, preparing them for future careers.

Interdisciplinary authentic tasks integrate skills from various subjects, helping students connect their learning to real-world applications while enhancing subject-specific expertise. These tasks foster a broader perspective, encouraging innovation, problem-solving, and environmental responsibility.

Presenting their findings strengthens students' communication skills by requiring them to articulate technical concepts clearly and effectively. The integration of physics, engineering, and environmental science provides a comprehensive understanding of sustainable solutions, preparing students for STEM careers.

Additionally, applying statistical knowledge allows students to analyse data meaningfully and develop critical problem-solving abilities. Ultimately, these tasks empower students to think critically, collaborate, and take ownership of their learning.



## Learning Area: Chemistry Powering Discovery: Building Galvanic Cells for Energy Insights Grade: 9-12

**Objective:** This activity enables students to explore electrochemical energy conversion by constructing and analysing a galvanic cell. Through hands-on experimentation, they will investigate redox reactions, electrode potentials, and material efficiency while considering practical constraints like conductivity and cost. By



presenting their findings in a scientific poster, students will develop critical thinking, problem-solving, and communication skills essential for future scientific and engineering careers.

The **“Prepare a Galvanic Cell”** project engages students in exploring electrochemical energy conversion through hands-on design and experimentation. Students investigate redox reactions, electrode potentials, and material selection to construct a working galvanic cell while considering factors like conductivity and cost-effectiveness. This project enhances critical thinking and problem-solving skills by applying scientific concepts to real-world energy challenges. Presenting their findings in a scientific poster format strengthens communication skills, preparing students for future roles in science and innovation.



# LEARNING BEYOND BOUNDARIES

## Final Year Retreat

### Final Year Retreat: Bandipur & Nagarhole

The final year students embarked on a memorable retreat to **Bandipur** and **Nagarhole**, trading classrooms for canopies and deadlines for wildlife trails. At Bandipur, serene safaris revealed deer, elephants, and lush landscapes, while evenings were filled with laughter, music, and bonding around bonfires.

Nagarhole brought a wilder thrill—dense forests, rustic trails, and glimpses of wild boars and tiger paw prints near the **Kabini** backwaters. Students immersed themselves in nature walks and jeep safaris, capturing moments of awe and connection.

More than just a getaway, the retreat became a space for reflection, nostalgia, and deepening friendships. It offered a pause before the rush of final submissions and goodbyes, leaving students with stories, strengthened bonds, and a renewed sense of togetherness.

As they returned to campus, the forest still fresh in their minds, the Class of 2025 carried back more than memories—they returned with meaning.



## Transition Treks

### Adventure All Around: Transition Treks for Grades 5, 9 & 11

While the final years explored Bandipur, younger students set off on their own adventures through the school's **Transition Trek program**. Grade 5 headed to **Rocksport**, where they tackled ropes courses, zip lines, and team games that built courage and camaraderie.

Grade 9 journeyed to **Gudibande**, conquering the scenic hill fort after a spirited trek. The climb was steep, but so were the lessons in resilience and teamwork. Students took in breathtaking views and learned about the site's rich history along the way.

Meanwhile, Grade 11 pushed their limits on the **Madhugiri trek** - one of South India's tallest monoliths. The climb tested their stamina and spirit, but the sense of achievement at the summit made every step worth it.

These treks weren't just outdoor getaways—they were milestones in personal growth, confidence, and connection with nature, setting the tone for a year of discovery and strength.

## Wrap Around Program

The Wrap Around Program has become a cornerstone of after-school life, offering students a vibrant mix of activities that inspire creativity, build skills, and promote well-being. From sports and dance to robotics, theatre, and art, the program ensures every child finds a space to thrive beyond academics.

What truly elevates the experience is the quality of mentorship. Passionate coaches and facilitators bring expertise, energy, and encouragement, creating a safe and stimulating environment where students feel motivated to push their boundaries and try new things.

More than just extracurriculars, the **Wrap Around Program** fosters teamwork, confidence, discipline, and joy. Whether students are mastering a chess move, perfecting a dance step, or scoring on the football field, each moment adds to their personal growth.

With committed teams and thoughtful programming, after-school hours become a time of discovery and delight, making every day fuller, richer, and more rewarding.



## Well-Being

As the new academic year kicked off, our school counsellors hit the ground running, making it a priority to visit every classroom. These visits weren't just about saying hello; they were meaningful introductions to the mental health support system available to all our students. We wanted each child to know who their counsellors are, what mental health truly means, and most importantly, how and when they can reach out for help.

To ensure that every student felt seen and supported from the very beginning, we began general well-being check-ins across the board. These one-on-one conversations helped us understand how students were settling in, emotionally and socially, and gave them a safe space to share anything on their minds.

June also marked the launch of our '**Anti-Bullying Campaign**' - a crucial initiative aligned with our core values of **Awareness, Compassion** and **Engagement**. We walked students through Ekya's Anti-Bullying Policy, clearly outlined the reporting procedures, and introduced the members of our Anti-Bullying Committee. We also began setting up Anti-Bullying Corners in every classroom—dedicated spaces where students can access information and resources, or leave anonymous notes if they're experiencing or witnessing bullying.

Recognising that student well-being also depends on the continual growth of those who support them, our counselling team participated in a professional training session this month. The focus: '**Working with Resistance in Therapy**'. These moments of upskilling are key to helping us stay prepared, compassionate, and effective in our day-to-day interactions with students.



## Field Trips

### *Field Trips: Learning Beyond the Classroom Walls*

This term, students step beyond campus to explore some of the country's leading educational institutions, bringing their lessons to life through real-world experiences. At the **Indian Institute of Astrophysics**, they observe powerful telescopes, engage with astronomers, and dive into conversations about stars, galaxies, and space research.

At the **National Centre for Biological Sciences (NCBS)**, students walk through advanced labs, interact with scientists, and witness cutting-edge work in genetics, ecology, and biotechnology. Other groups visit science museums, art galleries, heritage sites, and innovation centres—each trip carefully chosen to enrich classroom learning.

These excursions ignite curiosity and deepen understanding. Students ask thoughtful questions, connect theory with practice, and return with renewed enthusiasm for their subjects. Field trips are not just a break from routine—they are powerful learning moments that expand horizons and inspire future dreams.



Through every visit, students experience how knowledge shapes the world around them.



# PROFESSIONAL DEVELOPMENT INSTITUTE

The Professional Development team successfully concluded the **Academic Orientation** for our Early Years Educators. Our academic orientation is an annual flagship training held at the beginning of the academic year, aimed at welcoming newly recruited educators, providing a deeper understanding of Ekya's culture and curriculum, and addressing classroom challenges faced by our existing educators in the previous academic year. Our Behaviour Counselors also took part in a training session on Navigating Resistance and Silence in Student Counselling. Our **Post-graduate Diploma in Early Childhood Education** is also in full swing and we are slowly moving towards completion of our Term 1!

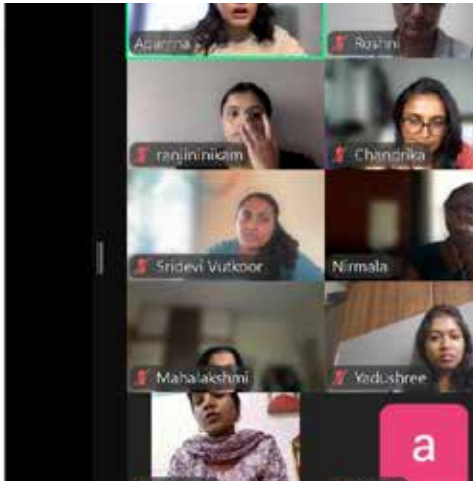


**Emergent curriculum means the teacher doesn't plan in advance.**

**– A Myth**

Teachers plan deeply... but the planning is responsive, not pre-scripted.  
Observations drive intentional design.





# LEADERSHIP CORNER



**Letter to PMO- By Abhijoy Sinha, 7A,**

**Dear Mr. Prime Minister,**

**Subject: Advocating For Environmental Problems**

I am Abhijoy Sinha, a resident of Bengaluru, Karnataka. I am writing this letter to voice my opinions about advocating our environmental problems and issues. Global warming and pollution are the major problem of the 21st century. I believe that our citizens must do their duty and play their individual roles in saving our country and the planet.

Firstly, laws must be made to enforce using the 3 R's - **reduce, reuse, recycle**. These help effectively using resources and not wasting them. Plastic is one of the largest contributions to pollution and most plastics are use and throw, which is completely against the 3 R's. Plastics choke and kill animals, clog sewage systems and litter our surroundings. This in turn causes air pollution.

We need to start firms that use plastic to make products. Plastics are one of the best recyclable materials, thus we should aim to use more of recycled plastic in products.

Secondly, we should make more use of renewable energy to run all our mechanisms. Burning fossil fuels releases harmful gases like carbon dioxide, nitrogen dioxide and sulphur dioxide, which trap heat and increase global warming. They cause air pollution which is harmful

for the biotic components of our environment. Harnessing solar, wind, hydro or nuclear power can provide with the same benefits and help to eradicate all harmful aspects. These forms of energy are never going to run out, and are clean forms of energy. They can also be used to power almost everything that fossil fuels power.

Thirdly, another way of running engines and vehicles is by using water. Water can be heated to make steam, which can turn the engines. For this task, distilled water must be used as water with impurities can cause pollution.

I hope that my opinions will be taken affirmatively and efforts would be made to implement them.

*Thanking you,*

**Abhijoy Sinha**



**ABHIJOY SINHA**  
Grade 7A

# LEADERSHIP CORNER



Literature and performing arts thrive on imagination and experience. Similarly, teaching language isn't about rigid drills but nurturing creative confidence—where authenticity, curiosity, and joy take center stage.

My joy lies in freestyle writing: unfiltered expression without fear of being **“wrong.”** When I write freely in class—about a rainy afternoon, a chaotic school reunion, or a metro conversation—I show students that writing isn't about perfection but playful connection. Words become tools to explore, not just rules to follow.

Take a Grade 9 descriptive paragraph task on a marketplace. Instead of handing out vocabulary lists, I share my messy, vibrant memory of Kolkata's Gariahat—where jasmine mingles with egg-roll fumes, a woman's laughter rings like wind chimes, and Sundays dissolve into post-feast slumber. My writing isn't textbook-perfect, but it's alive. Suddenly, students want to write—not for marks, but because they feel something.

To spark this, I give unconventional prompts: Describe your mother's laugh without **“laugh,”** or Invent a word for the color of your dreams. These open-ended challenges ditch rubrics for raw creativity. The result? Magic. A student once framed a social media essay through a

lonely chatbot; another debated AI via a discarded typewriter. These weren't just answers—they were art.

Freestyle writing also honors multilingual identities. A student might weave Tamil, Bengali, or Hindi into English to capture a moment's essence. Instead of **“correcting”** it, I celebrate it. Language isn't a cage—it's a canvas. Paint it good, if not **“right.”**

As a teacher, I'm not a judge but a fellow explorer. Exams test writing, but life craves storytelling. If students believe their words matter, they'll not just write better—they'll live a little brighter.



**MR. DEBANJAN  
CHATTERJEE**

Ekya ITPL





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