

CARPE DIEM CHRONICLES

ISSUE II

BEYOND THE BIOSPHERE





Editor's Note

Dear Readers,

We are delighted to present you with a brand-new edition of our very own school magazine!

Through our theme, 'Beyond the Biosphere', we aim to explore what it means to go beyond the sphere of our comfort zone and to discover new possibilities.

From the 'Troposphere of Inventure', to the 'Exosphere of Alumni' and beyond, this issue covers experiences from all atmospheric levels. You can embark on a "Psychological Odyssey" of articles or enjoy a diverse array of artworks and creative pieces under the 'Auroral Scribes' section. No matter what you are looking for, this issue has it all. We truly hope that you enjoy it.

Happy Reading!

From,
The Editorial Board

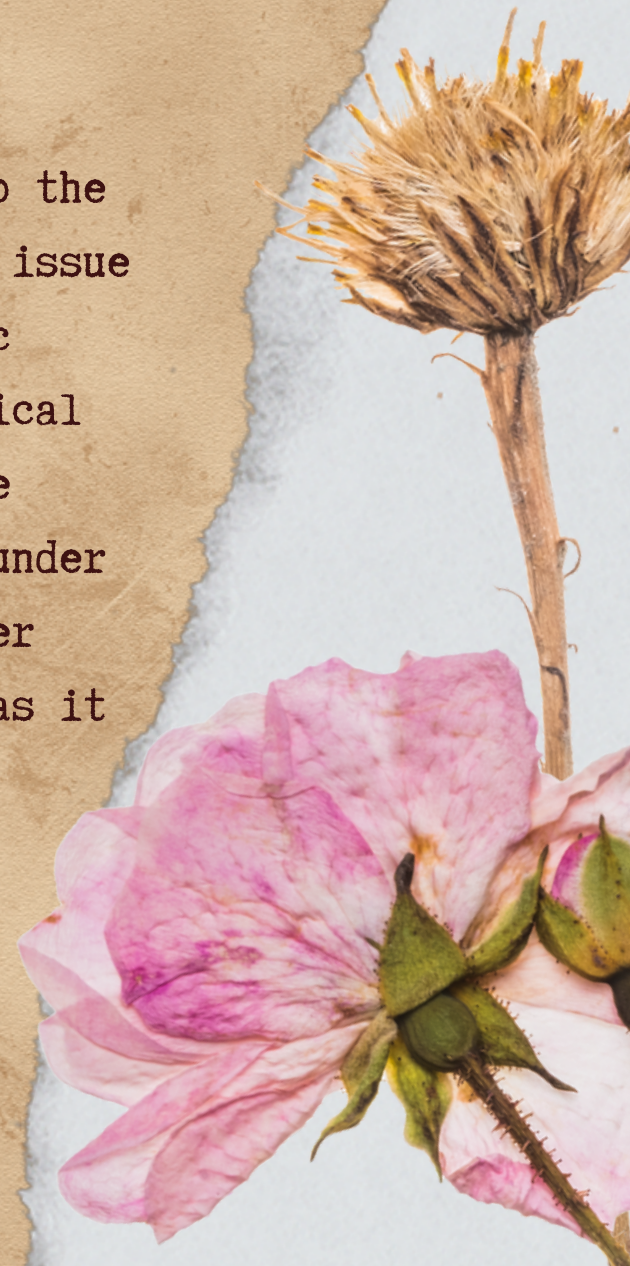


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Troposphere OF INVENTURE

A PSYCHOLOGICAL ODYSSEY

TRANSITIONING FROM INVENTURE'S NURTURING ENVIRONMENT TO THE WORLD OUTSIDE

Aditya Narayan, 11A

The ancient Greek epic, *The Odyssey*, written by Homer, chronicles the tale of the hero Odysseus' epic journey home after the Trojan War, filled with a labyrinth of obstacles and a multitude of adventures. His ten-year journey was an unrelenting quest for home; filled with terrifying obstacles and vengeance, with the hero ultimately learning the values of perseverance and determination.

Just as Odysseus navigated through uncharted and unknown territory, encountering both external and internal challenges, you too will soon embark on your formidable journey, leaving the comfortable shores of Inventure. Facing psychological trials and transformations will ultimately strengthen your mental resilience and adaptability.

UNDERSTANDING THE PSYCHOLOGICAL IMPACT OF CHANGE

More than just a physical relocation, the journey from the safe, familiar surroundings of Inventure to the vast outside world beyond us, is a profound psychological one. Because of our brain's innate propensity to cling to what is comfortable and familiar, there is a period of resistance during this transition. The brain is programmed to prefer familiar environments and patterns and responds to this change somewhat hesitantly. As students step out of the familiar territories of Inventure, leaving behind its routines, its distinct social dynamics, and the sense of security it provides, they venture into a world brimming with new possibilities and challenges.

A broad spectrum of emotions is on display during this period of transition. Students tend to feel apprehensive and uncertain at first. These feelings are typical psychological responses to novel, erratic circumstances as this stage of adaptation involves not only getting used to navigating unfamiliar physical environments but also comprehending and controlling these emotional reactions as we transition from the familiar to the unfamiliar.

Moving from the cocoon of school life into the wider world is a critical experience for students, a journey well explained by two academic perspectives.



Kurt Lewin's Change Management Model Kurt Lewin's model breaks this journey into three phases. First, there is 'Unfreeze,' where students prepare to leave their school comfort zone, essentially shaking off old habits and mindsets. It is sort of like packing up before a big trip – extremely exciting, but just a bit scary!

Then the next part is 'Change.' This is the leap into the new – college, work, a new social landscape, or any adventure lying ahead of you. It is a bumpy rollercoaster of new experiences and emotions, where support from family and friends is a safety harness, keeping all of us secure.

The final phase, 'Refreeze,' is about settling into this new phase of life, and finding a new normal. It is the equivalent of unpacking after a journey and finally starting to feel at home.

WILLIAM BRIDGES' PERSPECTIVE: ENDINGS, TRANSITIONS, BEGINNINGS

On the other hand, William Bridges suggests that change is more about the psychological transitions than the actual events taking place.

First, there's an 'Ending,' the realisation that school days are over. It is a bittersweet goodbye to a familiar life.

The 'Transition' phase can be considered the murky middle. It is about the internal shifts –navigating through the fog– and finding out your self-identity and who you are outside of the school environment.

And ironically, finally, we have 'Beginnings', which is all about embracing the new. It is the moment when the fog lifts and the new path becomes clear, filled with possibilities and opportunities.

How have you navigated the unfamiliar territories of life? Have you ever found yourself staying in your comfort zone? What about the times you're forced to leave?

"The only way to make sense out of change is to plunge into it, move with it, and join the dance." One of my all-time favourite quotes, here, Alan Watts suggests that embracing and flowing with change, rather than resisting it, is a key to understanding and thriving in the ever-evolving tapestry of life.



INVENTURE THROUGH THE LENS OF A NEWBIE

Jiya Anoop, 11A

It can be daunting and confusing to be a new student. A fresh setting, a new social circle, and an unfamiliar educational framework.

I joined in Grade 11. When I first enrolled at Inventure, my opinion of the institution was greatly divided. Entering a new environment has challenges of its own. I was insecure about making friends and anxious about the new way of learning and studying. I had well-adjusted to my previous school and this change brought about doubts in my mind. What I had deemed to be walls of criticism and self-doubt, eventually blossomed into people who loved and gave me support unlike any other.

The uncertainty of making friends remained in my mind. How would people see me, in a positive or negative light? How would they approach me? How would I be able to adapt to the new environment? How would I understand my teachers and their teaching?

Yet, there is something constant despite all of these variables changing. A helpful hand is always there to pull you out of a never-ending cycle of uncertainty. There is a transition from feeling lost and shy in the new environment, to knowing that you have a support system at hand to rely on.

Many people at Inventure reached out to me; they offered me advice and consolation regularly so that I could overcome my initial insecurity. They helped me study, they held my hand when I was upset, they shared my victories and setbacks with me, and they sat with me when I used to eat lunch alone. I was able to grow because of Inventure's nurturing environment.

I never felt the need to hide or experience self-doubt. It can be difficult to make acquaintances, but remember that Inventure is always willing to lend a helping hand.

PROFILE PICS TO PEOPLE

Joining Inventure during COVID-19

Tavasya Mizar Rao, 10C

I entered Inventure Academy for the first time on March 19, 2020. Following my entrance exam, I waited quietly for my parents. One thing that struck me was the eerie silence that pervaded the atmosphere. I felt guilty shuffling on the chair to make myself comfortable but even if I had made a noise, there was nobody to hear me. Except for a few employees scattered across the campus, the school was virtually deserted.

In April 2020, after having passed the entrance exams, I joined Inventure Academy by joining a Google Meet link.

Joining Inventure online was strange. I spent my first day of school in my room, in my pyjamas, sitting in front of a screen while the teacher's voice broke because of a bad connection. The experience felt almost surreal—I felt as though I had one foot in the door. Yes, I was part of Inventure, but it felt weird knowing my classmates' full names but not knowing the little things, like how tall they were, or who owned that one blue water bottle that was always spilling on the classroom floor. Pragya, 9C, described this experience as "alienating," saying she "struggled with integrating into the Inventure community."





Then, in October 2021, Inventure cautiously opened its gates once more, and slowly but surely, students began to trickle back. Many students who joined during online school felt confused navigating the almost empty campus. Arav, 10C, said “I had no idea where to go and no one to help me. It took me a while to recognize people after meeting them for the first time in physical school. Socially, it was a bit difficult to integrate myself into the routine that other people were already used to, such as walking around during breaks and classes.”

For many, it was difficult to adapt to Inventure’s culture, as it’s rather different to many other schools. Arav described it as “very mixed, in a good way,” with a “fun-loving, careless and free culture,” while Pragya said it was a “very opinionated school” with people who “stick to their beliefs,” and she wasn’t able to “fully integrate with the culture.”

We have been back at school for almost two and a half years, but the memory of online school still hangs over our heads. Some COVID-19 joiners still feel as though they aren’t quite part of Inventure.

However, when asked how he managed to fit into Inventure’s culture, Arav had a wise piece of advice for us all. “Trying to be someone else just to be part of a friend group seldom works out, and I feel that you will find someone who will help you out and be your friend at Inventure as long as you stay yourself.”

TRANSITIONING INTO INVENTURE

Urvi Mehrotra, 11B

Discussions in the 10D classroom for the Carpe Diem Chronicles' second issue sparked and kindled, in hopes of identifying a theme for this issue. Culture! Identity! Community! The plethora of ideas that seeped through the walls of the classroom was intriguing. As the dialogue continued, fostering deeper thought and analytical questioning amongst students, we arrived at the idea of 'change', specifically attempting to shed light on transitioning. The entire prospect of 'transition' immediately resonated with me.

As I have spent over nine months in this school, one can presume my familiarity with the Inventure community. While I do find myself comfortable with and well-acquainted with the school, the transition was not as effortless as I had earlier speculated. The 'transition' from a school that had grown with me from the age of seven to an entirely new school that I stood in front of was perplexing as to what was in store for me. I was accustomed to my previous school: the students who thrived in it, the teachers who mentored and role-modelled for those students and the campus that I mistook for home. The same environment. The same people. The same routine. It all quite literally altered in a day. Entering the campus on the first day of Inventing left my stomach with an unnerving and empty feeling - terrified as to how I would be perceived, overwhelmed as to how I would fit in, and weakened by the idea of how I would adapt.

Today, as I recount that day, I feel grateful towards my decision to shift schools. Apart from boards, subject choices and facilities as reasonings for the transition itself, shifting to Inventure has allowed me to grow, beyond academically. It has helped me grow personally. It has challenged me to take a step forward even though I feel afraid of what's outside. Perceiving this decision as an 'opportunity cost' of sorts, my decision to still stay in my previous school would have, needless to say, clouded me with comfort and warmth. But Inventure, while sheltering and protecting, has enabled me to challenge myself: to grow, to seek, to learn. The skill of adapting, the thrill of meeting new people, and the advent of learning more have only been possible because of that very transition. Pulling myself out of a habitual routine that I wasn't merely accustomed to but became a muscle memory felt unfamiliar yet empowering. The transition wasn't only of schools, it was also of me as an individual.



CHANGE & WHAT WE MAKE OF IT

Devyani Rao, IIC

In the rapidly transforming world that we live in, it is so easy to comment, evaluate, and marvel at all the changes that constantly take place. Yet, how often do we consider the ways that our own minds process change?

Looking back, it becomes evident that my perspective of change has drastically evolved over the years. I still remember the first time that I was allowed to have a playdate with a friend, with her coming over immediately after the school day when I was only five. For some reason, the memory never escapes me. I can envision the excitement that I felt on that day and those leading up to it.

Nevertheless, my perspective on change has not always been a positive one. I remember experiencing slight nervousness on the day before first grade started, intimidated by the idea of a new school. I remember starting sixth grade, being scared to navigate the unfamiliar ocean of mid-term tests and exams, along with a plethora of new subjects that I wasn't sure I would even enjoy. Most vividly, I remember my fear of writing a board exam, which only redoubled when I entered ninth grade. In retrospect, it appears to me that I've grown more apprehensive over the years.

Is it true that we get more cynical as we age? I certainly don't think in the same way that I used to when I was younger. Nowadays, I find myself concerned by very different things- board exams, predicted grades, and the prospect of attending (and getting into!) college are changes that have the predominant influence over my mind. Sometimes I miss my surprise at changes that now seem so insignificant. At the same time, I also believe that change is something that can help us more than we think, and I want to have a positive attitude towards it as I move on to the next stage in life.



SMALL STEPS OUT OF THE NEST

Vriti Krishna, IIB

'How do I get a MetroCard?' I texted my dad.

'Why?' he'd replied as if it weren't obvious.

*'You won't be able to drive me around soon.
I'm going to college in under a year.'*

No reply. My parents are still adapting to me growing up. As the oldest, I handle myself and keep myself busy. However, I have remained rather sheltered. I seldom have ventured outside the apartment complex, largely because there was no reason. My friends live far away, so I have been driven to and driven back. Marathahalli isn't known for walkability, so unless I want to be an orange-shirted crepe on the overpass, I never stray, never question how little I had been alone until quarantine when I realised that there was little for me to miss.

Now, my parents are too busy to coordinate cars at strange hours, and the grocery store is a short walk away. The after-school drop-off point is a long walk, and my sister is starting to go to places herself. This has taught me a little. By quarantine, I was able to navigate my immediate surroundings, but lockdowns ensured I never got much further.

At fifteen, I realised I was running out of time. It's shameful that after ten years in Bengaluru, I couldn't locate Hoskote on a map, or say 'I don't know Kannada' in Kannada. It spurred on a little teenage rebellion. One evening, I went westward, far enough that I had never seen this place but was able to see the red signal light of the complex. Then I ate pani-puri and was home within half an hour. Especially interesting? No. But the thrill of going somewhere new, unaccounted for, and all alone was captivating. I could do this. I could be alone somewhere new, and have my wits intact while having fun!



Similar stunts have made me bolder. Asking about bus and metro cards, riding e-scooters (which I can do! Sharp turns are just hard!) and seeking forgiveness rather than permission when I run off to see my friends is something my family now deals with. After sixteen years of being content to stay put, privileged enough to not need to go anywhere, I have not stopped wanting to venture out. I went to Delhi for two weeks without my parents to intern, first staying with my grandparents, then staying with family friends as I stayed up long past any sane bedtime to work on projects. Then, it was convincing enough for them to drop me to Kenya for a week.

My parents are starting to make their peace with the idea that I am growing up and out of their household, even if I will always have a home there. I am still slightly afraid of being even a little more independent than this, but I am privileged in one more way, most importantly- that even as I start to let go, my family is there to help me ease into adulthood.



ECONOMICS IN SCHOOL

BRIDGING THE GAP BETWEEN THEORY AND FINANCIAL REALITY

Surya Sridharan, 11B

Many of us take Economics in school. We learn about fiscal policy, monetary policy, and the general macroeconomy. However, do we learn about financial literacy?

According to Annuity Finance, three in every four teenagers lack confidence in their knowledge about personal finance. With the rise of the enticing “Buy now, Pay later” offers for several luxury goods like mobile phones, many young adults are making poor financial decisions. One Mumbai couple recently took a 16 lakh rupee travel loan for a 23-day vacation of their lifetime in the United States, one of the worst financial decisions one can take. How absurd! The problem with travel loans is that, unlike houses or cars, vacations are not a tangible asset. This results in lots of money being funnelled into something that will not yield returns, besides the momentary happiness gained in the moment. We must be financially literate at a young age so that we do not make decisions that can haunt us for our lifetime.

We delve into economic theories, majorly the study of macroeconomics, wherein we explore study graphs of firm production. However, many famous theoretical economists are unexpectedly weak in practical economics. For example, regret theory is a model in theoretical economics that suggests one should invest in retirement portfolios to minimise future regret. If one had bought many shares in the stock market and it went down, there would be heavy regret. On the other hand, if one did not purchase any shares in stocks but the market went up, there would be considerable regret as well. Taking both of these into account, a theoretically optimal solution would be to split bonds and shares 50/50, something that would be practically suboptimal.

Overall, we must learn about both theoretical and practical economics to gain a balanced outlook on economics beyond the school biosphere.



GROWTH IN CONNECTION DURING RSIC'23


Vriti Krishna, 11B

*Maybe the real learning was the
friends we made along the way...*

2023 has been a memorable year for me, one major event was attending the Round Square International Conference, hosted by Brookhouse Schools in Nairobi, Kenya. As the Round Square Prefect, I went with my peers Manas, Daksh, and our assigned faculty, Preet Ma'am. All the while keeping in mind the RoundSquare IDEALS: Internationalism, democracy, environmentalism, adventure, leadership and service.

Staying with a host family, seeing lions up close, pushing my broken-down bus at Nairobi National Park and dancing to Sura Yako in a covert flash mob were all lots of fun. But the things I did and the things that stayed with me are different. The things that stayed with me I think are the reason that so many of us who go to these conferences come back changed. These experiences bring together hundreds of kids from different backgrounds and make a cohort of friends out of us.

On Service Day, my group went to a state school far away from campus. During the opening days, we saw the nicest parts of Kenya-- Kiambu County and Nairobi (the richest locales in the country). In the school, we got a look at the challenges faced by the lower classes of Kenyans. My group was tasked with cleaning the room - dusting, mopping, painting the walls and shovelling concrete into carts to help with the reconstruction of the school. Though it was tiring and messy work, we found our way through. I got to interact with kids from Ghana, Chile and Pakistan, but the best part was working with many kids at the school who showed us the ropes.



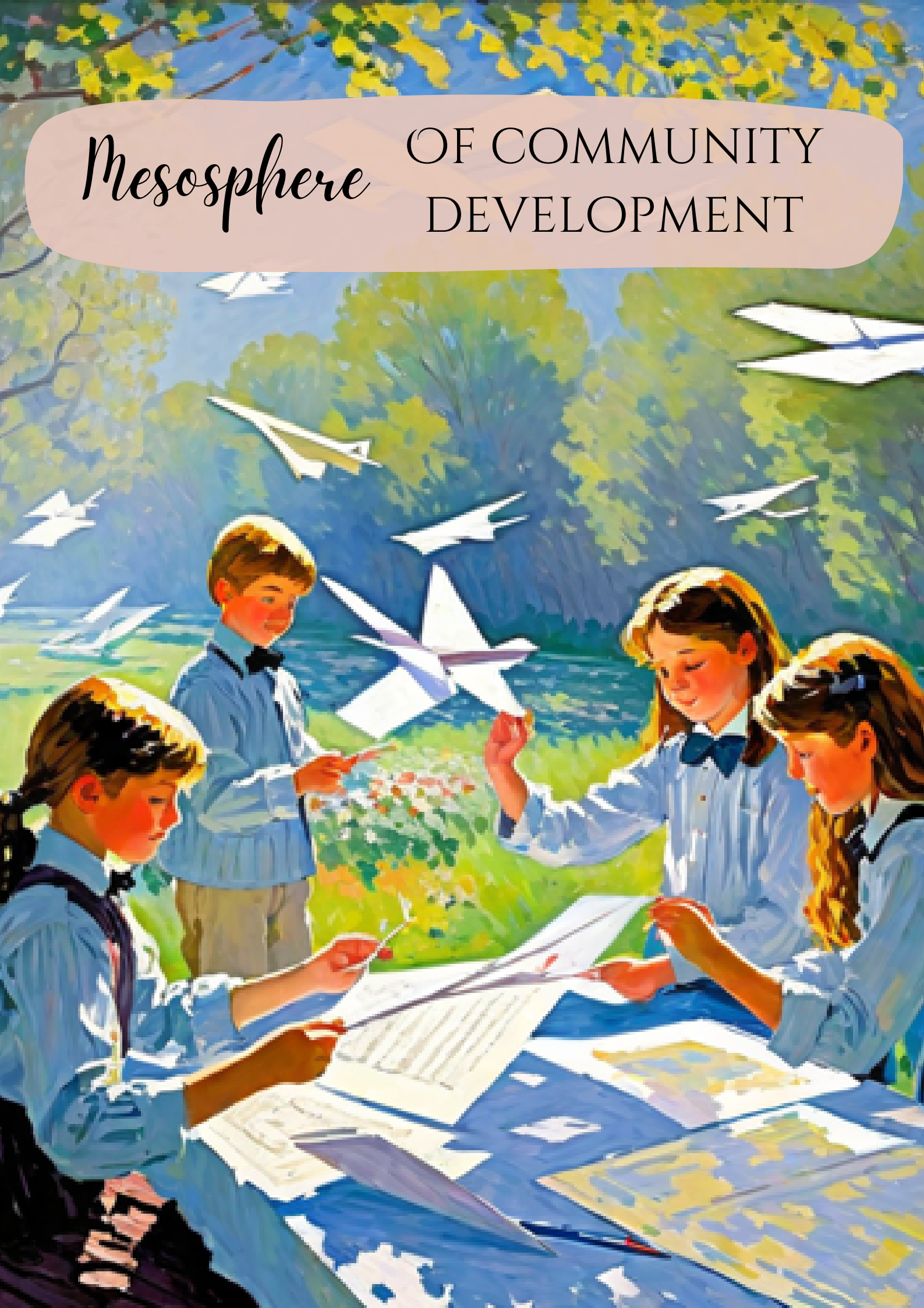
There is a lot of talk about community service and charity, particularly donations. And yes, there is a big place for that. But there's something to be gained in using your hands, shovelling concrete, and helping your group mates paint the ceiling. It is not always fun, but there is something to learn from setting up chore charts and shower time with your roommates in a tiny hostel to make it welcoming after a long day. I have learned that across the world, there are people just like me; studying for the same exams and complaining about the same shows. We are also very different, from our languages to our values. As a student at Inventure, I have learned to embrace the beauty in these differences. Inventure encourages students to develop individuality and collaborate, which I understood during this conference. I learned a lot by just living, travelling and working with conflicting personalities, which improved my teamwork.

The wealth of experience I gained in just a week, both interpersonal and knowledge-based, is why I recommend attending conferences like RSIC. It's for the place and the people you are with.



Mesosphere

OF COMMUNITY
DEVELOPMENT



OUR INSPIRATION FOR CHANGE

Fatima Falaq, Ananya Shrivastav, Aarna Lokhande - 9A, 9B, 9D

SIGNIFICANCE AND INSPIRATION

This article explores the impact of teachers and their role in inspiring Inventurers to expand their horizons and think outside the box. They enable young learners to explore their areas of interest, channelling mindfulness and open-mindedness.

As a social experiment, we decided to interview Community Outreach teachers and inquire how they feel as they spend quality time with students. All of this leads to the impact and change they bring across for the students in our school as well as the skills they learn. We were inspired to write this after changing schools and realising the impact Inventure has tried to create on the students and the world.

THE IMPACT OF COMMUNITY OUTREACH

Community Outreach is a way for students to step into the role of a teacher to teach and help underprivileged primary school students (aged 8-12) learn things they would not generally learn or experience in a classroom. During the interviews, we found many similarities between answers which gave us an insight into the importance and impact of community outreach on both the government school and Inventure students. Most of the teachers were a part of Reading Buddy which is a concept where students read books to the children and help them understand the moral and meaning of the book. This provides an opportunity for students to work on their pronunciation, understanding, and comprehension of English as well as let Inventure students feel more empathy and gratitude when interacting with the underprivileged children. This helps our students not only develop important lifelong skills but also helps them form bonds.

A student from Community Outreach remarked, "We have mini lessons with 2-3 kids depending on the day with interactive methods to teach the kids". This focuses on the students as individuals and allows them to work at their own pace. Students use this as an outlet to develop their communication skills, as well as to see beyond themselves. They can explore the opportunities they have been gifted with.

Although Community Outreach is very effective, students did have a say in ways of improving it. When asked for suggestions, students stated that 'interviewing students beforehand for volunteering for Community Outreach would help create a more dedicated team.'

Inventure's students strive to create a local and global impact with opportunities such as Community Outreach.



Beyond The Orb

While many eventful things have been taking place at Inventure, GHS Ramagondanahalli (a government school adopted by Inventure) is also bursting with activity. Provided below are some student reflections on the opportunities that their school (including in conjunction with Inventure) has provided them recently.

Collated by Devyani Rao, 11C

I am Savitri from Grade 9 at GHS Ramagondanahalli School, studying in 9th grade.

Our school provides us with a lot of opportunities other than studies such as singing, dancing, acting, etc. I chose dance and my group performed at Inventure in front of a huge crowd at Forum Mall.

I especially enjoyed participating in 'Quizathon' (an activity in school) where we got a chance to voice our opinions. Teachers saw the amount of attention we paid in this class and encouraged us to present in front of an audience, which helped us get over stage fright.

As an individual, I started interacting and sharing my own ideas which helped me socialise and make more friends.

-Savitri, Grade 9



From my experience, GHS Ramagondanahalli is different from other schools. The environment, the teachers, and our relationships with them are different from other schools. Here, I feel that they understand our weaknesses and help us to overcome them, while also encouraging our strengths.

I have been a student here since 6th grade. I got several opportunities and I'm sure I will get many more. I was able to join M.P.Birla Institute of Astronomy summer camp classes. I got to be part of the elected student council as Chief Minister and I was able to be a part of the youth parliament and Model United Nations conducted by Inventure Academy. I have thoroughly enjoyed every activity that I have been part of.

After becoming Chief Minister of the school student council, I learned many things like holding up responsibilities and collaboration. It helped me address huge crowds as well as interact on a one-on-one basis with ease.

I remember an occasion when I was asked to talk about the negative effects of copying to my juniors in 5th grade. After I addressed them, they felt empowered. Such opportunities have made me feel confident and comfortable to share my points of view freely.

-Richard

I started my journey in this school three years ago. I joined in 6th grade, during the pandemic.

As I transitioned to offline classes, I met many new people and made friends. For me, school is a joyful place, a place of learning and growth. It has provided me with a number of opportunities like being a part of UNEP (a committee of INMUN), participating in dance, a math exhibition, debates, and the Changemaker Challenge - Back to School (BTS) program.

While I was a part of BTS, I learned how hard it was to teach younger children. I helped them prepare for our school's entrance exam and was very happy when they cleared it. Being a part of UNEP helped me gain a lot of confidence. I met new people, interacted with them and gained knowledge about different countries across the world. This was such a great experience.

-Shivani Nath, Grade 9C



I am Khushi Singh. I study at G.H.S. Ramagondanahalli School in grade 9.

I joined this school three years ago. Our school helped us during the pandemic by organising online classes, providing us with tabs, sim cards, laptops, and projectors. They not only focus on academics but on other things as well. Students get a chance to voice their feelings and showcase their talents.

The opportunities I have been given are being part of student council, being a part of robotics club, and doing scratch programming. Through this, I have gained the confidence to socialise with people and voice my opinions freely.

-Khushi Singh, 9A



The Exosphere OF ALUMNI



CULTURAL DIASPORA

ALUMNI CORNER

Urvi Mehrotra and Sandhya Sundar, 11B

Gauri Manoj (pursuing a major in film at Loyola Marymount University in Los Angeles) and Pradyun Singh (working at Yulu as a data analyst), our beloved alumni, were interviewed on their experience of moving away from home, out of the sheltered bubble of comfort.

URVI:

Did moving abroad or moving away from Bangalore expose you to different cultures? If yes, how?

GAURI:

Yes. Moving to America, LA, gave me access to more racially diverse spaces. More visible queer and religious diversity as well. Many people in the city are immigrants who have maintained their cultural identities and are openly celebratory of their differences in a largely white/Christian country.

PRADYUN:

Yes, my university had people from so many different countries and they created a space where people felt comfortable sharing their experiences and cultures.

SANDHYA:

Do you find yourself in diasporic groups (groups of people who may share a national or regional origin, but for a variety of reasons, are living outside of this traditional homeland)? If yes, why? If not, why not?

GAURI:

Yes, but in groups filled with immigrants from various backgrounds. Not just Indians. (Largely) because of our shared experiences as minorities and the shared perspectives/values this offers.

PRADYUN:

I don't think I frequently found myself in diasporic groups, but I did have a group of friends who were all of Indian origin. That just happened by itself in my last year of college. I think it's very easy to feel comfortable with other Indians when you're in a foreign country. That being said, it shouldn't restrict you from having a more diverse group of friends.

URVI:

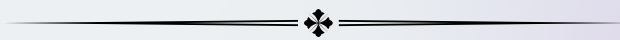
To what extent has moving abroad compelled you to retain your own culture?

GAURI:

Very much so, it becomes increasingly important to find ways to connect with home when you are no longer “in it”.

PRADYUN:

To a pretty large extent, I think. Initially not so much but over time as I started to get familiar with the culture in the Netherlands and the way of living there, I started to realise that I need to keep a balance and not drift far from the culture that I grew up in. It also gave me a sense of comfort when I would embrace my culture. There wouldn't be much diversity if you don't stay connected to your roots.



CHANGE WITH AGE

Sanjana Pandian & Arayana Sharma, Grade 9

"Looking back at memories that were made along the way" – Nived Joshi 12th

Losing friends, changing paths, leaving home-graduating high school is by far one of the biggest changes that young adults go through. Change and failure are two necessary phenomena in our lives, without which we wouldn't learn or be able to grow. Still, there are anxieties that students face over the two.

"Starting over- finding new friends there are new classes and subjects and everything changes" – Alumni

GRADUATION

"Feels like a controllable mix of excitement and anxiety and apprehension and now it's within reach"

–Pragyaa 9C

"Transitioning into adulthood"
–Pragyaa 9C

"Abruptly really in charge of your own life; and it's daunting. Being self-driven learning is very different from school it's a very difficult adjustment overall."

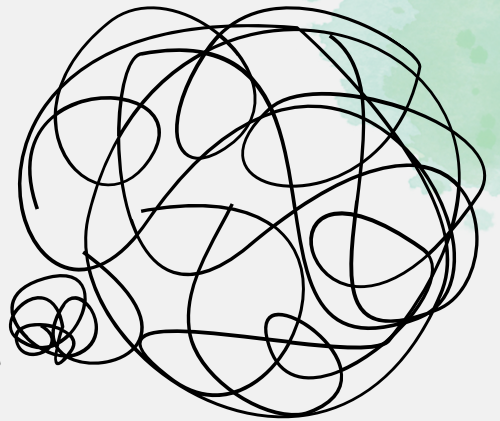
–Alumni

"It was bittersweet" – Alumni

"Having to do adult things,
like cooking and managing
social and academic life while
keeping track of jobs and
school and your social life"
-Alumni

"Academic succession and
how it can impact your
future"
- Pragyaa 9c

ANXIETY



"Growing older with growing
responsibilities"
-Anonymous 9th

"My career"
-Anonymous 12th

INVENTURE VALUES

"Teamwork- helped me make
new friends and they helped me
throughout"
-Anonymous

"It gives you a mindset that
helps you in life. Certain teachers
helped me realize my passion, and
helped me nurture it"
-Pragyaa 9C

"Freedom with responsibility -
shaped Inventure lives"
-Nived Joshi



CHANGE

"Cope with change by
changing - change yourself
with the change"

-9th grader Anonymous

"I like change - it keeps us alive
it helps you learn a lot more.
When it comes to change in life
it reduces monotony and if you
want to make a change it helps
you learn. Change is always for
the better"

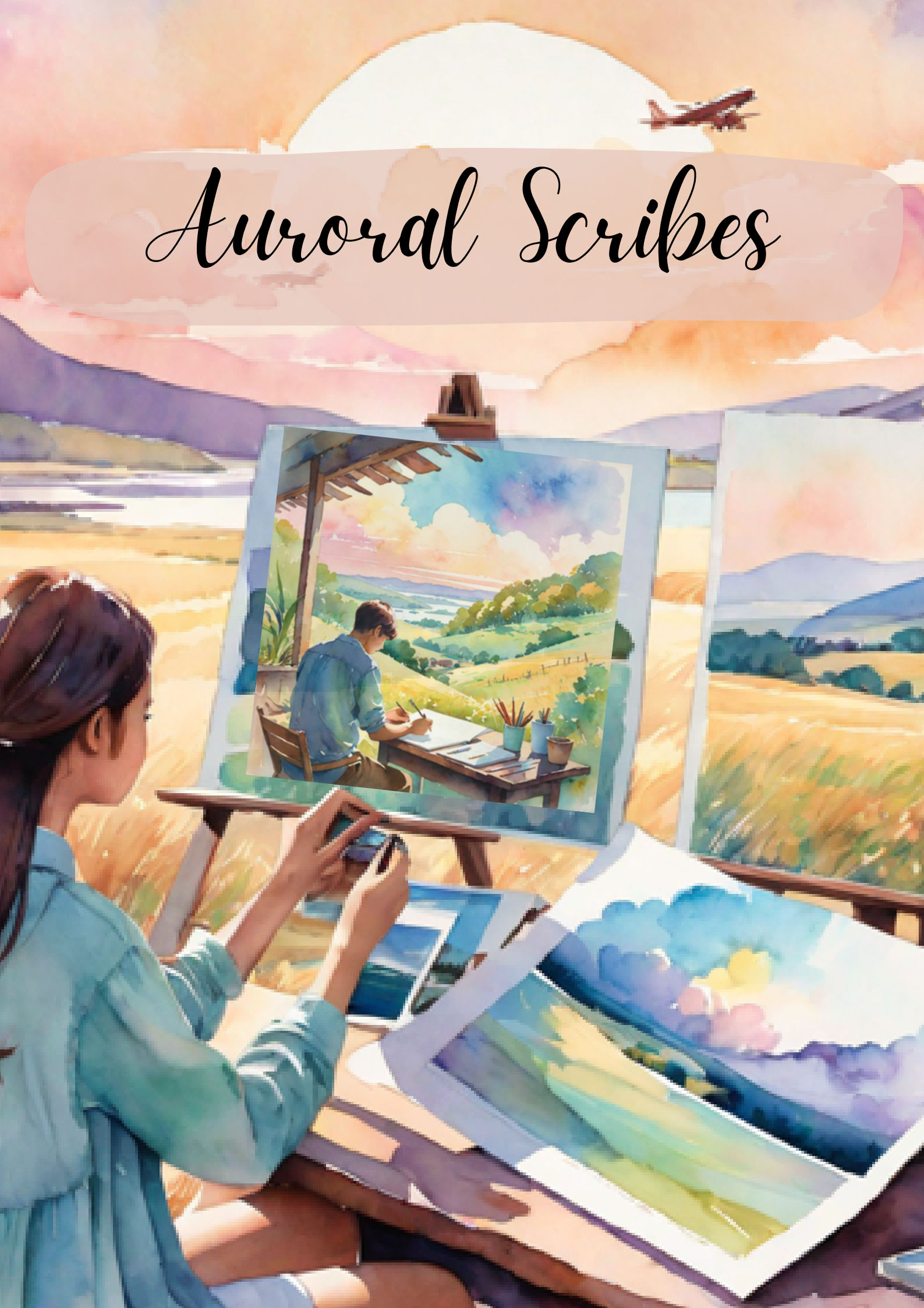
-Nived Joshi 12th

"Change is a necessary
phenomenon. To cope I go back to
things which haven't changed, like
my childhood favorite food"

-Pragyaa 9C

The counsellors gave suggestions on how we might be able to cope with change. They stated that we should rely on people who have already faced what we are currently facing. They also expressed the importance of a support system and people you can trust. When we feel uncertain - it's crucial to remind ourselves what we've been through. Resilience is something that can change your mindset completely for the better. Many expressed being anxious about not getting into a certain college or a career field they would like to pursue. Coming out of your comfort zone can help you explore new options; change is about constant acceptance. If we are not sure about a career path, it is okay. We can take it up as a challenge to explore. Experiences teach us things and we know we will have a career - but what is it? We don't have to have all the answers immediately, after all, grades 9th to 12th are to help us figure out what we want to work on. We need to be observant and realise what our strengths and weaknesses are to find the best career option.

Auroral Scribes



EMBER BLAZE COMES

I've always loved sunsets,
Sunrises even more,
Seeing the sky awaken from its slumber
Is an excitement that I've seldom felt before.

I've always loved sunsets,
But sunrises bring me peace from within.
I remember seeing my first sunrise as a 5-year-old,
Thinking that this is the prettiest the sky has ever been.

I've always loved sunsets,
Sunrises are special in their own way,
It's almost magical how the first beams of light
Can somehow take all my troubles away.

Sunrises remind me of our lives,
Nature and time are in a state of constant flow.
You have to be quick
Or the moment will go.

Sunrises remind me of our lives,
The sun sneaks a peak from the darkness of the night,
Like hope emanating from a dark cave,
Conquering the darkness with a blinding light.

Sunrises remind me of our lives,
How some things just occur,
Unquestioningly and undoubtedly,
And the world continues as it were.

There's a lot to learn from sunrises,
About who we are and who we could be,
There is so much love and hope in the world
If we could just open our eyes to see.

-Kashvi Arya, 11D

SYMPHONY OF SMILES

In a world where darkness may reside,
The power of happiness will guide.
In a world where evil can destroy,
The smallest of smiles can bring great joy.
It lifts our spirits, brings us light,
A beacon of joy, shining so bright.

With laughter, all trouble seems to fade.
Happiness skips to take its rightful place.
It warms our hearts like burning coal,
And ignites us together through our souls.

In times of sorrow it brings us peace,
A sense of comfort that will never cease.
When all is gone and wrong.
Joy keeps us strong.

It helps heal wounds and mends our heart,
It mends us whole, part by part.
In times of desperation,
With overwhelming feelings of devastation.
A happy girl's smile wipes away the tears we held back,
Giving us the strength that we lack.

Happiness is a force, so strong and true,
It can paint the world with the brightest hues.
Happiness spreads its magic, and lets it overflow,
Just watch as happiness continues to grow.

-Siyona Suhas, 8A



BRAVE

To be brave is not to be fearless
Everybody is scared of something.
To be brave is to stand up to that something
To have what it takes to not run away.
To not let your fear stop you
To go onward anyway.

Sometimes you face your fears
Sometimes you don't
But that's okay.
You can't always be brave
But when you can, don't choose NOT TO.

-Aardha, 6C

LOVE & LONELINESS

He comes and is depressed
All his friends left.
Depressed and is alone
What a sad way to mourn.

He used to love everyone
especially a special someone
Eventually he gave up hope,
He really wanted to cope.

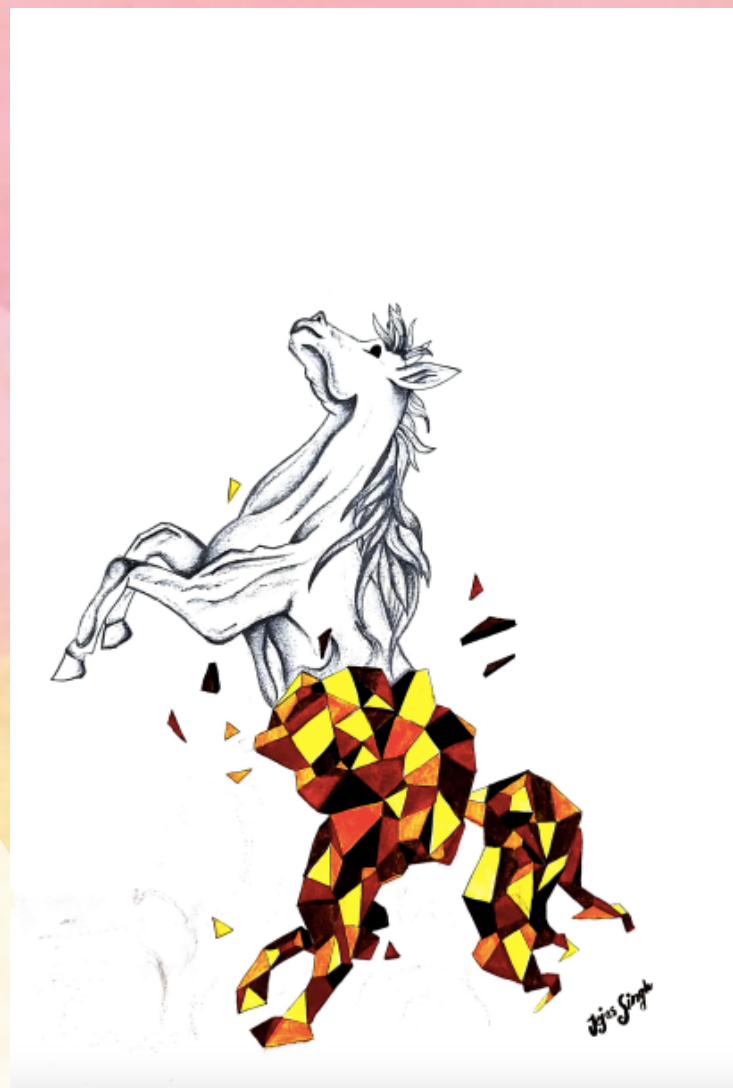
Then came a boy to change his life,
He was shocked and surprised.
The boy was his first friend ever
Maybe even forever.
Then many more came
And he was the only one to blame.

He finally felt brave
And ignored the fact that his parents were in a grave.
He loves his new life,
No more stake in the heart with a knife.

-Rishaan Chaudri, 7A



ARTWORK BY TEJAS SINGH, IID



PITTER-PATTER: THE SECRET BENEATH YOUR FEET

Neha Bhati (9B) and Nandini Srinivas (9A)

Follow the sound of the rain. Leave the school building and make your way to the football field, amidst the gently pattering raindrops. The grass looks strange in the cloudy weather, dark and shiny. Walk over it and make your way to the end of the field where the water is vanishing through little holes in the ground. This is where our journey begins.

Our school has an impressive rainwater harvesting system hidden beneath our feet. Tanks of up to 3 lakh litres hold water that keeps our school running.

The disappearing water has rolled down from the higher elevated areas to lower elevated areas such as this one. From here, the water enters a spider web of pipes that weaves through our entire school, connecting all these little areas that collect rainwater.

Picture the inside of these pipes. The raindrops are now a steady stream of water heading towards one of seven borewell points. And so, we reach the second location: the plain grey-white shed that sits behind the sports gazebo, containing an array of strange machines within it. Peek inside.

Before entering the borewell point, the rainwater goes through seven layers of filtration that is made up of charcoal, sand and rocks. Once it is filtered the water collects at the borewell point where underwater submersible pipes pump the water to a tank.

Exit the shed and move your eyes over to the sports gazebo. Just centimetres below the surface is a massive underground tank connected by dozens of pipes that gather fallen rainwater from all over the school. There are two more tanks like this at the table tennis gazebo and the main gate as well, each holding 300,000 and 100 to 200,000 litres respectively.

The water from these tanks enters a second set of pipes. These are snaking up the school building, with water pumping through them. They roll into the large overhead tanks that sit on the roof, overlooking all the activity in our school.

The overhead tanks are the source from where the harvested rainwater is sent all over our school. From filling the swimming pool to watering the edible garden, Inventure Academy's rainwater harvest system keeps our bubble of life self-sufficient and flourishing.

So trace your path to the table tennis gazebo, where the second borewell lies. The water has returned to the ground, finishing the circle. Seat yourself in front of it. There is a misty dew that covers every blade of grass, and water sprays the air, creating little rainbows.

WHAT'S THE POINT?

Shreya Jindal, 9A



Knock knock! Welcome to high school.

High school - a wondrous place to enjoy your youth, with fun subjects, a place where everyone is happy...

A place where everything you do matters, every little failure, every little second wasted, all so you could have the future of the dreams that you didn't even know you had!

These next four years will determine the course of your entire life as you ask yourself, why didn't I start earlier?

You remember your childhood - playing in the playground, spinning on your roundabout as you dig your friends into the sand; those were the days. The days with no stress, no judgement, and no worries about the future. Now you have to get to a good college, but you can't even get out of your bed.

"Every second matters", they say, but we tune everything out after a certain point of time, end up either not working at all, or working ourselves to death, and there seems to be no best of both worlds.

Your daily activities include reading books and watching your TV shows for that little dose of dopamine so you do not get reminded of the reality of your sad life and looming deadlines. Either that or tuition piles up for each hour after school every day, even on weekends.

The worksheet's due tomorrow. 'That's alright, I'll just do it in the evening.' You forgot about it because you were playing a video game? 'That's alright, I'll just pull an all-nighter.' Your parents told you to go to sleep? 'That's alright, I'll do it in the morning.' You didn't want to get up in the morning and get late? 'That's alright, it's not even in the first period.' You keep delaying it because it will all work out in the end. 'That's alright, it barely makes a dent in my final grade...'

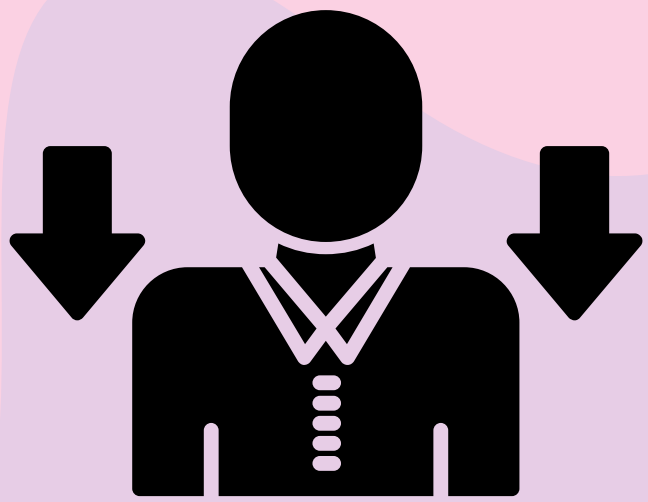
You are going to study. You have set a schedule and everything, but you don't even have exams in the coming month, what's the point? You have an understanding of most of the topics, and you don't need to do these things again and again. Still, you get really bad grades. "Where are you going wrong?" you wonder, so you set another study schedule, and the whole cycle repeats.

The ones who work hard get ahead, but the ones who do not get ahead and still work hard are mostly done for. What's the point of working hard? I can get by just fine, but instead, I need more 'achievements' for my resume. I need to make an app, help the environment, teach underprivileged kids and get good grades, but those are only done by adults and prodigies. I am no prodigy, I am insignificant. What can a kid like me do? I can't even clean my room by myself.

You are asked all these questions about what you want to do in the future, what job you want to have, what college you want to go to and every single one of your life decisions when your brain is not even fully developed. But you have to answer them, and you have to answer them fast, or else, it will be too late.

"Whether you like it or not, this time is always going to be important." All those nagging adults are right about this. Believe it or not, those same adults must have gone through something similar to what you are going through right now. They probably don't want to pass on those same regrets to the newer generation.

If you cannot muster up the motivation or courage to take a step in the right direction, there is no problem in asking for professional help. Look into things that inspire you, your passions, your hobbies, people around you... Try making something of your very own, take pride in it, and do it again. That's where that "burning passion" that everybody talks about, starts.



Don't wait long enough to be told to do it. Do it by yourself. There is a reason that you are reluctant to do anything after your parents explicitly ask you. Instead of rebelling, tell yourself that you are going to show them that you could do something great, without them telling you to do so.

If you can't understand a topic that has been explained to you multiple times, just research it on your own, if you are too embarrassed to ask again. Can't focus or still can't understand it? Have someone else explain it to you in a way that makes sense. Do anything that it takes to get you closer to your goals.

For example, if you want to be an artist and you see an invitation for an art competition, participate in it. There is no harm in trying. You might feel like your work is not nearly as good as the rest of the participants may be, but they might all be feeling the same too. Who knows, you may even win, although just the experience itself is worth it.

It's time to break that cycle of regrets, starting with you, and if you put in the work right now, your future self will thank you. You may just want to brush it off and procrastinate, but you can make a difference if you try. Even if you start right now. It isn't too late. You make a point for yourself, instead of waiting around asking: "What's the point?"



THE SIREN SONG OF ENGAGEMENT

UNPACKING THE DARK SIDE OF SOCIAL MEDIA

Aashi Tiwari, 10D

RED PILL OR BLUE PILL?

While 'The Matrix' may not be real, the question of whether or not our reality is simulated and curated may not be as far off as it sounds. While Morpheus offered Neo a stark choice in 'The Matrix', our reality's simulation may be subtler: can we trust what we see online?

In our interconnected age, social media emerges as a revolutionary thread, weaving connections across the globe. It promises to be the great equaliser, tearing down societal barriers and empowering everyone with information and connections. Mark Zuckerberg described the Facebook app's purpose to help people "share information and share themselves." Designed with noble ambitions, social media platforms sought to empower collaboration, knowledge sharing, and connections, with entertainment as an important addition.

Social media fosters connections but thrives on user engagement, pushing posts that generate more interaction. Algorithms promote content that mimics the user's views, creating an echo chamber around us. Rather than simply acting as a medium for information, social media begins to act as an amplifier, creating echo chambers that cause confirmation bias. Ironically, the very interconnectedness we cherish online may be leading us down the dystopian path of hostility and division. This "social media bubble" created by engagement-hungry algorithms, selective exposure, and the constant seeking of validation of one's opinions draws us in and traps us in a realm where our opinions are constantly mirrored and never questioned.

At their cores, none of these objectives are inherently bad. After all, what is the harm in the use of basic machine learning to understand users' likes and dislikes?

A study conducted by the University of Central Florida showed that 'controversial' posts reached two times more people and travelled two times faster. The relentless pursuit of views incentivises users to intentionally create provocative content, which often relies on emotional appeals and personal biases to generate strong reactions. Rather than broaden the diversity of opinions, this practice often results in the phenomenon of affective polarisation, categorised by intense negative emotions between groups. It solidifies existing biases and replaces understanding with 'Us vs. Them' divisions.

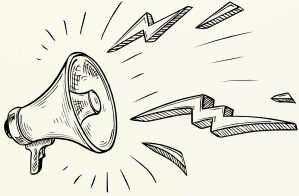
Social media offers great promise, but its dark side is far more dangerous than it appears. Being connected to like-minded people can have the sinister consequence of shutting us out from other opinions, and even from the truth. Misinformation thrives, leading to issues including political animosity and vaccine hesitancy, which have intense consequences: outbreaks of preventable diseases that ultimately put lives at risk.

Each of us holds the power to bridge the gap and build a more informed, connected world. Red pill or blue pill? The choice is yours.

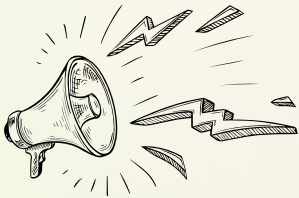
SOCIAL MEDIA : BANE OR BOON?

Sanika Parandekar, 12D

The foundation of every contemporary society:



Social Media : Saviour or threat?



Social media: Godsend or the initiator of an era of tribulation?

There are hundreds of ways to phrase it, no doubt, but the duality of social media is irrefutable and unrelenting. It has its poisoned claws hooked into us, and letting go is not an option. We live at a time wherein world leaders' power and influence are slipping from their fingers, and 'tech nerds' are rising to the top. In this climate, unless action is taken, a slow destruction of freedom, privacy, and democracy is imminent. The big five - Facebook, Instagram, Twitter, Youtube, and Google have gained unimaginable power over the last twenty years, encompassing the war of human nature.

“ —

The goal of disinformation is to engineer division by putting emotion over analysis, division over unity, conflict over consensus, the particular over the universal."

*Thomas Rid
Active Measures: The History of Disinformation and Political Warfare*

— ”

Social media is no longer just a tool for the genuine, but for the power-hungry as well. It's the greatest weapon to exist. One post garnering thousands of likes within seconds. It is a beast, a flawlessly and intricately designed one – perfect for spewing out propaganda. And I am not talking about discreet terrorist recruitment posts that go on in the dark web; I am talking about the posts shared over millions of times hiding in plain sight. The posts that 'woke' teens and adults share blindly to spread 'awareness', without any thought for fact or fiction. I mean if it has been shared so many times because 'influencer' X put it on their story, it must be true, right? And how can we separate fact from fiction? The answer is we cannot, but we should not accept everything online as fact. It's no longer only tabloid gossip, or Illuminati theories, or UFO sightings; social media's strategic propaganda, deciding what we see and what we don't, threatens the very basis of every electoral government in the world. One of the many examples is Russia's (alleged) involvement in the US 2016 elections all through the internet.

“

“Doesn't matter what you write, matters who reads it
doesn't matter if it's true, matters who believes it”

Dani J. Caile
Gubacsi Dulu: Book1

”

As these giants are becoming increasingly powerful-having the capability of initiating civil riots, should the government take legal action, or shall free internet prevail? A recent example is Twitter's game of cat and mouse with the Indian government. Despite both Twitter and the public arguing preventative legislation conflict with freedom of speech, India's new Information Technology legislation was passed, it's now harder for Twitter's 'immoral' activities to slip through the cracks.

The two faces of the internet are at battle again – social media becoming increasingly powerful, touching and infiltrating every one of our lives. With one hand we wield social media as a sword, and with the other, we strike ourselves. Therefore, like a race against the setting sun, a swift compromise is essential.



REPRODUCTIVE HEALTH EDUCATION

Aamani Bommareddy, 12C

The World Health Organisation (WHO) states that comprehensive sexual education should provide students with information about their sexuality and reproductive health, to promote ideals such as respect, empathy and inclusion. Unfortunately, by this definition, most schools in India are not giving students the sex education they ought to receive.

One way by which schools are failing to give students comprehensive sexual education is by separating boys and girls during SRE classes, which leads to a plethora of unintended consequences. Although it has been argued that this separation is solely to make students more comfortable while talking about their bodies, it ends up perpetuating the stigma and shame around the subject. It reinforces the idea of 'men's issues' (which usually include topics like sex and the use of contraception) and 'women's issues' (which include menstruation and reproduction).

Students can always benefit from learning about the experiences of all genders, as it would reduce the scope for dangerous misinformation. It is also an ideal opportunity to build understanding and empathy between students, as well as develop more respectful and responsible relationships.

Dividing students based on gender also completely alienates the LGBTQ+ population in schools, especially people who identify outside the gender binary. Schools are meant to make students feel safe rather than reinforcing the stigma that they already experience from society.

Students must be well equipped to begin a new stage of their adolescence. Discussions about reproductive health and sexuality might start quite uncomfortable and overwhelming, but it is important to acknowledge the stigma surrounding the subject, and then work with students to break it down and make them feel comfortable with their development.



SHOULD A SOCIETY RUN ON MERITOCRACY?

Urvi Mehrotra, 11B

In a utopian world, it is fair to assume that the way up the ladder is solely through merit. As it ideally should. Specifically in the education sphere, a student should be able to be rewarded based on their intellectual capability and academic prowess. Their prospects should be determined based on their performance on tests that recognise their abilities and calibre as opposed to their futures being determined by other determined factors.

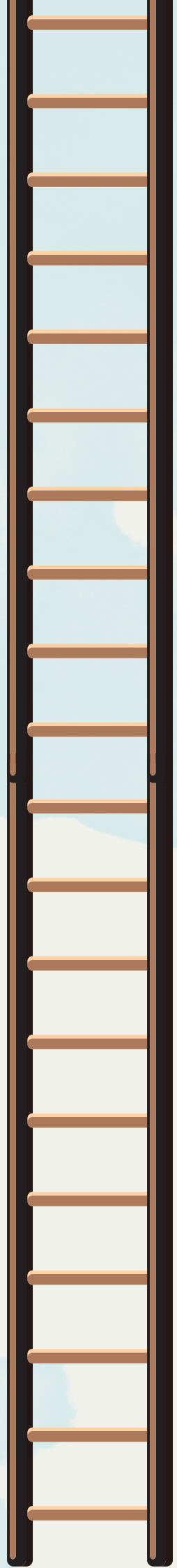
However, that is only apt in a utopian society. In a world that functions and is heavily influenced by intersectionality, it is unfair to rely solely on merit as a factor to determine where a student is placed. This is because factors such as race, gender, caste, creed, nationality and other aspects of who someone is and where they come from largely impact the quality of education someone receives.

And someone who strives to establish a system that functions based on merit fails to recognise that; they do not acknowledge how the environment someone thrives in, the colour of their skin and the experiences they are subjected to mould their academic performance. It's known that students who are coloured are disproportionately disadvantaged than their white counterparts. A study conducted by the Society for Research on Child Development concluded that black students performed academically well relative to their peers when their teachers' attitudes were not influenced by any racial bias. This serves as evidence that the intersection of identity shapes people differently, propagating inequalities and creating disparities in educational settings.

Another aspect of merit itself that is often excluded from narratives is that, while merit is earned through hard work and determination, it is impacted by an individual's access to resources, both monetary and social. This means that people belonging to disadvantaged backgrounds would struggle to acquire those resources and thereby, affect their 'merit'.

This is reflective of how the education system itself or other driving factors foster an environment in which certain students, belonging to social groups are compelled to start the race without the head start that their more privileged, whiter, richer correspondents get.

Hence, the notion that a society's foundation must lay on merit, and celebrating people based on their skill and expertise seems just and principally fair, at its core. However, the failure to recognise that the social design of the world we live in today is such that power, dynamics, and experiences differ based on where we come from and who we are, breeds the marginalisation of societies and further deprivation of opportunities for those exact societies. So, while at its surface, merit may sound like an ideal system, it refuses to acknowledge how layered and nuanced the nature of the world truly is.





THE MODERN AGE OF *Cinema*

Srivatsan Sudhir, 11B

In the modern age, the term 'movies' is synonymous with high-grossing, franchise blockbusters, like Marvel movies. Think about it, what was the last movie you went to see in theatres? Most probably a slick, high-budget, light-hearted film made purely to entertain. While there is nothing inherently wrong with movies like this, it also reflects a decrease in the quality and variety of popular cinema.

To be fair, one can certainly see the appeal of these simple blockbusters. They provide easy, mindless entertainment and are undeniably well-acted, competently written and are certainly not boring. After a long day at work, most people would probably prefer to unwind by relaxing and watching explosions and one-liners. However, engaging with something outside of your comfort zone, something more challenging and complex, whether it be an older film, like something from Kubrick or Hitchcock, or a lower-budget, more subtle movie like 'Everything Everywhere All At Once' or 'The Zone of Interest', will prove to be a worthwhile experience.

Cinema is more than just mere entertainment. It can give you an immersive experience in the theatres, or it can provide powerful insight and criticism of the world, people and society at large. It combines other artistic mediums such as music, photography, art and theatre to create an incomparable, holistic experience, and is more than just CGI action scenes, pointing at the screen, and recognising characters from different intellectual properties.

On the bright side, last year might suggest a turning tide. While mega-budget blockbusters from giant studios like 'Indiana Jones and The Dial of Destiny', 'The Flash', and 'The Marvels' flopped, films like 'Oppenheimer', 'Barbie', 'Talk to Me', and 'Killers of the Flower Moon' were immensely successful, proving that you do not need hundreds of million dollars to create both a box-office hit and a high-quality and meaningful movie. Even the year's highest-grossing superhero movies, 'Spider-Man: Across the Spider-Verse' and 'Guardians of the Galaxy Vol. 3', were films with a lot of passion and creativity put into them. It seems that audiences have recently grown bored of the endless sequels and remakes being pumped out by Disney and the like, and now want more great original stories. Hopefully, we can continue to take this outlook into 2024 and beyond.

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