

# NEWSLETTER

FEB-MAR 2026



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CALCUTTA  
INTERNATIONAL  
SCHOOL

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February-March Edition



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# Spotlight Events

# *Celebrating Linguistic Diversity*

## Language Day 2026

On 20th February 2026, the Indoor Games Room (IGR) at Calcutta International School was transformed into a vibrant celebration of global folklore and linguistic diversity as students, faculty, and the Senior Principal came together to mark Language Day. The event brought multilingualism to life through a rich tapestry of storytelling, reflecting the school's commitment to cultural exchange and curiosity.

The programme opened with captivating narrations of urban legends from across cultures: the ethereal Dames Blanches from French folklore, the fearsome Chupacabra from Spanish traditions, the mischievous Krampus from German lore, the enigmatic Betal from Hindi tales, and the haunting Brahma Doitto from Bengali storytelling. Each performance, delivered with confidence and flair, transported the audience into worlds of mystery and imagination, celebrating the depth and diversity of global narratives.





The highlight of the event was a lively and humorous skit that brought together students representing French, Spanish, German, Hindi, and Bengali. In a delightfully chaotic sequence, characters stumbled across languages—blending phrases, sounds, and expressions—creating moments of laughter while playfully capturing the challenges and joys of multilingual communication.

The celebration concluded on a thoughtful note, reinforcing the idea that languages serve as bridges rather than barriers. Through their performances, students demonstrated how storytelling can connect cultures, fostering empathy and understanding. Language Day at Calcutta International School once again stood as a testament to the power of words in shaping a more connected and inclusive world.



# Academic Enrichment

# Shared Heritage, Shared Responsibility: A Kolkata - Chennai Perspective



The Humanities Department of Calcutta International School initiated the Global Perspectives Exchange Programme in collaboration with Arabol International School, Chennai, with a focus on Sustainable Cities and Communities (SDG 11). The initiative aimed to explore the preservation of heritage sites in the two cities and analyse the impact of tourism in alignment with sustainable urban development. Beginning in July, students from both schools engaged in virtual sessions to build intercultural understanding and strengthen knowledge of research methodologies. As part of this process, they collaboratively designed a structured questionnaire to ensure consistency in data collection.

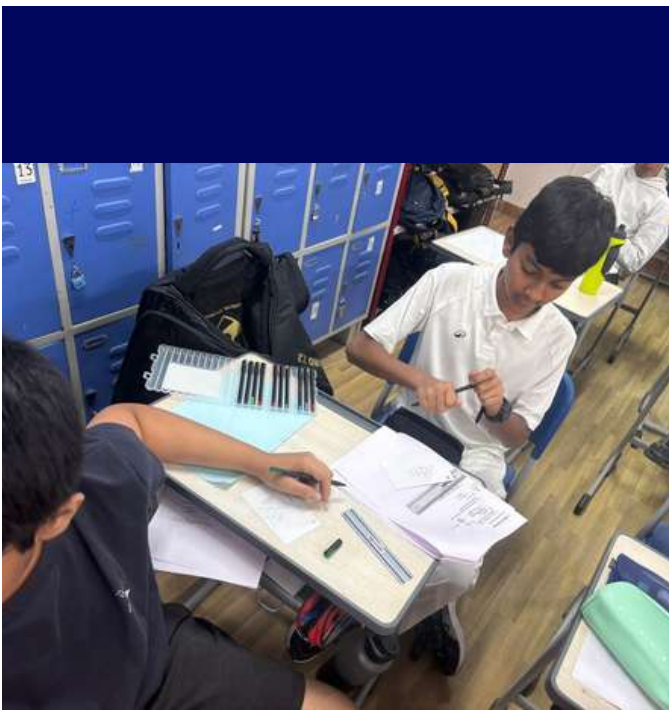




For the fieldwork component, Grade 8 students of CIS conducted research at the Victoria Memorial, while Grade 9 students collected data at the General Post Office. Using surveys and observations, they gathered primary data on maintenance practices, visitor behaviour, and the condition of these heritage sites. Students then engaged in interpretation and analysis, identifying trends related to tourism's impact on heritage preservation. Through ongoing collaboration, they compared findings with their partner school, recognising shared challenges and contextual differences.

The programme culminated in a final virtual presentation on 18th March 2026 via Zoom, where students from both schools presented their findings and engaged in interactive discussions. The impact lay in fostering key Global Perspectives skills such as research, collaboration, communication, and reflection, while deepening students' understanding of sustainable urban development and heritage conservation.

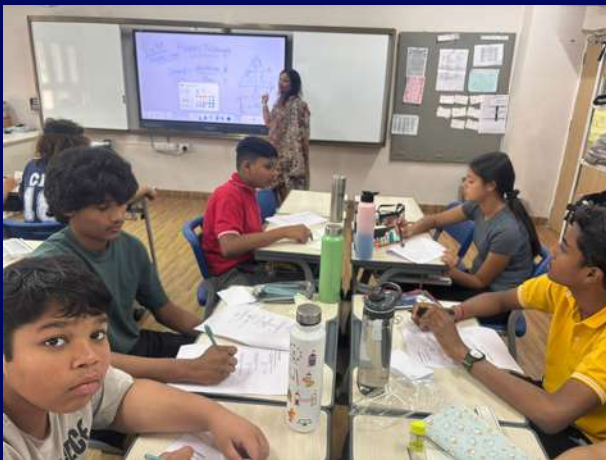
# Flip to Learn: Science with Flash Cards



Students of Grades 6–8 participated in an interactive Flash Card Workshop designed to strengthen scientific understanding, revision strategies, and independent learning skills. The session introduced students to the effective use of flash cards as tools for active recall, conceptual clarity, and self-managed learning across Physics, Chemistry, and Biology.



Throughout the workshop, students explored different types of flash cards, including key definitions, scientific laws, equations, symbols, diagrams, units, and misconception-based prompts. Question-driven cards encouraged learners to think critically about scientific processes and relationships rather than rely on rote memorisation. Diagram-based activities further supported visual recall and conceptual understanding.

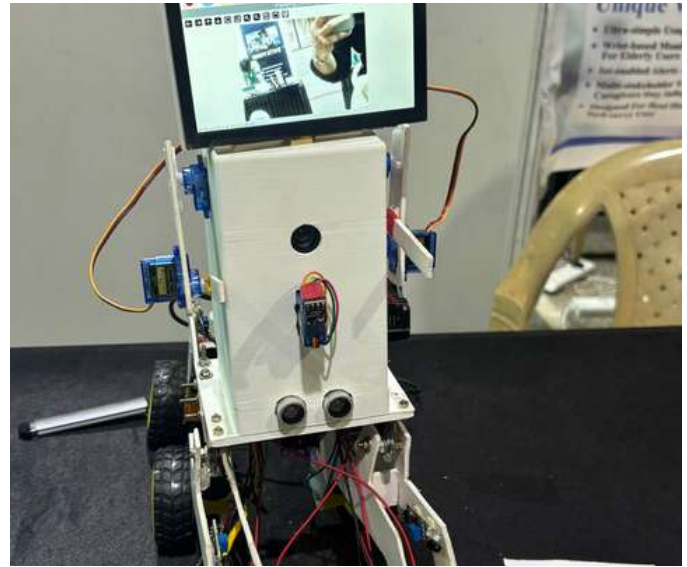


The workshop was tailored to the learning needs of each grade level. Grade 6 students focused on foundational concepts and visual learning through simplified definitions and diagrams. Grade 7 students engaged in reasoning-based prompts that developed conceptual connections and analytical thinking. Grade 8 students applied higher-order skills by working with equations, units, and misconception analysis while also creating their own flash cards to strengthen metacognitive awareness and revision planning.

The workshop fostered critical thinking, organisation, and independent learning habits through structured revision and self-assessment strategies. By using spaced repetition and reflective learning, students strengthened conceptual understanding, retention, and exam readiness.

# Young Minds, Bold Ideas

## A STEM Showcase in Mumbai

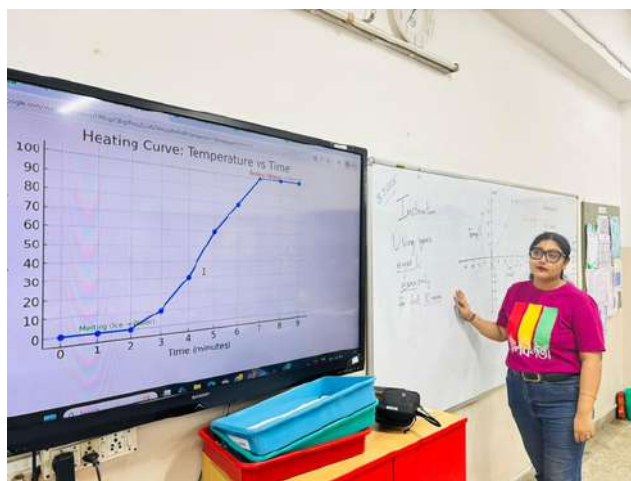
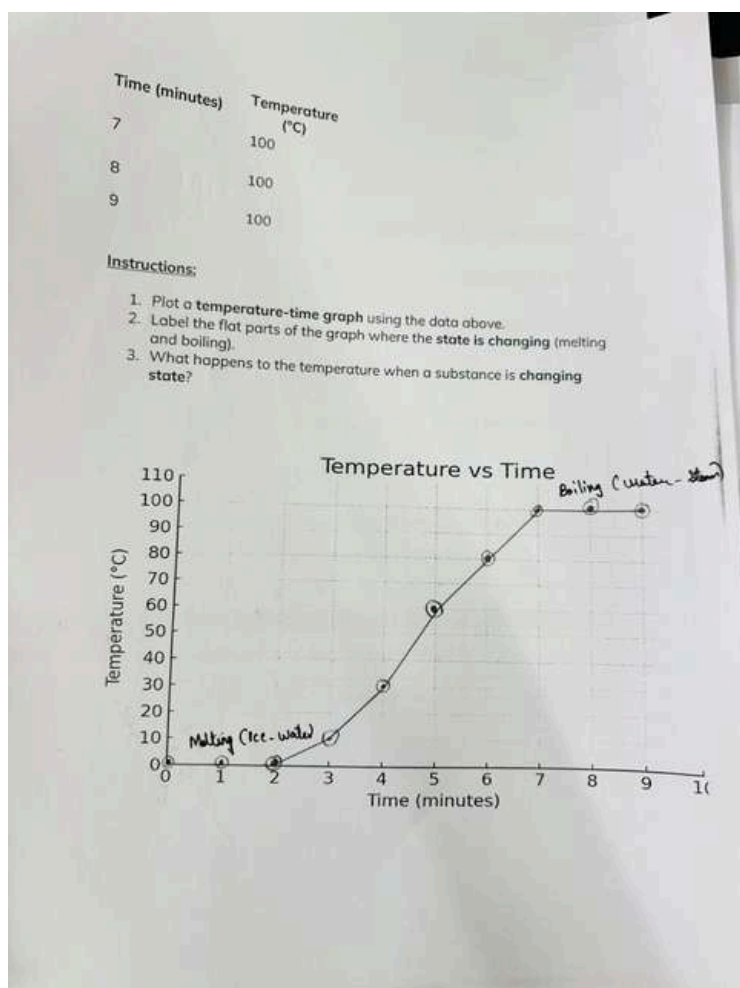


On 31st January 2026, three of our students, accompanied by their ICT teacher Ms Shazia Saif, participated in a dynamic STEM event at the Nehru Science Centre. The experience offered them a valuable platform to engage with innovation and expand their learning beyond the classroom.

Mayank Agarwal (7B) and Naman Kedia (8A) showcased their humanoid robot prototype, Transportation Assistance Robot, reflecting impressive creativity, technical skill, and a thoughtful application of STEM principles. Eimi Yuasa (10A), meanwhile, took part in the STEM X Student Speaking Opportunity, where she confidently articulated insightful ideas and emerging innovations in STEM.

The event was both enriching and inspiring, nurturing confidence, encouraging collaboration, and deepening the students' engagement with scientific inquiry.

# From Equations to States Chemistry and Mathematics Together



Grade 6 students of Calcutta International School participated in a collaborative Chemistry-Mathematics session to strengthen interdisciplinary learning. Ms Arundhati Mukherjee was invited as an expert speaker to guide students on plotting line graphs, showing how mathematical graphing skills can be applied in Chemistry. The purpose was to connect abstract mathematical techniques with scientific inquiry. The process involved linking graphing to heating and cooling curves of states of matter, demonstrating how temperature changes can be represented visually. The impact was evident in students' clearer understanding, greater engagement, and ability to see practical connections between disciplines.

# Bonding Cities

## Chemistry Meets Global Perspectives

On 20th February 2026, Grade 7 students of Calcutta International School carried out My Bonding City, an interdisciplinary project integrating Chemistry and Global Perspectives. The purpose was to apply concepts of ionic and covalent bonding in a real-world context. Students designed model cities to illustrate electron transfer and sharing, while also identifying sources of air pollution, examining their impact on communities, and proposing sustainable solutions. The process encouraged collaborative design, research, and presentation. The impact lay in fostering scientific application, environmental awareness, and creative thinking, linking classroom learning to UN Sustainable Development Goals and responsible urban living.



# Acceleration Explained

## Mathematics–Physics Collaboration



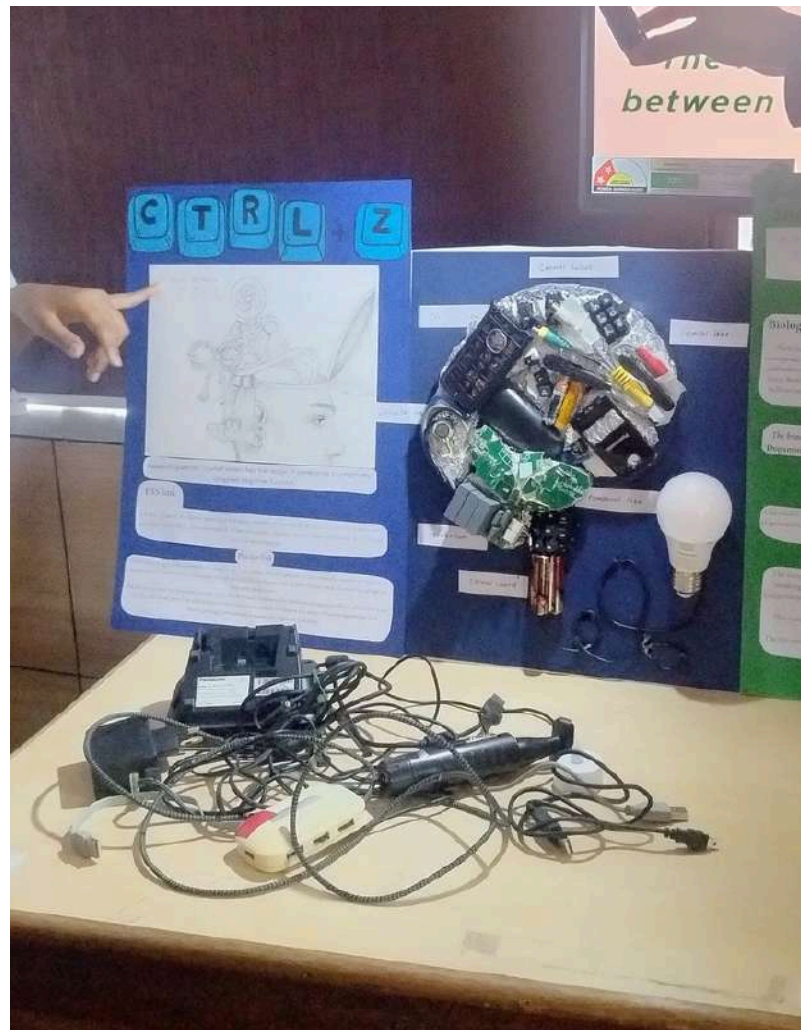
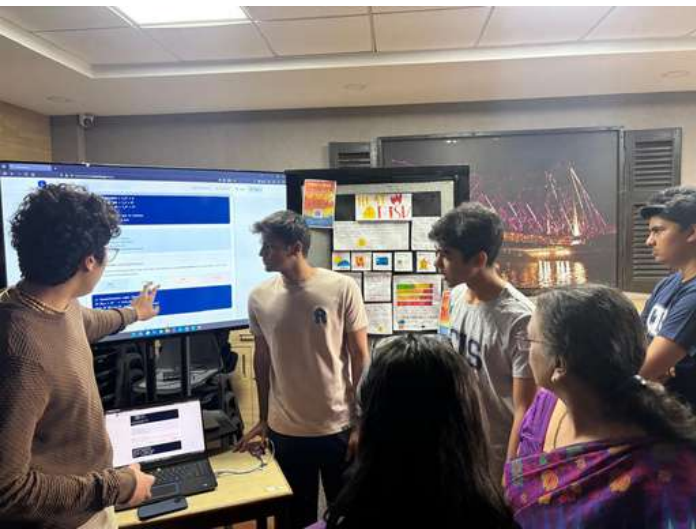
On 16th February 2026, Grade 9 students experienced an engaging collaborative lesson between the Mathematics and Physics departments on Kinematics. The purpose was to help students understand how mathematical concepts are applied in real-life scientific contexts.

The process involved exploring speed–time graphs and acceleration, with Mathematics providing the tools to plot and interpret graphs, while Physics offered the framework to analyse motion. Students examined how graphs could represent speed, acceleration, and changes in motion, enabling them to connect abstract mathematical ideas with physical phenomena.

The impact was evident in their deeper understanding, stronger problem-solving skills, and ability to think critically across disciplines. The interactive nature of the session encouraged active participation and showed how learning across subjects can complement and strengthen conceptual clarity.



# Intersections of Inquiry: IBDP Year 1 Science Collaboration



On 13th February 2026, the IBDP Year 1 students of Calcutta International School presented a dynamic interdisciplinary science project at AVR. The initiative brought together Biology, Chemistry, Physics, Environmental Systems, Computer Science, and Psychology, creating strong intersubject connections. The project addressed contemporary challenges such as marine life degradation due to pollution, the ethical implications of artificial intelligence on cognitive function, the design of an environmental sensitivity display application, and the role of music in stimulating stress-relief hormones.

The purpose of the project was to encourage students to apply scientific knowledge across disciplines while integrating Theory of Knowledge perspectives and ethical considerations. It aimed to foster critical thinking, creativity, and responsible innovation by situating science within real-world contexts.



The process involved extensive research, prototype development, model creation, and digital application design. Students analyzed real-world data, presented findings through structured demonstrations, and engaged in collaborative discussions, peer evaluations, and reflective exercises. These activities ensured that scientific inquiry was not only technical but also ethical and philosophical.

The impact was significant. Students demonstrated advanced communication skills, creativity, and collaborative problem-solving. Their work highlighted how interdisciplinary scientific inquiry can effectively address complex global issues, while also strengthening their confidence in presenting, evaluating, and reflecting on scientific research. The project showcased responsible innovation and the potential of scientific education in preparing students for global citizenship.

# Concepts in Motion: Market Structures Through ATL Skills



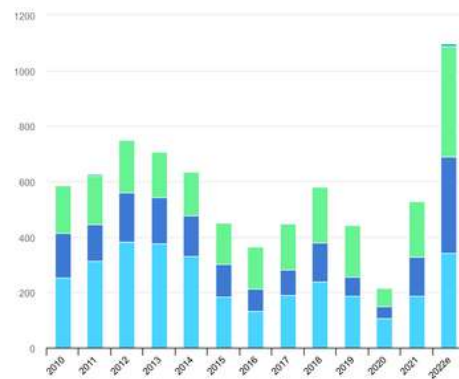
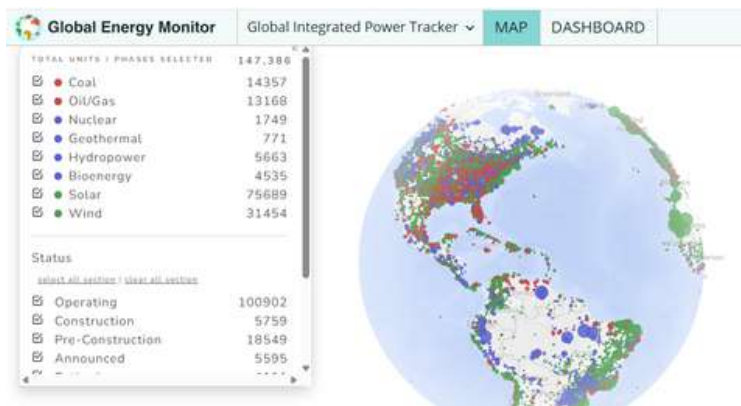
An Economic Unit was designed for students of IBDP Year I to integrate ATL skills of thinking, communication, and research while strengthening conceptual understanding. The class began with an activity where students examined examples of real-world firms and markets such as Indian Railways, Apple, and local vendors. They were asked to identify the market structures based on prior knowledge, which encouraged critical thinking and activated existing understanding.

The teaching segment then focused on explaining the characteristics of different market structures—Perfect Competition, Monopoly, Monopolistic Competition, and Oligopoly. Key features such as the number of firms, nature of products, price control, and barriers to entry were discussed with relevant Indian and global examples.

In the second half, three students researched assigned market structures. One group identified a monopoly, justifying it through three characteristics: single seller, high barriers to entry, and price-making power. They explained economies of scale as an advantage and consumer exploitation as a disadvantage. Findings were shared with peers, reinforcing collaborative learning.

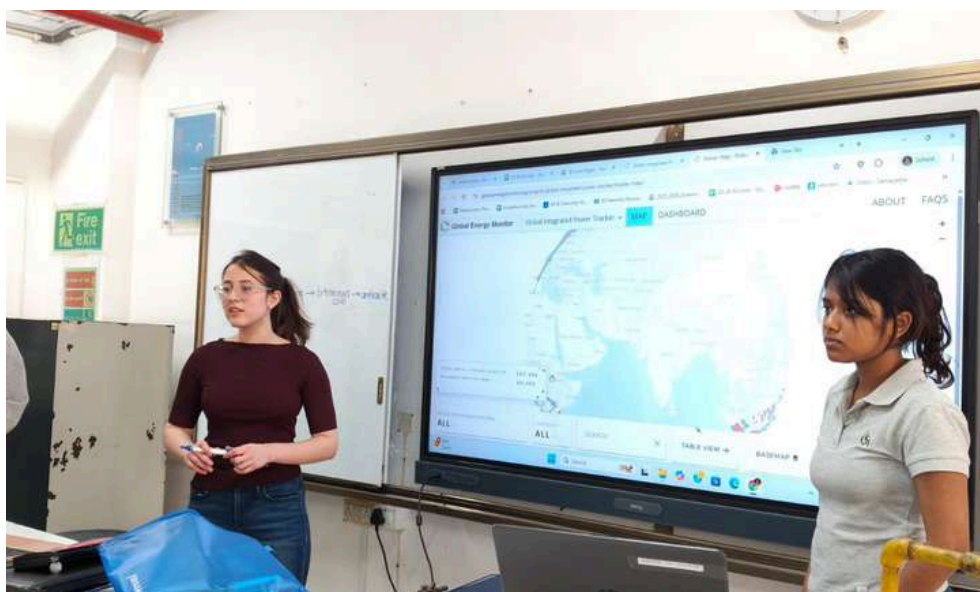
Overall, the lesson combined conceptual clarity with active engagement, successfully developing ATL skills while deepening understanding of market structures.

# From Reactions to Responsibility: IBDP Year 1 Students Explore Energy Futures



IBDP Year I Chemistry students undertook an interdisciplinary project titled Energy Choices for Our Future on 21st January 2026 at the AVR. The initiative explored how informed energy decisions shape a sustainable world, asking students to integrate complementary subjects such as Economics, Physics, Geography, Environmental Systems & Societies, Theory of Knowledge, and Biology with core chemical principles. The purpose was to highlight how chemistry underpins energy production, storage, efficiency, and environmental impact while encouraging holistic thinking and ethical reflection.

The process involved independent research, analysis of reaction energetics, fuel composition, electrochemistry, and emission studies, with each subject lens adding depth—economic feasibility, physical efficiency, environmental consequences, and societal implications—while maintaining strong chemical correlations.



The project's impact was evident in students' ability to think holistically, make meaningful interdisciplinary connections, and apply chemical knowledge to real-world global challenges. It reflected the IB learner profile and embodied the essence of 21st-century scientific inquiry.

# Student Development

# Grade 6 Life Skills Session



On 13th February 2026, school counsellors Mrs. Spriha Patronobis and Ms. Yashvi Thakkar conducted a session, 'Myths and Facts: The Exam Edition', for Grade 6 students to address exam anxiety. Students reflected on their progress since Term 1 and explored common misconceptions about exams. Through interactive activities, they learned to manage stress and replace anxious thoughts. The session concluded with practical strategies and effective study habits to build confidence and improve performance.



# Grade 9 Life Skills Session

On 18th February 2026, school counsellors Mrs. Spriha Patronobis, Mrs. Farishta Dastur Mukerji, and Ms. Yashvi Thakkar conducted a workshop for Grade 9 students on The Role of School in Shaping Socio-Emotional Development.

The session explored how school experiences influence emotional growth through peer interaction, diversity, and classroom engagement.

Students engaged in thoughtful discussions around challenges such as bullying, exclusion, and communication barriers, while collaboratively exploring ways to foster a more inclusive and supportive environment. The session concluded by encouraging students to seek support when needed and to look out for one another.



# *Navigating Exam Stress*

## **A Grade 10 Counselling Session**

On 28th January 2026, Grade 10 students attended a supportive and engaging session with school counsellors Mrs Spriha Patronobis and Ms Yashvi Thakkar, focusing on managing exam anxiety and coping with stress.

The session created a safe and reassuring space for students to openly share their concerns around board examinations, including pressures and expectations. Through interactive activities, they were guided to recognise early signs of stress and explore practical, healthy coping strategies. The session concluded with a set of effective stress-relief techniques, equipping students with tools to approach their examinations with greater confidence and composure.



# Grade AS Life Skills Session

On 21st January 2026, school counsellors Ms Yashvi Thakkar, Mrs Spriha Patronobis, and Mrs Farishta Dastur Mukherji conducted a Life Skills workshop for AS Level students, centred on self-reflection and self-awareness.

Through engaging group discussions, students explored the role of school in shaping their social and emotional development, reflecting on key skills such as communication, empathy, teamwork, and confidence. They also shared personal challenges, including experiences of bullying, exclusion, differing perspectives, and feelings of isolation.

The session concluded with a focus on practising mindfulness and empathy, while encouraging students to seek support when needed, fostering a more compassionate and supportive community.



# Interschool Basketball Tournament Highlights



Calcutta International School hosted the Inter-School Middle School Girls' Basketball Tournament from 3rd to 5th February, continuing its 15-year tradition of alternating boys' and girls' events. Participating schools included CIS, Newtown School, Sushila Birla Girls' School, The Heritage School, RPGIS, and Indus Valley World School. The tournament featured intense league matches showcasing skill and teamwork. CIS reached the semi-finals but lost to RPGIS. The Heritage School defeated RPGIS in a closely contested final, making the event a great success.



# Interschool Cricket Tournament Highlights



The Inter-School T10 Cricket Tournament for Middle School Boys (Grades 6–8), hosted at Calcutta International School, unfolded over two exciting days, bringing together teams from Newtown School, Silver Point School, and CIS. Played in a fast-paced T10 format, the tournament demanded quick thinking, strategic play, and high energy on the field.

League matches held on 6th February set the stage for a thrilling finale on 7th February, with Silver Point School and Newtown School advancing to the final. In a closely contested match, Newtown School emerged as champions, with Agrim Agarwal earning the Man of the Match title for his outstanding performance. The tournament was a spirited celebration of teamwork, skill, resilience, and sportsmanship, showcasing the enthusiasm and potential of young cricketers.



# CIS Dominates the Field in the Premier Soccer League



On 13th February 2026, Calcutta International School hosted the Premier Soccer League for Grades 6–8, bringing together teams from Modern High International, The Heritage School, The Newtown School, and Indus Valley World School. Played in an energetic 5-a-side format, the tournament highlighted agility, precision, and strong team coordination.

Both CIS teams delivered outstanding performances in the semi-finals, securing their place in the finals and setting up an exciting all-CIS showdown. In a closely contested match, CIS Team A emerged as champions, with Team B finishing as worthy runners-up.

Individual excellence was also recognised, with Eben Vaswani emerging as the highest scorer and Aryan Bhargav being named Best Goalkeeper. The tournament was a vibrant celebration of skill, teamwork, and sporting spirit.



# Honouring Discovery

## National Science Day Celebrations at CIS

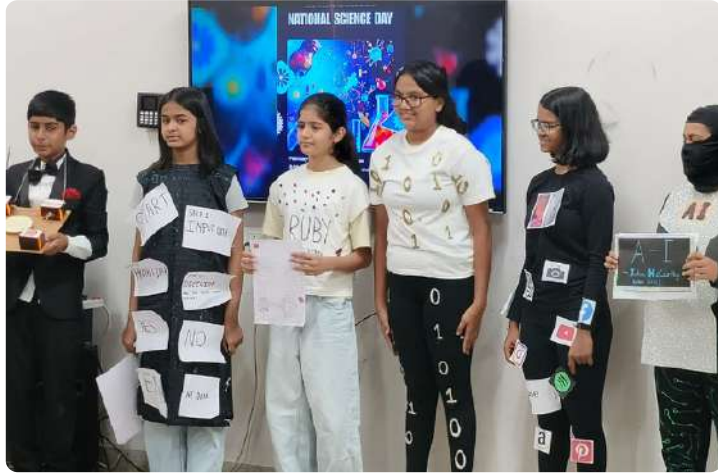


National Science Day was celebrated across India on 28 February to honour the discovery of the Raman Effect by physicist C.V. Raman in 1928, which earned him the Nobel Prize in Physics in 1930.

The 2026 theme "Women in Science: Catalysing Viksit Bharat" emphasised the contribution of women scientists and innovators in building a developed India, recognising their efforts in research, technology, and STEM fields.

CIS celebrated National Science Day on 27th February with an inspiring array of student-led activities that brought scientific concepts to life across Physics, Chemistry, Biology, Computer Science and ICT.





- Grade 6: Students conducted thorough research on renowned scientists and dressed in character, embodying figures such as Galileo, Rosalind Franklin, John Mc Carthy and many more pioneering innovators to deepen their understanding of historical contributions.
- Grade 7: Participants designed and presented informative science posters, visually distilling key principles and sparking classroom discussions.
- Grade 8: Groups engineered functional working models and developed interactive games, demonstrating practical applications of scientific theories in engaging, hands-on formats.



# On the Court

## TAISI U14 Basketball Tournament



CIS participated in the TAIISI Under-14 Boys Basketball Tournament held at Mayo College, Ajmer, from 21st to 24th January 2026.

CIS topped the group stage and successfully qualified for the knockout round. In the final match. The team put up a commendable performance and displayed strong competitive spirit. The match ended in a 29–29 draw at full time, and after extra time, the final score stood at a narrow 34–33.

Competing against the host team under intense match pressure proved challenging. Despite this, the boys showed resilience and determination throughout the game.

Overall, the tournament offered valuable exposure, enhanced match preparedness, and provided experience at a higher level of competitive play, contributing significantly to the players' development.



# IBDP Year I Foreign Languages and Visual Arts Collaboration



On 26th March 2026, the IBDP Year I Foreign Languages and Visual Arts departments, in collaboration with CAS, organised a vibrant initiative to promote international mindedness, cultural diversity, and global engagement. The event brought together language and art in a dynamic, interdisciplinary space, enabling students to engage with cultures in both analytical and creative ways.

Students explored the origins and evolution of languages, reflecting on how language shapes identity, heritage, and global connections, while simultaneously expressing these ideas through creative art forms. French learners designed postcards, bookmarks, and stickers inspired by various provinces of France, incorporating painting techniques influenced by renowned French artists. Similarly, Spanish students represented different regions of Spain through artistic interpretations of local art, architecture, and traditional cuisine, capturing the richness and diversity of Spanish culture.



The initiative extended beyond creativity and language integration, fostering collaboration, critical thinking, and reflection. Students worked collectively to research, design, and present their work, developing both communication and teamwork skills. Adding a meaningful dimension to the project, students also plan to donate the proceeds from their creations to animal welfare causes, reinforcing values of empathy, ethical responsibility, and service learning within their IB journey.

Overall, the initiative exemplified the IB ethos, encouraging students to become thoughtful, culturally aware individuals who are able to connect learning with purposeful action.



# The Global Reads Report

## Intercultural Dialogue between CIS and Gashora Girls' Academy

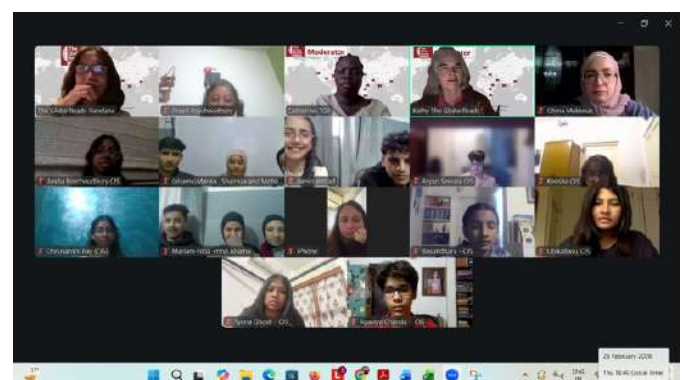
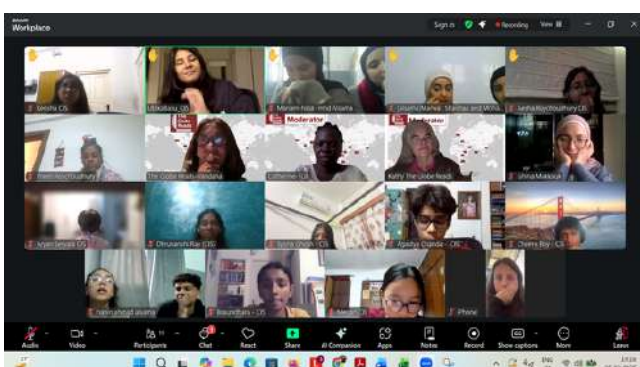
On 18 September, selected students from Grades 9 and 10 of Calcutta International School participated in an online Global Reads session with Gashora Girls Academy. Coordinated by TGR and Preeti Roychoudhury, HOD English, the exchange encouraged meaningful intercultural dialogue and highlighted the interconnectedness of contemporary youth experiences.

The session began with an engaging icebreaker in which students shared perceptions of each other's schools and youth cultures. CIS students challenged stereotypes of Indian learners as being solely focused on science and engineering, emphasising instead their participation in the arts, music, sports, and balanced school life. Students also exchanged cultural experiences, comparing India's enthusiasm during the Cricket World Cup with Rwanda's Baby Gorilla Naming celebration, fostering mutual respect and curiosity.

A central highlight of the session was the discussion of *On Children* by Khalil Gibran. Students explored the poem's philosophical depth, particularly the idea that "Life" itself guides and shapes children beyond parental ownership. Discussions examined parental expectations, generational tensions, and the balance between communal responsibility and individual autonomy within Indian family structures. Students reflected on how societal pressures and aspirations can sometimes lead to misunderstanding between generations.

The conversation also explored the role of technology in shaping modern relationships. Students considered how social media can widen generational divides while also creating opportunities for empathy, openness, and shared family experiences.

The session concluded with reflections on "the house of tomorrow," where students envisioned supportive environments that nurture rather than restrict children's ambitions, reaffirming the power of intercultural dialogue and literature in fostering empathy, open-mindedness, and global citizenship.



# Celebrating Culture Through Cuisine

## Grade 7 Food Fest



The Grade 7 students conducted a food fest as part of their multimodal assessment, showcasing dishes from various regions and cultures. The activity aimed to enhance their understanding of cultural diversity while developing their research, presentation, and communication skills. As part of the process, students researched, planned, and presented their chosen dishes creatively, effectively integrating language with visual and oral elements. With guidance and support throughout the preparation, they were able to organise their ideas and present them confidently.

The event saw enthusiastic participation and highlighted students' ability to apply their learning in a practical and engaging context, reflecting both creativity and a deeper appreciation of diverse cultures.

# *Learning Beyond Books* A Human Library Experience



On 20th January 2026, CIS hosted a Human Library session for students of Grade 7 in the school library. The session featured educator and entrepreneur Mr. Kaustav Majumdar as the “Human Book.” He shared insights from his diverse academic journey across the UK, USA, and beyond, emphasizing that true learning often comes from real-life experiences and mistakes. He encouraged students to think clearly, communicate effectively, and stay calm in challenging situations. Engaging activities, including observation tasks and a Mensa test, helped develop critical thinking and attention skills. Students responded enthusiastically, gaining confidence and a sense of achievement. The session proved both inspiring and enriching, reinforcing the value of learning beyond textbooks.



# Intra-CCA Cricket Match for Middle School

An exciting Intra-CCA Cricket Match for Middle School was held on 28th March 2026 during the CCA session. Played in an engaging 8-over format, CIS Rangers took on CIS Challengers, with team names inspired by the IPL, adding to the competitive spirit and excitement.

Both teams showcased strong batting performances and commendable resilience, keeping the contest closely fought until the very end. CIS Rangers ultimately emerged victorious, with Syed Ibrahim Ahmed earning the Player of the Match award for his outstanding performance. The match was thoroughly enjoyed by students and parents alike, bringing the CCA cricket season to a lively and memorable close.



# Middle School Intra-CCA Basketball Match

The Middle School Intra-CCA Basketball Tournament commenced during the week of 16th February 2026 as part of the regular CCA programme, featuring three teams each in the boys' and girls' categories. The tournament included competitive full-court league matches followed by half-court rounds, with the top two teams from each category advancing to the finals.

The boys' final witnessed an impressive display of teamwork and skill, with the champions securing a well-deserved victory. Sahaj Kayal was named the Most Valuable Player, while Rihaan Jain emerged as the highest scorer of the tournament. In the girls' final, the champions triumphed in a closely contested match, with Zara Sengupta awarded the Most Valuable Player and Anaya Churiwala recognised as the highest scorer. The girls' Team B was also honoured with the Best Disciplined Team award.

The tournament provided an exciting platform for students to showcase their talent, teamwork, resilience, and sporting spirit.



# Intra-CCA Middle School Football Match

The Intra CCA Middle School Football Tournament concluded with exciting finals on 19th March 2026, showcasing students' skill, teamwork, and determination. After competitive league matches, the finals brought out the best performances.

In Category 1, Team C emerged champions, with Team B as runners-up. Devankk Jain was the top scorer with 5 goals, while Reyansh Kundu was named Best Goalkeeper. In Category 2, Team A won the title, with Team C finishing second. Ansh Sharma scored 7 goals, and Keshav Nangalia earned the title of the Best Goalkeeper. The tournament celebrated talent, perseverance, and sportsmanship making it a memorable conclusion to the football season.



# Student Achievement

# Agastya Chanda Leads Interactive Butterfly Workshop at Jolabhumi Utsav



On 14th February 2026, Disappearing Dialogues hosted the 9th Jolabhumi Utsav in Makaltala Village, celebrating the culture and environment of the East Kolkata Wetlands. The festival featured storytelling, student presentations, Jhumur performances, a puppet show by Makaltala Village School, and nature- and art-based workshops. Local residents added to the vibrancy with traditional food, songs, and dances.

A key highlight was the workshop “Garden of Wings” led by Agastya Chanda of Grade 9, focusing on butterflies and moths. Agastya created a field guide pamphlet, led a nature walk to spot butterflies and caterpillars, showcased reared specimens, and engaged participants with an identification game.

The puppet show on the harmful effects of the nearby leather factory stood out as a powerful message. The event concluded with certificates awarded to the Young Environmental Leaders for their three-month internship.

# Shambhavi Das Brings International Acclaim Through STEM Research

THE HINDU

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**Shambhavi Das, a Class 11 Anveshana 2025** student researcher from Prayoga Institute of Education Research, won the Best STEM Presentation Award at the International Young Researchers' Conference 2025, hosted by Columbia University.



Shambhavi Das achieved remarkable international recognition at the International Young Researchers Conference (IYRC) Winter Conference 2025, held on 28th January 2026. Presenting her research on "Biosensing of Dopamine using Titanium Dioxide Nanoparticles," Shambhavi was recognised as the Best STEM Presenter from India at the conference, and was the only Indian participant to receive this distinction in 2025.

Her research was conducted through Anveshana, a research initiative by the Prayoga Institute of Research in 2025. Shambhavi's work highlights her strong scientific inquiry, innovation, and dedication to STEM research. Her achievement has also been featured on platforms including The Hindu, the Prayoga website, and the IYRC website, bringing pride to the school community.



## Best STEM Presentation

Biosensing of Dopamine using Titanium dioxide nanoparticles

S. Das<sup>1</sup>, A. Mahishi<sup>2</sup>, S. Hrishikesh<sup>3</sup>, S. Nataraj<sup>4</sup>, R. Prabhu<sup>5</sup>

<sup>1</sup>Shambhavi Das, Calcutta International School, Kolkata, India

<sup>2</sup>Aadya Mahishi, Real Learning Centre, Bengaluru, India

<sup>3</sup>Shashank Hrishikesh, Azim Premji University, Bengaluru, India

<sup>4</sup>Swetha N, Prayoga Institute of Education Research, Bengaluru, India

<sup>5</sup>Ramya Prabhu, Prayoga Institute of Education Research, Bengaluru, India

# Community Outreach

# A Plate of Thanks



On Saturday, 28th February, the Interact Club of Calcutta International School organised a special event, with members from Grades 9, 10, and AS coming together to express their gratitude towards the dasas and didis of the school.

Volunteers arrived by 10:00 a.m. to set up the space and prepare the food stalls for the occasion. The dasas and didis were then invited to enjoy a variety of dishes prepared and served by the students, including puchka, Wai Wai bhel, cake pops, and several other treats. Warm interactions and shared moments created a joyful and welcoming atmosphere throughout.

At the end of the programme, student volunteers also took responsibility for cleaning and organising the space. Both the students and the dasas and didis thoroughly enjoyed the experience, which served as a meaningful reminder of the importance of gratitude, community, and giving back to society.

# Roots of Responsibility: CIS Plantation Drive

On 28th February 2026, Grade 7 students participated in a social service plantation drive as part of an interdisciplinary learning journey aligned with the United Nations Sustainable Development Goals. The initiative brought together concepts from Chemistry, Biology, Physics, English, and Regional Languages, enabling students to connect classroom learning with meaningful real-world action. As part of this integrated approach, students collected and tested water and soil samples in the school laboratory, applying concepts from Chemistry and Biology, while also exploring how energy, heat, light, air, and forces interact in nature through Physics. The experience was further enriched through language, as students wrote descriptive essays in English and composed poems in Regional Languages to express their observations and reflections. Guided by teachers and NGO volunteers, the students planted 52 saplings and geo-tagged the CIS plantation area to support long-term monitoring. The experience fostered sustainability, responsibility, teamwork, and experiential learning, reinforcing the values of environmental care and active civic engagement.



SCAN TO FIND YOUR PLANTED LOCATION



# Students Lead Successful Bake Sale for 'People and Paws'

The Humanities Club, in collaboration with the NGO 'People and Paws', organized a vibrant Valentine's Day Fair on 13th February, 2026. This was led by the students of Grades 7 and 8 who organized a bake sale for the event. The students showcased their culinary talents through an array of homemade treats, from cupcakes and cookies to brownies and savory snacks. The fair attracted enthusiastic participation from students and teachers alike, creating a lively and festive atmosphere.



The event carried a meaningful purpose. All funds raised through the bake sale were donated to the NGO "People and Paws," which is an organization dedicated to animal welfare. This initiative not only encouraged student engagement and teamwork but also fostered empathy and social responsibility. The fair proved to be a heartwarming success, combining celebration with a cause and leaving a lasting impact on both participants and beneficiaries.

# Students Bring Smiles to Shoishob Foundation Through Toy Donation Drive



Grade 10 students Kanishk Mohangandhi, Swaralipi Banerjee, and Mehak Mohta visited the Shoishob Foundation on 31st January 2026 to donate toys collected through a student-led drive conducted at school. Accompanied by teachers, Dr. Lodh and Ms. Begum, the students spent time interacting with the children, creating a warm and joyful atmosphere during the visit. The initiative reflected the students' commitment to compassion and community service, while also highlighting the impact of small acts of kindness. It was especially heartwarming to witness the excitement and happiness on the children's faces as they received the toys. The experience proved to be deeply meaningful and rewarding for everyone involved, reinforcing the values of empathy, sharing, and social responsibility.



# Grade 8 Students Extend Support at NRS Hospital

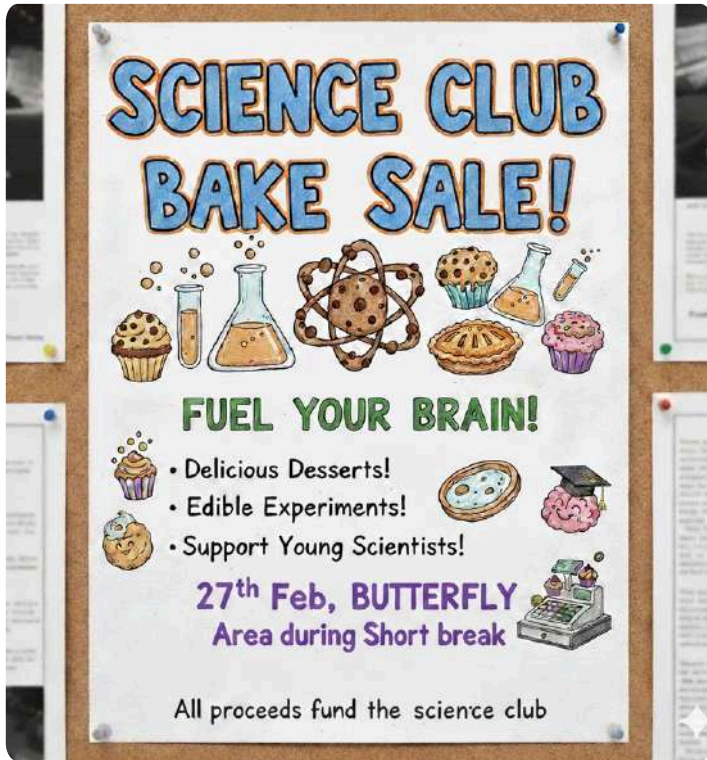


On Sunday, 15th February 2026, Grade 8 students conducted a meaningful community service initiative in collaboration with the Robin Hood Army at NRS Medical College and Hospital.

Reporting at 10:30 a.m., students began food distribution at 11:00 a.m. after a brief orientation. The meals—khichdi and dum aloo—were prepared and arranged entirely by the students, with responsibilities thoughtfully divided in advance. Under the supervision of Robin Hood Army volunteers and CIS faculty, the distribution was carried out smoothly, maintaining hygiene and dignity.

Marking their third consecutive initiative, the drive expanded from serving 100 beneficiaries in its first edition to approximately 500 this time. The event reflected the students' growing leadership, teamwork, and commitment to community service.

# National Science Day Supports Community and Sustainability Initiatives



The Science Club celebrated National Science Day on 28th February 2026 with an engaging bake sale and two interactive game stalls during the snack break at the Butterfly Area.

Students showcased creatively themed treats such as Earth cake pops, periodic table brownies, red blood cell cupcakes, sugar cookies, and rock candy.

The event aimed to combine fun with learning while promoting scientific curiosity. Informational display boards highlighted the club's plantation initiatives and educational excursions. Proceeds from the sale will support future Science Club activities and a plantation drive in collaboration with Grow a Billion Trees.



# Students Lead Meaningful Outreach at Kasba Divine Old Age Home



On 27 February, students of IBDP Year I, along with four students from the A Level Travel and Tourism course, visited the Kasba Divine Old Age Home as part of a meaningful community outreach initiative. The visit marked the culmination of a student-led fundraising effort organised earlier in the term, reflecting the students' strong sense of social responsibility and community engagement.



The morning, held just before Spring Break, unfolded in a warm and joyful atmosphere. Students spent time singing, playing the guitar, and participating in an informal jamming session with the residents.

Music became a shared language, creating moments of laughter, nostalgia, and connection across generations. Beyond the activities, the visit offered students an opportunity to interact with individuals from diverse life experiences and journeys, encouraging reflection, empathy, and meaningful conversations while bringing companionship and cheer to the residents.



Through the funds they raised, the students sponsored lunch and dinner for the residents. Additionally, the Travel and Tourism students used part of the collected funds to purchase daily-wear clothing, extending their support beyond the visit and contributing to the residents' comfort and well-being.



# Professional Development

# CIS Teachers Represent School at SAIBSA Professional Forum



On 28 February 2026, a delegation of teachers from CIS participated in the South Asian International Baccalaureate Schools Association (SAIBSA) Job Alike Session hosted by The Heritage School, Kolkata. Initiated by SAIBSA in 2001, the programme brought together experienced and emerging IB educators, coordinators, vice principals, and principals for professional exchange and collaborative learning.

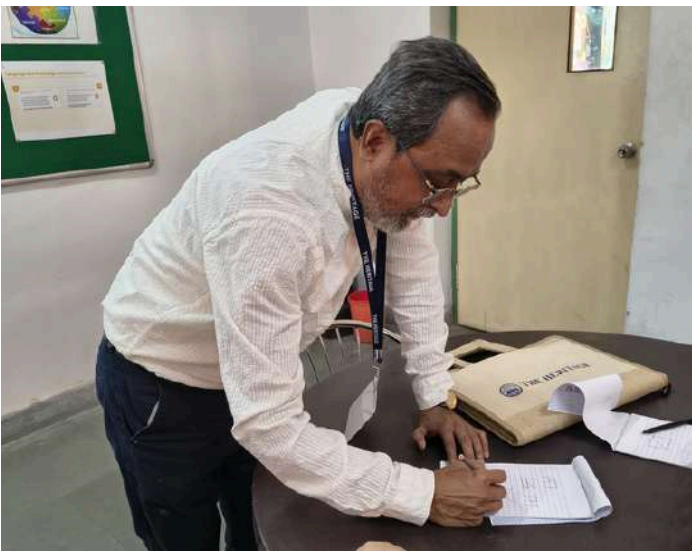
The session commenced with a formal welcome address by Principal Mrs Sapru, followed by keynote presentations by Mr Kaiser Dopaishi, one of the architects of SAIBSA, and Ms Sheta Shah on TOK integration. The programme then moved into subject-specific group deliberations and discussions. Unlike official IB workshops, Job Alike Sessions function as professional forums where IB practitioners strengthen pedagogical understanding through peer-led discourse, collaborative problem-solving, and the sharing of best practices. Each participant was also required to present at least one teaching concept within their subject group under the guidance of a facilitator acting as a peer mentor.

CIS representatives played an active role in facilitating and contributing across disciplines, including Dr Runa Auddy (Biology), Ms Paromita Bhattacharjee (Physics, co-facilitator), Ms Sanjukta Poddar (Career Counselling), Ms Preeti Roychoudhury (English, co-facilitator), Dr Madhusudan Nandan (Theory of Knowledge), and Ms Soni Jha (Hindi).

### Key Takeaways from the Sessions:

- Peer-led sharing strengthened practical strategies for differentiated instruction and inquiry-based learning, while encouraging the exchange of subject-specific best practices.
- Collaborative discussions generated innovative assessment tools and interdisciplinary teaching approaches.
- The facilitator-as-peer model reinforced the importance of sustained professional dialogue and collective growth within the IB community.

The engagement contributed significantly to CIS's professional development initiatives and reflected SAIBSA's collaborative and inclusive ethos.



# Fifty Years Forward: IB's Legacy and Global Collaboration



From 26th to 28th March 2026, the IB Global Conference was hosted at the Jio World Convention Centre, Mumbai, drawing over 1,200 educators, school leaders, and thought leaders from across the Asia-Pacific region. The event was especially significant as the International Baccalaureate celebrated 50 years of its presence in India, marking a milestone in the growth and influence of IB education. Representing Calcutta International School, Principal Mrs Tina Servaia, Diploma Programme Coordinator Dr Runa Auddy, and Head of Department – English, Ms Preeti Roychoudhury attended, ensuring CIS remained actively engaged with global best practices and educational innovation.

The purpose of the conference was to explore the theme “Shared Learning, Shared Futures”, which emphasised dialogue, collaboration, and the exchange of diverse perspectives in education. Participants reflected on how inclusive classrooms, critical thinking, and intercultural understanding can be fostered in an interconnected yet polarised world.

The process unfolded through keynote addresses, panel discussions, and breakout sessions where delegates engaged with innovative pedagogical practices, emerging educational technologies, and evolving assessment strategies. Educators were encouraged to reimagine learning environments that are collaborative, inquiry-driven, and student-centred, while also reflecting on their own teaching practices. Networking opportunities, both structured and informal, created space for meaningful professional dialogue and collaboration across countries and contexts.



The impact of the conference lay in reaffirming the IB's enduring legacy in India while inspiring collective growth. It strengthened professional connections, encouraged shared responsibility for shaping the future of education, and highlighted the transformative power of global collaboration in advancing student learning.

# Parent & Alumni Engagement

# Co-Curricular Activities PTM

The Co-curricular Activities (CCA) Parent-Teacher Meeting (PTM) was successfully conducted on 18th March from 8:45 AM to 10:30 AM. The session provided a valuable platform for parents from both the Junior and Senior School to interact with the coaches of the various after-school programs.

During the meeting, parents had the opportunity to receive detailed feedback on their children's performance, participation, and progress in the co-curricular activities. Coaches shared insights into students' strengths, areas for improvement, and overall engagement, helping parents gain a deeper understanding of their child's development beyond the classroom.

Parents were also able to share their suggestions and provide valuable feedback on the programs, contributing to their ongoing improvement and effectiveness.

The interaction was constructive and well-received, fostering a strong partnership between parents and coaches. Such initiatives continue to support the holistic growth of students by encouraging collaboration and open communication within the school community.

