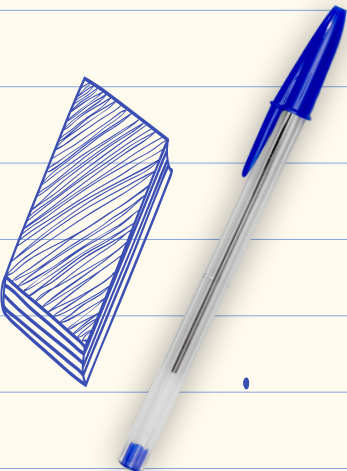


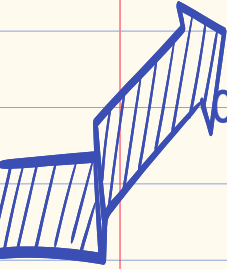
Feb-May 2024-25 | Vol. 3

# *The Communiqué*



**Nahar International School**





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# Events

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# Bees and Cubs Cultural Day: "Echoes of the Earth"

The most anticipated event of the year, our EY Cultural Day, was a resounding success! This year's theme, "Echoes of the Earth," marked a special milestone—our first Cultural Day at the new campus and the first time performances featured collaborations between different levels. Children from EY2, Playgroup, and EY3, as well as EY1 and EY3, joined hands to bring their showcases to life.

It was truly heartwarming to witness the children coming together—older students guiding the younger ones through their lines and the younger ones cheering enthusiastically for their older peers. The spirit of teamwork, encouragement, and joy made the event even more special, leaving everyone with unforgettable memories.



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# Celebrating the Festival of Colors

As the vibrant festival of Holi approached, our children immersed themselves in a joyous celebration of colors through a series of creative art activities. They explored different artistic mediums—painting handprints, experimenting on paper, and even adding splashes of color to the windows! Collaborative artwork brought them together, fostering teamwork and creativity.

The festivities culminated in a lively gathering in the atrium, where all the classes came together to play Holi in a fun and eco-friendly way—using colorful scraps of waste paper. The energy, laughter, and bursts of color made for an unforgettable day, embracing the true spirit of Holi!



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# Transforming Negativity into Beauty: A Holi Reflection

Holi, the festival of colors, is not just about vibrant hues and joyous celebrations; it also symbolizes renewal, transformation, and the victory of good over evil. This year, every student at Nahar International School embraced the deeper meaning of Holi by reflecting on habits and emotions they wished to overcome.

As part of this reflective journey, each student penned down a habit or emotion—such as fear, jealousy, laziness, or self-doubt—that they wanted to let go of. These heartfelt reflections were not discarded but given a new life through an innovative process. Grade 6 students took on the responsibility of transforming these reflections into something meaningful by preparing, breaking down, and recreating fresh sheets of paper. This process reinforced the essence of sustainability and mindful living. Guided by the art teacher, students actively participated in the papermaking process, witnessing firsthand how something seemingly unwanted could be repurposed into something valuable.

By merging art, sustainability, and self-reflection, the students have not only celebrated Holi but have also internalized its true essence: renewal, change, and the beauty of transformation.



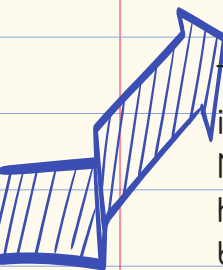
# Students Lead the way in Sustainable waste Management at NIS

With environmental concerns at an all-time high, NIS has stepped up as a sustainability champion, leading by example in the fight against plastic and e-waste pollution. Through an innovative Plastic and E-Waste Drive, the school has transformed awareness into action, making waste management an integral part of a student's life.

It's been a year since the initiative began with a Plastic Drive, where students and teachers were encouraged to collect and deposit waste plastic at designated areas within the school. Partnering with an NGO specializing in responsible waste disposal, the campaign ensured that plastic waste was recycled or disposed of properly. The drive soon gained momentum, inspiring the inclusion of e-waste collection, and tackling the growing issue of discarded electronics such as old mobile phones, chargers, and batteries. What started with a small ripple very ably created a wave of change.

To deepen student engagement, the school launched an exciting House Competition, where students earned points for their Houses by bringing in plastic and e-waste. The exciting team effort turned into a movement, with students and teachers actively participating and inspiring others to join the cause. Our helping staff enthusiastically engaged in weighing and storing all the waste that poured in. The overwhelming response underscored the importance of gamifying sustainability—proving that environmental responsibility can be rewarding as well as impactful. The school was able to save around 217 kg of e-waste and 98 kg of plastic waste to be dumped into the land-fills 😊





This initiative was not a sudden jump into troubled waters !! Before the initiative, an awareness session was conducted in collaboration with the NGO, covering critical topics such as 'What is plastic waste, and why is it harmful?' 'Why should e-waste be handled responsibly?' 'How should waste be properly segregated, cleaned, and dried before disposal?'

These discussions empowered students with knowledge, encouraging them to not only practice sustainable habits themselves but also to spread awareness within their communities.

What sets NIS apart is its hands-on approach to sustainability. Students do not just learn about environmental challenges—they actively solve them. This initiative has embedded eco-consciousness into the school's culture, making sustainability a shared mission rather than an abstract concept.

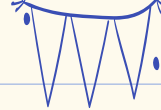
*At NIS, sustainability is not a trend—it's the future.*



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# Math - Pi Day



Pi Day was celebrated at school with great enthusiasm and energy. Students from Grades 6, 7, and 8 actively participated in events organized by Grade 9, 10, and IBDP1 students. The activities encouraged critical thinking, reasoning, mental math, and problem-solving, focusing on algebra, geometry, statistics, numbers, and measurement. Students also tackled interdisciplinary challenges that connected mathematics with geography, chemistry, physics, and economics. Additionally, students created simple English sentences incorporating mathematical terminology.

The highlight of the event was the impressive displays created by the students. Grade 6 connected mathematics with cooking by exploring the concepts of ratio and proportion. Grade 7, on the other hand, created real-world models using the principles of 3D geometry. Grade 8 created scale drawings of home layouts, while IBDP1 students crafted a beautiful spiral using rainbow colors, applying Pythagorean geometry and irrational numbers.

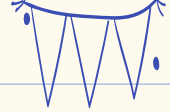
Students competed fiercely for their houses, aiming to earn as many points as possible to help their house win.

Overall, the event showcased the core NIS attributes. Students demonstrated reverence by respecting the resources used and acted responsibly while conducting and participating in the activities. There was a strong display of collaboration between the teachers, IBDP students, and Grade 9 & 10 students, which ensured the event ran smoothly. IBDP students took the initiative in designing the event, while few Grade 10 students dedicated their time, after completing their exams and were on holiday, to help ensure the event's success. Throughout the activities, fairness was maintained, allowing all students to participate equally.



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Ultimately, celebrating such events not only enhances students' academic growth but also nurtures a love for learning, making education a more engaging and meaningful experience.

The success of the day will be measured by how, together as parents and teachers, we can help remove the fear of mathematics from our students and inspire them to embrace its beauty and challenges.

-Ms.Jaspreet Kaur Rayat  
Head of Mathematics



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# Grade 6 Shines Bright: A Spectacular Production - Between the Realms



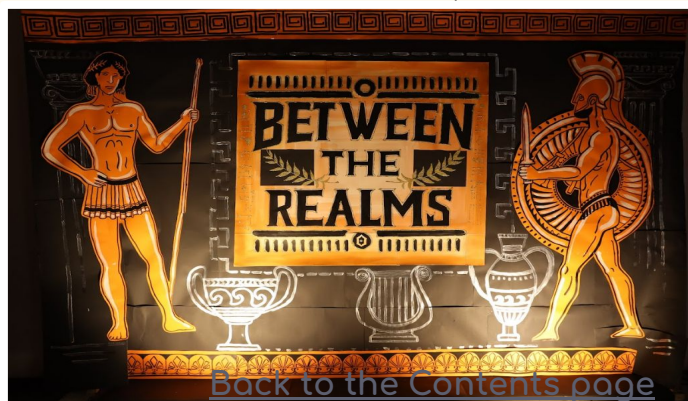
With determination, resilience, and an unbreakable spirit, the Grade 6 students pulled off a grand theatrical production in just 33 hours of preparation. What seemed like an impossible challenge turned into an extraordinary achievement, proving that passion and perseverance can create magic on stage.

From the very first rehearsal, the students embraced the challenge head-on. They stepped out of their comfort zones, becoming true risk-takers—learning lines, perfecting expressions, and fine-tuning stage movements at a remarkable pace. One of the most remarkable highlights of the show was the breathtaking aerial act, it was a test of students' perseverance and courage. In just two weeks, they transformed from hesitant beginners to poised and graceful performers. However, this journey was not easy, —the silks bit into their hands and feet, leaving behind burns, muscles ached from relentless practice, and fear loomed large every time they climbed the silk. Yet, through sheer determination and the constant encouragement from the dance teachers, they conquered their doubts, embracing the challenge. The audience watched, breathless, as the students turned the impossible into a mesmerizing spectacle of strength, artistry, and resilience.

The performers displayed incredible resilience, overcoming stage jitters, last-minute changes, and the immense pressure of a tight schedule. Instead of letting the stress overwhelm them, they channelled it into energy, fun and enthusiasm, bringing their characters to life in a way that captivated the audience.

Beyond their individual performances, what stood out was their unity. They became more accepting of each other's strengths and weaknesses, supporting one another through every scene, every cue, and every moment of doubt.

As the curtains closed to thunderous applause, one thing was clear: Grade 6 had not just put up a play; they had set a benchmark for courage, commitment, and collaboration. In a restricted time span, they proved that challenges are merely opportunities in disguise—and that with the right mindset, anything is possible. And behind this incredible success stood a team of teachers whose hard work, resilience, and unwavering belief turned a dream into reality.





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# Grade 7 Cultural day - गोपी गवैया, बाघा बजैया

हमारे विद्यालय में आयोजित नाट्य मंचन "गोपी गवैया, बाघा बजैया" एक अविस्मरणीय अनुभव रहा, जिसमें छात्रों ने अपने अभिनय कौशल और नाट्य प्रतिभा का अद्भुत प्रदर्शन किया। यह हास्य नाटक, जिसे महान फिल्मकार सत्यजीत रे ने लिखा और निर्देशित किया था, 1969 में एक कॉमिक फिल्म के रूप में प्रस्तुत किया गया था।

यह नाटक दो बेसुरे लेकिन जिंदादिल मित्र गोपी और बाघा की कहानी है, जो अपनी गायकी के कारण गाँव से निकाल दिए जाते हैं। जंगल में उनकी मुलाकात होती है और वहीं से उनकी सच्ची दोस्ती की शुरुआत होती है। एक जादुई और परिवर्तनकारी अनुभव के बाद, वे संगीत के माध्यम से अपनी कला को निखारते हैं और समाज के उद्धारकर्ता बनकर उभरते हैं। नाटक यह संदेश देता है कि सच्ची प्रतिभा केवल कौशल में नहीं, बल्कि दृढ़ संकल्प और सच्ची मित्रता में भी निहित होती है।

हिंदी विभाग की अध्यक्ष स्वाति कुमार के निर्देशन में कक्षा सातवीं के छात्रों ने इस नाटक का प्रभावशाली मंचन किया। यह न केवल एक नाटकीय प्रस्तुति थी, बल्कि एक रोमांचक यात्रा भी, क्योंकि इसे तैयार करने के लिए सिर्फ चौंतीस घंटे की अभ्यास अवधि उपलब्ध थी। इस कम समय में एक हास्य नाटक को प्रभावी ढंग से प्रस्तुत करना अपने आप में एक चुनौती थी।

हास्य अभिनय करना सबसे कठिन नाटकीय शैलियों में से एक माना जाता है, क्योंकि यह सटीक समय, संवाद अदायगी और सही हाव-भाव की माँग करता है। छात्रों के लिए यह चुनौती थी कि वे अपने संवाद इस तरह से प्रस्तुत करें कि हर प्रभावी संवाद (पंचलाइन) दर्शकों को गुदगुदाने में सफल हो। इसके लिए, उन्हें बार-बार अपने संवादों का अभ्यास करना पड़ा और सही कॉमिक टाइमिंग विकसित करनी पड़ी। कई बार संवादों को इस तरह से प्रस्तुत करना पड़ा कि वे सहज लगें, लेकिन साथ ही दर्शकों को हँसी भी दिलाएँ।

इस नाटक की सबसे रोमांचक और चुनौतीपूर्ण प्रस्तुति रही एरियल डांस, जिसे पहली बार छोटे बच्चों द्वारा इतने कम समय में प्रस्तुत किया गया। यह कार्य आसान नहीं था क्योंकि इसमें शारीरिक संतुलन, साहस, और तालमेल की आवश्यकता थी। सातवीं कक्षा की छात्राओं ने मात्र कुछ घंटों के अभ्यास के बाद मंच पर एक परफेक्ट एरियल परफॉर्मेंस दी, जो दर्शकों के लिए सबसे यादगार क्षणों में से एक बन गया। इतनी कम उम्र में छात्रों ने अपने डर पर काबू पाकर इस चुनौती को जिस तरह से निभाया, वह सराहनीय था।



इस भव्य मंचन को सफल बनाने में केवल कलाकारों का ही नहीं, बल्कि पर्दे के पीछे काम करने वाली टीम का भी उतना ही योगदान था। मंच सज्जा, प्रकाश व्यवस्था, ध्वनि संयोजन, पोशाकों का चयन और विशेष प्रभाव-हर एक पहलू को सूक्ष्मता से तैयार किया गया। पर्दे के पीछे की टीम ने बिना रुके कार्य किया ताकि हर दृश्य बिना किसी बाधा के मंच पर प्रस्तुत हो सके।

छात्रों के लिए यह सिर्फ एक नाटक नहीं था, बल्कि एक अविस्मरणीय सीखने का अनुभव भी था। उन्होंने न केवल संवाद अदायगी और मंचीय प्रस्तुति में निपुणता हासिल की, बल्कि टीमवर्क, अनुशासन और आत्मविश्वास भी विकसित किया। मंच पर हर छात्र ने अपनी भूमिका को बखूबी निभाया और उनके अभिनय ने दर्शकों को हँसने पर मजबूर कर दिया। विशेष रूप से भूत डांस और एरियल डांस ने दर्शकों को मंत्रमुग्ध कर दिया। हर दृश्य में तालियों की गड़गड़ाहट गूँजती रही और दर्शकों ने छात्रों की प्रस्तुति को भरपूर सराहा। यह नाटक छात्रों के लिए सिर्फ एक मंचन नहीं, बल्कि खुद को परखने और अपने भीतर की प्रतिभा को पहचानने का एक सुनहरा अवसर था।

इस शानदार नाट्य मंचन की अविश्वसनीय सफलता के लिए सभी छात्रों, शिक्षकों और सहयोगी दल को हार्दिक बधाई!



# Grade 8 - The Blade, The Banner, and Boom

*The Blade, The Banner, and Boom* was not just a performance – it was a powerful culmination of passion, perseverance, and purpose. The Grade 8 students poured their hearts into this production, bringing to life not just a historical narrative, but a cultural experience that left the audience in awe.

Behind the scenes, there were days – and sometimes nights – filled with hard work, extensive research, endless rehearsals, and quiet moments of reflection. Remarkably, all of this unfolded while students continued progressing in their academic journey. The grace and dedication with which they balanced their commitments were nothing short of commendable.

One of the most striking aspects of this journey was the transformation we witnessed in many students. Over the past few weeks, hidden gems began to shine. Students who once shied away from the spotlight or struggled to stay engaged found their voice and their spark during practice sessions. They bloomed into confident performers, storytellers, and team players.

The play's historical anchor – the French Revolution – was no light topic. Yet, the students tackled this heavy chapter of history with maturity, insight, and sensitivity. Their ability to weave historical facts with emotional storytelling was truly praiseworthy. Through the play students just did not show the historic moments, but the consequences of unchecked powers, the danger of the mob mentality and the cost of the revolution on both the individual and the society. They didn't just recite history – they made the audience feel it.

The highlight of the evening, however, was the series of vibrant cultural dances that lit up the stage. The Belle Dance, Minute Dance, and the ever-energetic Can-Can Dance beautifully captured the spirit and essence of French culture. Each step, each swirl, and each smile brought the 18th-century French ambience alive, infusing history with rhythm and grace.



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Beyond the stage performance, the students also displayed an incredible sense of responsibility. From managing and moving stage props to supporting one another behind the curtains, they owned the production in every sense. The level of self-management and teamwork they exhibited was both inspiring and mature.

Adding another dimension to the experience were the profiles displayed by students – thoughtful, well-researched showcases that reflected their understanding of characters, cultural elements, and the socio-political landscape of the time. These profiles were not only a testament to their learning but also a visual celebration of their efforts during both practice sessions and the final performance.

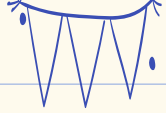
As the curtains fell to a thunderous round of applause, one thing was crystal clear: Grade 8 had not just put up a play – they had set a benchmark. A benchmark in storytelling, in unity, and in student-led excellence. Bravo to our young historians, performers, and cultural ambassadors!



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## Grade 8 - Donation Drive in action



Grade 8 students, in collaboration with the AS Level students, recently organized a successful donation drive.

The donation drive took place from 9th to 16th May 2025, encouraging students from Grades 4 to 12 to contribute items such as stationery, books, shoes, and other usable supplies in good condition. Thanks to the impactful promotion and collective effort, the drive received an overwhelming response.

We would like to take a moment to appreciate the dedication of our Grade 8 and AS Level students, who managed to collect over 1,700 books, 60 pairs of shoes, and 3 boxes of art and stationery supplies. These contributions will now be distributed to NGOs and underprivileged children.

The donation drive was guided by the belief that every donation counts and can serve as someone's first step towards education.

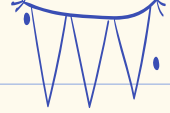


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# Thankful hearts grow kind minds."



Gratitude Week, observed from 12th to 16th May, was a heartwarming and reflective experience for our middle school students, who wholeheartedly participated in acknowledging the people, resources, and spaces that have shaped their journey through school. The week was designed to instill a deeper sense of appreciation, empathy, and mindfulness in our learners, and the outcomes were truly uplifting.

Throughout the week, vibrant Gratitude Envelopes were displayed across floors, inviting students to write thank-you notes to teachers, support staff, and any individual who had positively impacted their school life. Students enthusiastically engaged with this initiative, taking the time to reflect on small acts of kindness, shared laughter, and moments of support. The envelopes quickly filled with heartfelt messages, many of which left a lasting impression on the recipients.

Class teachers led intentional sessions centered on the themes of gratitude and forgiveness. These discussions created a safe and open space for students to share their thoughts and personal stories. Many students opened up about moments of personal growth and acknowledged the silent efforts of others that had gone unnoticed before. These conversations nurtured emotional intelligence and strengthened the classroom community.

One of the most creative elements of the week was the Emoticon Activity, where students explored the school to identify physical spaces or resources they felt grateful for — such as the library, water cooler, art room, sports ground, ACs, lifts, and even specific classrooms.

Each student placed an emoticon sticker, along with a thank-you note, on their chosen spot, explaining why it held significance for them. These touching notes shared stories of comfort, belonging, learning, and fun. A delightful surprise came in the form of students recognizing lesser-thought-of areas like the staircase corners where they had meaningful conversations, or the school's turf that reminded them of their core memories with friends.

Gratitude Week provided students with an opportunity to pause, reflect, and express appreciation for the everyday blessings often taken for granted. It was moving to witness the genuine warmth and thoughtfulness with which students approached each activity. The week not only deepened their connection with the school community but also highlighted the importance of mindful appreciation in shaping responsible and empathetic individuals.



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# STEM Carnival: Exploring Math and Robotics

Conducted by- Numerical Analytics Texas Instruments Private limited.

The STEM Carnival was a thrilling event for students in grades 7-11, where students actively participated in exploring the fascinating intersection of mathematics and robotics. The session centered around key concepts such as angles, distance, and displacement, which students could directly apply in the context of programming and controlling robots.

Students worked with cutting-edge devices including the TI Innovator Rover, Leanbot, Robowunderkind, and HP Otto. These robots provided a hands-on platform for students to test mathematical theories in real time, such as calculating angles to direct robot movements, measuring distances traveled, and determining displacement in various challenges.

The event engaged students from Grades 7-11 in hands-on group activities, where they used math to program robots and solve mock challenges. Working in small teams, students applied concepts like angles and distance, showcasing critical thinking, collaboration, and problem-solving in a lively, competitive setting.

The experience highlighted the real-world relevance of math in STEM, while promoting NIS attributes such as courage, perseverance, and fairness. It sparked curiosity, deepened understanding, and left students excited about future possibilities in robotics and mathematics.



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# Primary Cultural Day - A Joyful Performances.

## Grade 1 Cultural Day: All About Colours

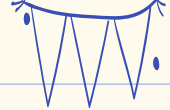
This Cultural Day, our cheerful Grade 1 learners took everyone on a vibrant journey through the world of colours and creativity! Through delightful stories like *Pete the Cat*, *The Magic Paintbrush*, *The Day the Crayons Quit*, and *Red: A Crayon's Story*, the children explored how colours can express emotions, tell powerful stories, and bring characters to life. Each performance celebrated the unique voice of every colour — from Red's journey of self-discovery to the Crayons' letters full of feelings! The magic of art and storytelling came alive as students sang, acted, and painted their way across the stage, reminding us that every colour matters and everyone has a story to tell. It was a joyful, meaningful, and colourful celebration of imagination, friendship, and creativity!

## Grade 2 Winnie the Pooh!

Our young stars of Grade 2 left us truly amazed as they stepped into the enchanting world of Winnie the Pooh and brought the beloved characters of the Hundred Acre Wood to life. With infectious energy, endearing expressions, and heartfelt performances, each child embraced their role—whether it was the wise and caring Christopher Robin, the honey-loving and patient Pooh, the small but brave Piglet, the ever-bouncy and cheerful Tigger, or the thoughtful and gentle Eeyore. The children didn't just act; they beautifully reflected the values that Winnie the Pooh teaches—kindness, friendship, courage, empathy, patience, and joy. Through every scene, they demonstrated how even the smallest act of kindness or the quietest show of bravery can make a big difference, just like in real life.



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### Fairytale Fixers: A Magical Twist by Grade 3

Grade 3 students brought classic tales to life with a creative twist in their production, "Fairytale Fixers." Through thoughtful storytelling and performance, students explored the idea that even villains deserve to be heard — and sometimes, understood. The performance was a heart warming reminder that every character has a story worth telling. With a modern take on bedtime stories, the young writers and performers reimagined well-known narratives, offering second chances to misunderstood characters. Their work highlighted empathy, perspective-taking, and the power of rewriting the story.

### A Nostalgic Journey to Malgudi – Grade 4 Cultural Day Performance

The Grade 4 Cultural Day performance transported the audience into the heart of the beloved TV series Malgudi Days, reviving the timeless charm of Swami and his friends. Through their lively performances, students captured the innocence, simplicity, and mischievous adventures that made R.K. Narayan's stories so special.

Beyond the spotlight, this experience was a meaningful journey for our students. It taught them the value of collaboration, patience, and respect. They learned that every role—whether it held a single line or a monologue—was essential to building the world of Malgudi together. The performance was a beautiful reminder that great storytelling lies not just in the words, but in the spirit with which they are shared. We are incredibly proud of our Grade 4 students for their dedication, joy, and the heartfelt nostalgia they brought to our Cultural Day stage.



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## Grade 5 Production: A Sweet Spectacle of Talent and Teamwork!

The curtains rose and magic unfolded as our Grade 5 students brought *Charlie and the Chocolate Factory* to life with song, dance, and delightful drama. Their spirited performance enthralled the audience, showcasing not just their acting chops, but a deeper journey of learning and growth. More than a production, this was a celebration of new beginnings—of discovering hidden talents and building essential life skills. Through weeks of rehearsals filled with laughter and learning, our students honed:

- Teamwork and Collaboration, working in harmony to support each other,
- Confidence, with many bravely speaking and performing on stage for the very first time,
- Responsibility, remembering lines, cues, and helping peers stay on track,
- Creativity, expressing their characters with flair and originality.

This magical show is the culmination of dedication, love, and an environment that empowers children to shine in their unique ways. They beautifully demonstrated the essence of the original story that “a little magic, a lot of heart, and just the right amount of chocolate can take you anywhere!”



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# Active Learning



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# 3D Assembly: A Lesson in Transformation - "Turning Anger into wisdom"

School Assemblies serve a profound purpose. They are not merely tools for entertaining or academic learning, but serve as purveyors of emotional intelligence and ethical action.

The recent 3D assembly, 'Turning Anger into Wisdom' underscored this through an impactful performance exploring the power of anger management and its transformative potential. The central message highlighted the destructive nature of uncontrolled anger and the restorative power of kindness and sincere apologies.

Touching upon themes of anger, regret, and ultimately, personal growth, the play demonstrated that emotions, even negative ones, can be channeled into wisdom and personal development. It illustrated that by choosing understanding and empathy over impulsive reactions, we can foster healing and build stronger relationships.

The dedication and hard work invested by the students of 3D was evident, transforming the assembly from mere entertainment into a powerful lesson. Through a captivating blend of confident acting and expressive dance, they brought to life a narrative that resonated deeply with the audience leaving a lasting impression on the school community. They exemplified the capacity for growth and understanding, proving that even the most challenging emotions can metamorphose into profound wisdom.



# The Gateway to Mumbai : A City Unveiled

Mumbai a megapolis, so familiar and yet enigmatic. Our Grade 3 students wanted to learn more in depth about the melting pot we live in. So they set out on an exciting bus tour that took them on a captivating exploration of our city's iconic landmarks, bringing history and culture to life.

The bus journey provided a panoramic view of Mumbai's diverse landscape, from the historic structures to the modern skyline, fostering a sense of connection to their city.

The students experienced firsthand, the historical heritage of the city evident in the Victorian Gothic architecture of the Chhatrapati Shivaji Terminus (CST) and the grandeur of The Gateway of India. They absorbed the vibrant energy and the refreshing sea breeze at Marine Drive, understanding why it is fondly called 'The Queen's Necklace'.

This immersive experience not only reinforced their understanding of Mumbai's history and geography but also instilled a sense of pride in their city. The fascinating stories and facts shared by the enthusiastic teachers and insightful questions from the students led to a successful trip and a day of discovery, laughter, and learning, creating lasting memories and a deeper appreciation for the vibrant city they call home.



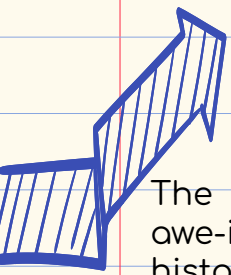
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# Diorama Drama: Bringing History to Life

Grade 4 is a time to delve deep into the advance of civilizations and the formation of societies and culture. The students created vibrant, interactive dioramas depicting the Indus Valley, Egyptian, and Mesopotamian civilizations and brought their learning of History and Geography to life. They explored the architectural marvels, technological advancements, cultural practices, and daily lives of these civilizations, translating their classroom knowledge into an engaging visual representation.

The students actively participated in researching, designing, and assembling their dioramas, paying close attention to historical accuracy and artistic detail. Making the 3D models enabled students to apply creativity and critical thinking skills. This project made the process of learning History active and interesting and engendered a deep appreciation for the contributions of these early civilizations.





# Biography Culmination:

## A Tribute to Family Legacies

The Grade 5 English Biography Culmination took everyone on an awe-inspiring journey through time, memory, and emotion. Our young historians, in the role of biographers, delved deep into the lives of their family members, uncovering tales of extraordinary struggles, towering achievements, and unwavering dreams.

Each story was unique yet bound by the common thread of human endurance. Some narratives recounted the harrowing journey through the Partition of India, where families were torn apart, and new identities were forged amidst chaos and uncertainty. The Anti-Sikh riots following Indira Gandhi's assassination emerged as another chapter of hardship, with stories that captured the fear, resilience, and ultimate triumph of the human spirit against injustice.

These stories were not just about struggle; they were about rising from adversity. These were tales of relentless hard work, of common men and women building businesses, securing education, and ensuring their families thrived despite the odds.

The Grade 5 students employed meticulous research and heartfelt storytelling to detail the pain, loss, and sacrifices their ancestors endured while holding on to hope for a better future. Their words breathed life into the past, painting vivid pictures; not merely recounting facts; but evoking emotions, and stirring memories.

The students honoured their roots and paid a fitting tribute to their parents and grandparents as they presented their completed biographies. It was an experience that deepened their understanding of history, culture, and personal identity.

One could not have asked for a better culmination to such an engaging topic. The Grade 5 students excelled beyond expectations, and their biographies will remain cherished narratives for generations to come, proving that the past is not just history; it is a legacy carried forward with pride, love, and an unbreakable spirit.



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# Visit to Godrej Mangroves

## A Journey Through the Godrej Mangroves

Spring brought new adventures for our EY 1 and EY 2 children as they set off on an exciting exploration of the Godrej mangroves. This immersive experience allowed them to connect with nature while discovering the fascinating world of medicinal plants.

As they wandered through the lush greenery, they encountered the citronella plant, learning about its natural ability to repel insects. They were intrigued by the miswak plant, once used as a natural toothbrush, and marveled at how cardamom adds its unique flavor to teas and desserts.

The adventure was not just about seeing these plants—it was about experiencing them, understanding their uses, and fostering a deep appreciation for nature's gifts. This hands-on learning journey left our little explorers with newfound knowledge and a sense of wonder for the environment around them!



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# EY3 Explores the Post Office!

The EY3 children recently embarked on an exciting learning adventure to the post office! As part of their hands-on experience, they created their own Cultural Day cards, carefully placing them in envelopes, affixing stamps, and writing their home addresses on top.

During their visit, the children had the opportunity to learn about the mailing system and the important role of a mail carrier in delivering letters and parcels. They were fascinated by the journey a letter takes from the postbox to its final destination!

The highlight of the trip was when each child got to post their letter in the postbox, eagerly anticipating its arrival at their home in the coming weeks. This experience not only deepened their understanding of communication but also sparked excitement as they waited to receive their special mail.

A wonderful learning experience indeed!



# MUSO Musings

One bright, sunny morning, Grade 5 set off for an educational adventure; their destination; MUSO or the Museum of Solutions in Worli, Mumbai. As the students entered MUSO, they were greeted with a vibrant and interactive space that offered the young minds an exciting exploration of knowledge through creativity and inquiry-based learning beyond the scope of the traditional classroom.

MUSO is a unique museum designed to stimulate critical thinking, problem-solving skills and innovation. The exhibits were thoughtfully curated to make learning fun and engaging, allowing the children to immerse themselves in various educational experiences through real world models and challenges.

One of the highlights of the visit was the Science and Innovation section, where students explored concepts of physics and engineering through interactive experiments. From learning about renewable energy to understanding the principles of motion, every activity sparked curiosity and wonder.

The Sustainability and Environment zone was an eye-opener as students understood the importance of eco-friendly practices, waste management, water conservation, and discovered how small changes in daily life can contribute to a healthier planet.

Another favorite was the Creativity Lab, where the students got to express themselves through art, music, and design. This hands-on space encouraged them to think outside the box and collaborate on innovative projects.

Teachers and students alike left the museum delighted; their minds buzzing with new ideas and discoveries, and inspired and motivated to apply their newfound knowledge in their daily lives.



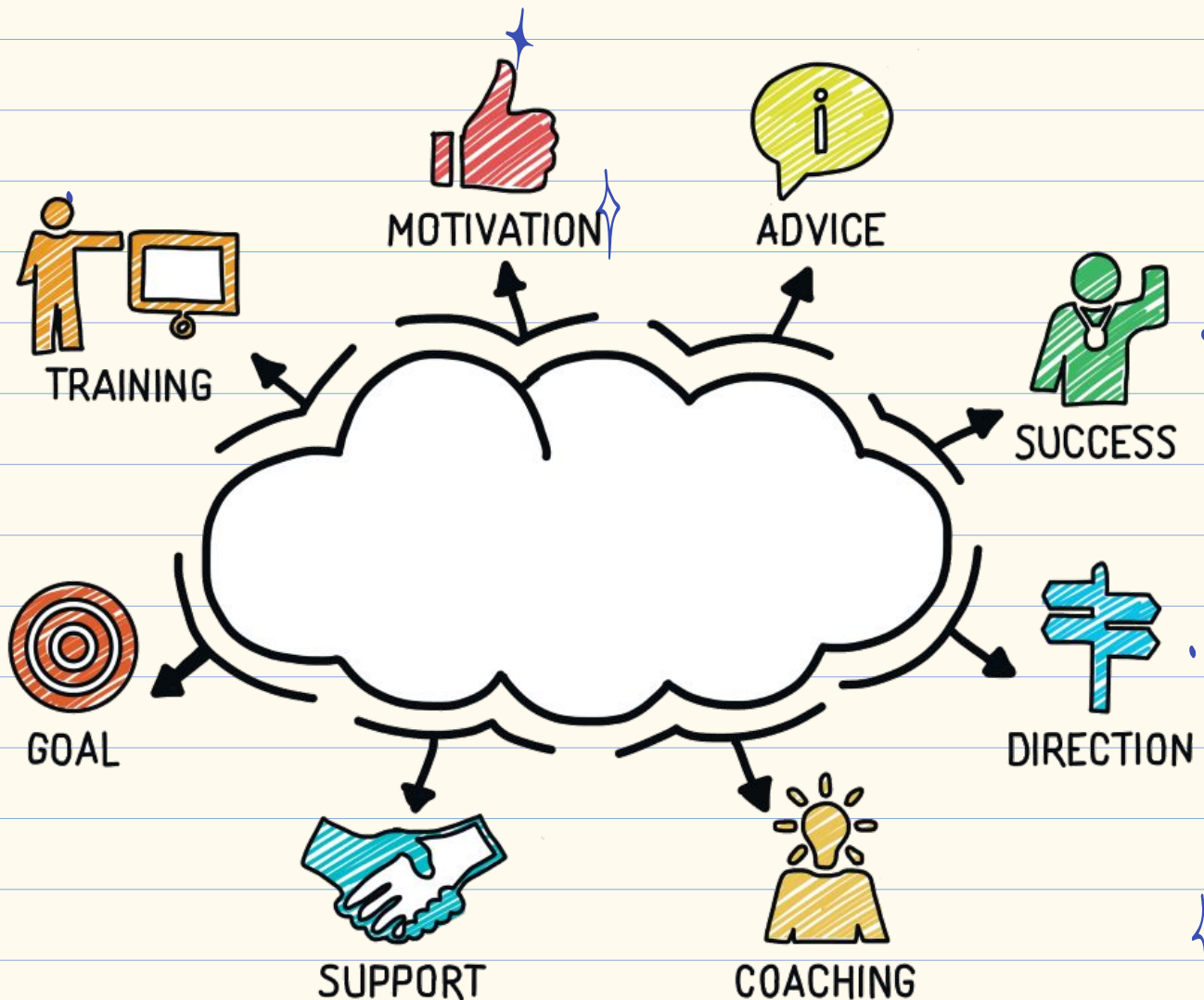
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# Commerce Bridge Course: Exploring Economics, Business, and Enterprise

To spark interest in the world of commerce, a 3-day Commerce Bridge Course Workshop was held for Grade 8 students transitioning into Grade 9. The workshop introduced students to the basics of Economics, Business Studies, and Enterprise through interactive and engaging activities. On Day 1, students explored *Economics* by playing *Econ Bingo* and discussing the core concept of "What is Economics?". Day 2 focused on *Business Studies*, where students identified famous CEOs, guessed company logos, and designed logos for their own imaginary brands. Day 3 introduced students to *Enterprise*, featuring a crossword puzzle on entrepreneurship terms and a group activity where they created business ideas with brand names, taglines, customer groups, and pricing. The workshop ended with students writing reflections about their learning journey. These reflections highlighted how the experience enhanced their creativity, critical thinking, and excitement to explore commerce further.



# Mentors' Column



# Coding on a Feeling: welcome to the Age of Vibe Coding

## Scene One: The Curious Case of the Anti-Full-Stack Student

Not long ago, one of my AS-level students dropped a truth bomb during a casual chat. I had asked him what field of Computer Science he'd pick—Artificial Intelligence, Cloud Computing, Cybersecurity, Full Stack Development... you get the drift.

"Definitely not Full Stack, ma'am," he declared, with the kind of certainty one usually reserves for pineapple on pizza debates.

Now, as a Full Stack fan myself (that's someone who builds both the front-end and back-end of web or mobile apps—think of it as the chef who cooks the entire meal from starters to dessert), I was a bit surprised. Offended, even.

But his reasoning? Spot on.

He shrugged and said, "Ma'am, with AI like ChatGPT around, it's just too easy to build a whole website. You just tell it what you want, and boom, it's done. I don't think Full Stack has much of a future."

Ouch. And... fair point.

He wasn't being lazy — just visionary. And if that doesn't make you feel both proud and panicked as a teacher, I don't know what will. But it also got me thinking about the way we teach programming —and how the rise of "vibe coding" is flipping the game.

## What in the World is Vibe Coding?

In the beginning, there was syntax. Now, there are... vibes.

We're entering an era where creating an app doesn't require sitting with a textbook or typing endless lines of code. No, dear reader, now you just say the vibe of what you want.

"Hey, make me a site that shows today's weather when I enter a city."

And the AI responds,

"Sure thing, boss. Here's the HTML, CSS, and JavaScript."

Just like that. That's vibe coding—building with intuition, plain English. No textbooks. No syntax errors (well, fewer at least). Just vibes.

It's like cooking without a recipe: you tell the oven what you want, and it bakes it for you—sometimes slightly undercooked, sometimes perfect, always magical.

Works on Vibes, Not on Logic

With vibe coding, your coding session might look like this:

1. Type into ChatGPT:

*"Write a function that sorts a list of names alphabetically."*

2. It replies:

```
def sort_names(name_list):  
    """Return the list of names sorted alphabetically."""  
    return sorted(name_list)
```

3. You Judge It (Gently): "Nice, but could you add some colors and make sure it handles duplicates?"

4. You Repeat Until Satisfied sit back with your coffee and think,  
"Huh. That was easy."

What used to take teams of developers now takes one sleep-deprived teenager and a chatbot with good manners.

But is it *really* coding?

Well... not in the traditional sense. It's more like giving instructions to a really eager intern who doesn't sleep and knows five million Stack Overflow threads by heart. Vibe coding works best if you're a creative soul with an idea and a tendency to say, *"Let's just try it and see what happens."*

What Are People *Really* Building?

Want a website? A simple mobile app? A to-do list that emails you every time you forget laundry? Just describe it.

One developer asked an AI to make an app that translates menus from a photo and shows pictures of the dishes. The AI generated an entire React app in minutes.

This isn't science fiction. One hobbyist even created a prototype for a robot drawing app before the robot itself was ready. The software was written in a single morning by AI.

A vibe coder doesn't always understand what's going on under the hood — and that's kind of the point.

AI tools like GitHub Copilot, Cursor, and ChatGPT can now build, edit, and fix files based on your prompts. When the code breaks (and it *will*), you just copy-paste the error into the chat, and voila — fixed.

If not, just say "Try something else" and *something else* appears.

Is it elegant? Rarely. Is it effective? Often. Is it educational? That depends...

### A Teacher's Existential Crisis (and an Epiphany)

At first, this all felt like cheating. Like skipping piano lessons and still playing Beethoven with an AI-powered keyboard.

But then I realized — this is not the end of programming. It's a shift. A reshaping. A vibe shift, if you will.

Much like calculators didn't kill math but freed us to solve real problems, vibe coding could liberate students from syntax anxiety and let them focus on creativity, logic, and problem-solving. It's not about ditching the foundation — it's about remodeling the house.

### English is the New Java

Andrej Karpathy, the former Director of AI at Tesla and a voice of reason in tech circles, once said: *"The hottest new programming language is English."* He wasn't joking. Modern AI tools have made it possible to build software just by *describing* what you want it to do.

### What This Means for Students (Yes, You!)

This shift is HUGE for education. Here's why:

**Anyone Can Code:** You no longer need to memorize loops and semicolons. If you can describe it, you can build it. It's inclusive, fun, and far less scary than a blank Python file.

**Creativity Gets the Spotlight :** Want to build a food recommendation app for cats named after celebrities? Go ahead. Vibe coding means you can try the weirdest, wildest ideas without worrying about "how" to code it.

**Learn at Your Pace :** AI tools can give you instant feedback and even suggest improvements. It's like having a personal tutor... who never sleeps.

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## Wait, Is It Too Easy?

There's still a place for understanding what the code does—especially if you want to build something reliable, secure, and scalable.

And let's be honest, vibe coding is perfect for weekend hacks, not billion-dollar banking systems (yet). It's perfect for prototyping, experimenting, and yes, weekend fun projects—but human oversight is still crucial.

## The Future? Youth as Creators of Code Culture

Here's a bold prediction: in the near future, most software won't be written by professional coders. It'll be built by *students*—time-rich, idea-rich, and fearless. As with memes, TikToks, and Instagram reels, the future of software is becoming youth-led.

What social media did to photography, vibe coding is doing to software.

Soon, we'll see:

- Meme-generating apps built by 14-year-olds.
- Personalized homework bots.
- Teachers using AI to customize lessons on the fly.

You may not know JavaScript, but you might still build the next Duolingo.

And yes, software built by vibes might rule the internet. Are you ready for software as an expression, not just function?

## Action Points for Students (and the Curious Parent/Teacher) Students:

- Try it! Build something fun with ChatGPT or Replit. Build a small app from a prompt. "Make me a calculator" is a great beginning. Don't worry about getting it perfect—just experiment. Document the Journey: Keep track of how your prompt evolves—reflect on how you're thinking about problems.
- Try describing projects to AI like you would to a friend. See what happens.
- Collaborate with a classmate. One person provides the vibe, the other fine-tunes.
- Vibe coding is fun, but knowing *why* something works is still valuable. Use AI as a co-pilot, not the captain.

## Teachers/Parents:

- Introduce vibe coding in your lessons/conversations.
- Encourage curiosity over perfection.
- Discuss both the power *and* the pitfalls of AI-generated code.

## Do You Speak Vibe?

The truth is, you don't have to *know* code to start *building* with code anymore. That's both exciting and a little terrifying. But mostly? It's freeing.

This isn't a call to abandon programming principles. It's a call to evolve. To move from rigidity to rhythm. From keystrokes to creativity. Vibe coding isn't here to replace traditional coding—it's here to *expand* it. To make it more inclusive, more playful, and yes, more vibey.

The future coder might not memorize functions. Instead, they'll vibe with AI, articulate their vision by asking better questions, solving real problems and shape the digital world by sheer force of imagination.

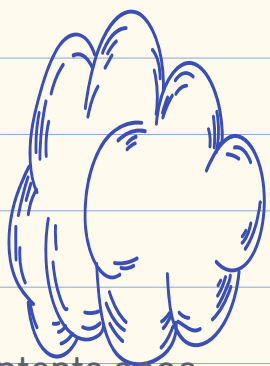
And maybe — just maybe — that's a future worth coding for.

- Ms. Priyanka Laad

Head of Computer Science



# IBDP



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# TOK\_Exhibition

I had my Theory of Knowledge (TOK) Exhibition, which was a culmination of my exploration into the ways in which current knowledge is an improvement of the past knowledge. The Exhibition allowed me to demonstrate my understanding of how knowledge in various aspects has progressed over time through the accumulation of new insights and perspectives.

The experience was insightful, particularly through the questions posed by parents and teachers. Their questions helped me gain a more balanced view of improvement in knowledge and made me think about the many negatives of these improvements. Some queries, for example, made me wonder whether all developments in knowledge are really progressive and highlighted the thought process involved in evaluating the advancement of knowledge over time. I was also challenged to reflect on whether improvement always means clear progress or if it could sometimes result in unintended consequences, especially in fields like science.

The exhibition made me realise that advancements in knowledge aren't always black and white but have many negative outcomes of unintended consequences that need to be carefully considered. The TOK exhibition allowed me to display my understanding of knowledge development, while also thinking about the potential drawbacks of the continuous progression of knowledge.

-Gayatri Satish (IBDP-01)



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On March 7th, I had my Theory of Knowledge (TOK) Exhibition, and it was a really interesting experience. It helped me understand more about how knowledge works and how different people see things in different ways. The process of choosing objects and connecting them to a TOK prompt made me think more deeply about what we consider to be “knowledge” and how it is influenced by our experiences.

One of the biggest things I learned was that knowledge is not always fixed—it can change based on perspective, culture, and personal beliefs. Seeing how my classmates interpreted my objects in different ways made me realize that the same piece of knowledge can mean different things to different people. This was really eye-opening for me.

The exhibition also helped me improve my critical thinking skills. I had to explain my ideas clearly and answer questions, which made me reflect more on my understanding. Overall, the experience was challenging but also rewarding. It gave me a new appreciation for how knowledge is created and shared, and it made me more aware of the different ways people view the world.

- Ashwika Singh  
IBDP 1



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# DEBATE : How easy is it to be misled by Statistics?

A recent debate was held in the IBDP1 class on 25<sup>th</sup> February 2025, focusing on the intersection of Mathematics and Theory of Knowledge. The topic of discussion was "How easy is it to be misled by Statistics?" The class was divided into two groups: "The Data Defenders" and "The Outliers." The debate was structured into three key sections: opening remarks, rebuttal, and closing statements.

The event was judged by IBDP2 students along with two faculty members. Throughout the debate, students demonstrated a variety of Approaches to Learning (ATL) skills. They conducted thorough research on the topic, managed their time effectively, and exhibited strong communication and social skills by respecting opposing viewpoints. Additionally, students showcased critical thinking by strategically countering arguments made by their opponents.

This provided students with a valuable opportunity to enhance their critical thinking skills, as they are required to analyze complex issues from multiple perspectives. It encouraged effective communication, helping students articulate their ideas clearly and persuasively while also fostering active listening. Moreover, this debate nurtured confidence, public speaking skills, and the ability to think on their feet, all of which are essential for academic success and future professional endeavors.

The session was facilitated by Ms. Sudeepthi B and curated by Ms. Jaspreet Kaur Rayat, Head of the Mathematics Department. With active participation from other teachers, the event truly embodied the interdisciplinary nature of statistics, bridging connections across various subjects.

Overall, the debate proved to be a highly enriching experience for all participants and audience.



# Grade 12 Graduation and Farewell Ceremony - A Celebratory Milestone

In the month of April, our school was filled with joy and excitement as we celebrated the Graduation and Farewell Ceremony for our Grade 12 students. The event marked the end of an unforgettable chapter in their academic journey and the beginning of a new one.

The celebration commenced with the formal graduation ceremony, where students from both the IBDP and A Levels were recognized for their hard work and achievements. The ceremony was a proud moment for all, as our Principal felicitated the graduates, who wore their graduation caps with pride. The highlight of this moment was when the graduates tossed their hats into the air, a symbolic gesture of their transition from students to accomplished graduates.

The event was gracefully hosted by our present Head Girl and Head Boy, who set the tone for the occasion with their warm and heartfelt introductions. Following the formal ceremony, the Grade 12 students took the stage to share their personal reflections, recounting the highs and lows of their educational journey. Their speeches were filled with gratitude, determination, and excitement for the future. The parents, too, shared their thoughts and pride, making the atmosphere even more heartfelt and emotional.

After the graduation ceremony, a short snack break gave everyone a moment to relax and reflect on the meaningful day. The celebration then transitioned into a farewell event, where the Grade 12 students were greeted with a glamorous red carpet welcome. Each student was introduced with a unique description that highlighted their individual contributions and personalities, making them feel truly special. The students then participated in fun-filled games organized by our Sports Department, adding an element of light-hearted fun to the celebration. The day culminated with a cake-cutting ceremony, followed by a delicious meal that left everyone with happy hearts and full stomachs.



As a school, we are deeply grateful to have been able to organize such a memorable event for our Grade 12 students. It was a celebration not only of their academic achievements but also of their growth as individuals. We are incredibly proud of all they have accomplished and excited to see the bright futures that await them.



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# Science Unleashed: A day of curiosity and learning - IBDP1 students

National Science Day is celebrated in India on February 28 to honor the discovery of the Raman Effect by Sir C.V. Raman in 1928, for which he won the Nobel Prize in Physics in 1930. This day aims to promote scientific thinking, innovation, and awareness about the role of science in daily life and national development. Science Day at our school was a vibrant celebration of curiosity, discovery, and innovation. The event featured an exciting lineup of activities, including three insightful TED Talks and an engaging quiz for younger students

conducted by IBDP students. The day aimed to foster an understanding and love for science, encourage critical thinking, and inspire students to explore scientific approaches beyond the confines of their textbooks. This Science Day event was a remarkable success, inspiring students to look beyond textbooks and explore the marvels of the world around them. By fostering scientific discussion and hands-on engagement, IBDP students successfully created an environment where young learners could question, analyze, and dream about the possibilities of science. Such initiatives not only enhance knowledge but also motivate students to embrace STEM fields and contribute to future scientific discoveries. Science is all about asking the right questions and through these TED Talks, experiments, exhibitions, and quizzes, many young minds took their first steps in doing just that.



# CAS : Sustainability within Reach

Over the past few months, IBDP 1 (2024-2026) students have been actively working on their Kitchen Garden. What began as an individual student's initiative has now grown into a collaborative project embraced by the entire cohort.

The purpose of this initiative was to promote sustainability, develop hands-on agricultural skills, and encourage mindful consumption. The students took on the challenge enthusiastically, engaging in every stage of the process.

The project saw them sowing seeds (fenugreek, bell peppers, amaranth, and spinach), nurturing plants, and maintaining them with dedication. In addition, they regularly collected wet waste from the school cafeteria to create nutrient-rich compost, reinforcing their commitment to zero-waste practices. Their efforts bore fruit—quite literally—when the seeds they had sown sprouted into a thriving harvest. To celebrate this success, the students gathered fresh fenugreek leaves and used them to prepare delicious parathas. For many, this was their first hands-on experience with cooking, making the moment even more special.

The project, however, does not end here. In addition to planting new seasonal seeds, students are now going to work on creating tutorial videos for beginners to encourage others to start their own kitchen gardens.



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# BCG Matrix for PepsiCo

The IBDP 1 Business Management students showcased their understanding of the BCG Matrix through an interactive display featuring PepsiCo's products. After doing some market research to understand share and growth potential in India, they categorized popular snacks and drinks into Stars, Cash Cows, Question Marks, and Dogs. Instead of just discussing theory, they brought the concept to life by setting up a display using tables as sections of the matrix, bringing the PepsiCo. products to school, and inviting teachers and classmates to explore it. The mix of business strategy and familiar products sparked engaging discussions, making market analysis both fun and insightful.

This activity not only reinforced their understanding of market analysis but also developed their teamwork, organization, and presentation skills - proving that business isn't just about numbers, but also about creativity and interaction.

- Tia Backliwal and Christina Shields  
IBDP 1



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# IBDP Students Present 12 Angry Jurors : A Powerful Stage Performance

On May 22th, the IBDP students presented their annual production—a compelling adaptation of *12 Angry Jurors*, based on Reginald Rose's iconic courtroom drama *12 Angry Men*. The play, set entirely in a jury room, explores the fragility of justice and the power of doubt, prejudice, and individual conscience—universal themes that resonated deeply with both performers and audience.

Performed by the Grade 11 cohort, the play featured a gender-swapped cast and a newly introduced journalist character, adding contemporary relevance and framing the jury deliberation as a matter of public scrutiny. The students embraced the challenge of portraying layered, evolving characters, each with distinct worldviews, emotional arcs, and hidden biases. Their performances were marked by restraint, intensity, and a growing sense of urgency, drawing the audience into the heated debates and silences that define the play.

This production allowed the students to engage deeply with the text—not just as actors but as thinkers. Through their preparation, they grappled with complex ideas around fairness, identity, and what it means to stand alone in the face of pressure. The performance offered a strong example of how theatre can serve as a space for inquiry and introspection, particularly within the IB Diploma Programme.

From character development to stage presence, the students demonstrated maturity and ownership of the production. Their work reflected key attributes of the IB learner profile—risk-taking, reflective thinking, and open-mindedness—and revealed the potential of performance as a powerful tool for personal and academic growth.

As the lights dimmed and the final verdict was delivered onstage, what remained was the quiet impact of thoughtful storytelling—and the confidence that these students will carry forward the questions and convictions they discovered through this experience.





The Best of the  
Year:

Unforgettable  
Highlights!



# A Memorable Morning with Leandro Grech at Nahar International School

This morning, Nahar International School had the extraordinary privilege of hosting Leandro Grech, the renowned Argentinian *futbolista*, for an inspiring and unforgettable event. Leandro Grech, accompanied by Senior Coach and Mentor - Daniel - Scout International of Stadio, along with Joel Ballejos- the director of Estadio, shared his captivating journey in *fútbol*, leaving the students in awe of his determination and achievements.

During his speech, Leandro emphasized the significance of teamwork and the vital role of mental and physical health in sports. He also highlighted the profound *amor* for *fútbol* embedded in the hearts of Argentinians, inspiring students to cherish and pursue their passions with equal fervor. The interactive session that followed was filled with joy and laughter as he patiently answered the students' questions with warmth and *entusiasmo*.

The excitement reached its peak when Leandro stepped onto the field for a friendly *fútbol* match with the NIS students. It was a thrilling game that showcased skill, sportsmanship, and a shared love for the sport. The students were deeply inspired by his mastery of the game and cherished the opportunity to play alongside such a celebrated figure.

The event concluded on a high note with a group photo session and a special moment when Leandro gifted the school an autographed jersey, a treasured memento of his visit. Following the event, the Estadio team joined the school principal, Ms. Vandana Arora, for breakfast, engaging in a delightful conversation. The Spanish department also had the opportunity to connect with Leandro and his team, adding a cultural touch to the event.

This visit left an indelible mark on the hearts of NIS students, igniting their *pasión* for *fútbol* and teamwork. It was a morning filled with learning, inspiration, and *amor*—an event that will be cherished by the NIS community for years to come.



# Building a Safer and More Inclusive Future: Educators Lead the way

In today's world, education is not just about academics—it's about preparing young minds to navigate challenges, build resilience, and contribute to a more just and peaceful society. With issues like mental health struggles, cyber threats, and peer pressure becoming more prevalent, it is essential to embed values of peace, integrity, and inclusion into everyday learning.

Recognizing this need, UNODC's #RiseUp4Peace workshop recently brought together 50 principals and educators from 12 Mumbai schools at Nahar International School for a powerful dialogue on student safety, mental well-being, and gender equality. The hands-on session focused on equipping educators with practical strategies to create supportive and inclusive school environments.

## A Collective Responsibility

Speaking on the significance of mental health and online safety, Ms. Vandana Arora, Principal of Nahar International School, highlighted: *"It's crucial that we create spaces where students feel safe discussing their challenges. This workshop gave us actionable insights to bring these conversations into our classrooms."*

The session also featured expert discussions with Dr. Satya Bhushan from NCERT, connecting the learnings to Sustainable Development Goals (SDGs) and India's National Education Policy (NEP 2020). Educators emphasized that early interventions are key to fostering social responsibility, digital awareness, and emotional resilience.

One educator noted, *"The earlier we start integrating these values, the better equipped our students will be to face real-world challenges. This workshop has helped us rethink how we approach these topics in our curriculum."*



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## Students Take the Lead

What made the workshop truly impactful was the active participation of students, who courageously shared personal experiences about peer pressure, mental health struggles, and gender-based challenges. Their honest reflections gave educators a deeper understanding of the realities young people face, making the discussions even more relevant and solution-driven.

## Moving Forward

Workshops like #RiseUp4Peace reaffirm the power of education in shaping responsible citizens. The insights gained will now translate into meaningful actions within schools, fostering a culture where students feel heard, supported, and empowered to build a brighter, safer future.

With educators and students working together, the journey toward a more inclusive and resilient learning environment has truly begun!



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# Pench - Grade 6 eductour - A Journey of Discovery and Learning

Taking Grade 6 students on a field trip to Pench has always been a truly rewarding experience. It's a time when we witness the growth of friendships, teamwork, collaboration, empathy, and understanding—learning that extends far beyond the classroom.

Pench offers a unique opportunity for students to connect with nature, providing them with firsthand exposure to the diverse flora and fauna. It's an experience that fosters respect for the discipline of nature and wildlife, teaching us the valuable lesson that what belongs to nature should remain in nature.

A visit to the village, nature walk, pugmark tracking, and camera trapping provided our learners with an incredible opportunity to connect with nature. The pottery session was a soothing experience, where each person shaped their own pot, giving it a unique form, and left feeling a sense of pride in their creation. The trip not only enriched their knowledge but also sparked a deeper appreciation for the environment. Exploring the natural surroundings and capturing animal moments through the camera traps added a unique layer to their learning, making the experience even more memorable and educational. This hands-on approach allowed them to witness wildlife in its natural habitat, deepening their understanding of nature and conservation in a way that was both engaging and impactful.

The trip not only provided valuable knowledge but also fostered a deeper connection to the environment, leaving the learners with lasting memories and a renewed sense of appreciation for nature and wildlife. It was an experience that truly brought education to life.



# A Journey Through Time and Discovery: Grade 7 Educational Trip to Hampi

The Grade 7 educational trip to Hampi was a five-day immersive experience that brought together history, culture, adventure, and personal growth. Designed as a journey of exploration and reflection, the trip offered students a deeper understanding of India's rich heritage while nurturing their sense of curiosity and camaraderie.

These iconic historic Virupaksha Temple and Hemakuta Hill sites provided a fascinating glimpse into the grandeur of the Vijayanagara Empire. On Day 2, students, full of energy and excitement, started with a traditional South Indian breakfast before heading to the spectacular Vitthala Temple. Guided by the knowledgeable Mr. Arjun, they learned about the temple's musical pillars and admired the famed Stone Chariot. A visit to an art gallery and the Royal Enclosure, where a fun scavenger hunt brought history to life. Students visited a nearby village and engaged in an archaeological excavation activity, emphasizing the value of historical preservation. After presenting their discoveries, they enjoyed lunch and took part in a cane bracelet-making workshop. A tranquil coracle ride at sunset provided a quiet moment of reflection before returning to the hotel for a joyful Musical Night and a fun trail mix-making session.

The penultimate day began on a calm note. After a relaxed morning and gratitude journaling session, students packed their bags and headed out for an exhilarating rock bouldering activity, which fostered teamwork and resilience. The day wrapped up with evening snacks and a journey back to Hubli, where a warm programme closure ceremony celebrated the unforgettable experiences of the past few days.



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# Munnar - Memorable blend of adventure, learning and cultural immersion

The Munnar edutour was a memorable blend of adventure, learning, and cultural immersion. Students began their journey with a visit to lush tea plantations, where they explored the tea-making process—an experience that set the stage for the Entrepreneur Challenge, fostering creativity and application of real-world knowledge. This hands-on exposure encouraged students to think innovatively and apply their observations in a practical context.

The second day was packed with thrilling outdoor activities, including kayaking, river crossing, a low rope course, and zip lining. Students embraced each challenge enthusiastically, showcasing teamwork and resilience. A traditional Kerala Sadhya for lunch offered them a taste of local culture, further enriched by their participation in serving the meal—demonstrating responsibility and community values.

In the afternoon, students engaged in a raft-building challenge, applying problem-solving and collaboration. Later, they travelled by jeep to a scenic mountain campsite where they bonded over games and stories by a warm bonfire under the stars. This experience of connecting with nature and each other fostered a deep sense of friendship and unity.

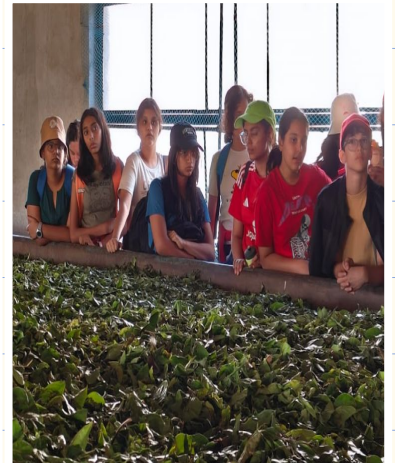
The next day began with a scenic trek, offering breathtaking views and quiet moments with nature. Post-breakfast, students enjoyed a flower scavenger hunt and used their collections to create beautiful rangolis. They then tested their rafts, refining them with teamwork and persistence.



A cultural highlight was the traditional storytelling session on King Mahabali, deepening their understanding of Kerala's heritage and the Onam festival. This was followed by an awe-inspiring Kalaripayattu performance, showcasing the grace and discipline of Kerala's martial arts tradition. A lively photo session with the performers added to the excitement.

The evening concluded with a heartfelt reflection session, where students shared personal takeaways from the tour. They expressed gratitude, newfound confidence, and a greater appreciation for nature and culture.

The Munnar edutour was an enriching experience that nurtured creativity, cultural appreciation, and camaraderie. It offered students a perfect blend of fun, learning, and growth, leaving them with valuable insights and lifelong memories.



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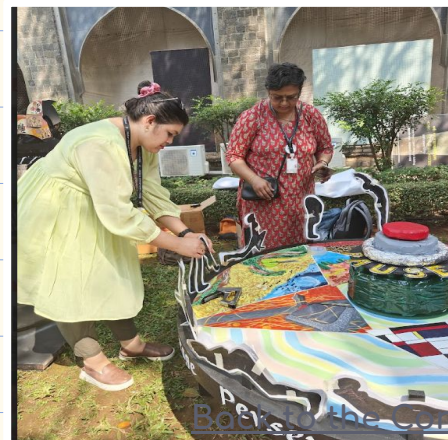
# Kala Ghoda Art Project: Harmony in Action: Reflecting values under a Shining Star

At Nahar International School, we believe that every child is a Star. This year's Kala Ghoda Festival theme, "*Silver Star – Timeless Abstractions*," beautifully aligns with our school's theme for this academic year – STAR: *Stop, Think, Act, Reflect*. This message is not only relevant for our students but is also the need of the hour in today's fast-paced and complex world.

Children are often the first to feel the effects of human conflict, and at NIS, we are committed to shaping individuals with positive attitudes – toward others, toward the environment, and toward learning. By embodying nine essential attributes – Reverence, Responsibility, Fairness, Empathy, Courage, Perseverance, Resilience, Collaboration, and Initiative-taking – our students are encouraged to lead with thoughtfulness and integrity.

Art has always served as a reflection of society, with artists capturing the essence of their times through their work. Inspired by this timeless tradition, our students have explored the works and styles of renowned artists and expressed their interpretation of *Timeless Abstraction* through this installation.

- S represents chaos and dynamic energy through red hues, using Pollock's action painting techniques and Haring's depictions of crowd movement.
- T embodies Pop Art, with thinkers inside boxes expressing diverse opinions and games encouraging thought through colorful, coded patterns.
- A highlights acts of kindness, support, and empowerment, symbolizing humanity's strength to uplift others.
- R reflects emotional evolution and mindfulness, with Kandinsky-inspired spirals capturing calm, growth, and connection with nature.



The installation also incorporates the *Surya Namaskara*, a sequence of 12 asanas that symbolize the endless passage of time. These asanas remind us of life's continuous motion – time moves forward, and we must adapt and grow. Yet, in this whirlwind of activity, it is essential to pause – not just physically, but mentally. In a world saturated with information and distractions, we must take time to *Stop, Think, Act, and Reflect*.

Our students' installation is a reminder of the importance of mindfulness, balance, and introspection. By embracing these values, we can all strive to truly be a *STAR*.



# Celebration of Science

## Grade 6 - STEM Challenge - Building a Catapult

"Fling!", brightly coloured pom-poms flew across the room, the thrilling sensation of the pom-pom landing near and far, the eagerness while creating catapults. I think we all experienced this on the 27th of February, Science Day. The challenge, though simple enough, turned the thinking gears in our head. Not only did we take part in a competition, but we also took in an experience from which we learnt many things. The challenge allowed us to take a moment and think creatively. Making a catapult is not easy! (believe me I speak from the experience!), If the catapult arm is too short, the pom-pom doesn't go that far, if it's too long then it goes very high but again not too far, if you put too many rubber bands it snaps, if you put less rubber bands it doesn't work that well. Many times the base wasn't sturdy enough and the catapult arm was not at the right angle. The challenge allowed us to connect catapult making with topics we learnt in science- kinetic energy, elastic potential energy, and gravitational potential energy which are the main factors to keep in mind when constructing. Setting academics aside, it developed our ability to work as a team, collaborate, and work enthusiastically. Not only that but we also learnt a complex science topic in a fun engaging way. I'm pretty sure we all lost track of time when working on the projects! Another key aspect of this challenge I feel we learnt is resilience; many times the catapults just broke or fell apart. The challenge allowed us to analyse the problem and think of solutions. I feel that I speak on behalf of everyone in the sixth grade when I say "When will we have more competitions like this!"



## Grade 7 - Solving a Murder Mystery by using Chromatography

Chromatography is the process of separating the components of a mixture. There are different ways to perform the chromatography experiment, but one of the main methods is paper chromatography, and this is what the 7<sup>th</sup>-grade students of NIS carried out for Science Day. Paper chromatography is often used in chemistry to analyze and separate the compounds in different materials such as ink, dyes, and chemicals. The substances separate based on how well they dissolve in the solvent and how well they stick to the chromatography paper. An example is ink. When black ink is applied to the paper and dipped into the solvent, the solvent moves up the paper, and soon the ink is separated into distinct spots of various colors, which start to appear at different times on the paper due to their dissimilar rates of dissolution. On the whole, chromatography is a useful and interesting way of separation and is highly useful in the fields of security, healthcare, and others



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## Grade 8 - Science Day Bio-Chemistry activity

On the occasion of Science Day, the students of Grade 8 participated in an interactive and engaging event conducted in the Chemistry Laboratory. This event aimed to bridge the gap between education and enjoyment. The students learnt about macromolecules and chemical indicators in this hands-on activity. The students were divided into groups and seated at their respective tables. The activity was designed as a role-playing scenario where students took on the role of top-notch Biology students at their local college HHCA, investigating a murder case. The scenario revolved around identifying the last meal the victim had to determine the suspect present at the scene. The students were asked to identify the macromolecules present in each of the meals he could have had.

With the guidance of chemistry facilitator Amruja Ma'am, and biology facilitator Supriya Ma'am, the students were given autopsy samples to analyze. They used four chemical indicators to identify macromolecules present in the samples.

Each group received different autopsy samples to increase the mystery factor and prevent copying of results. The students conducted tests and recorded their observations. Based on the macromolecules detected, they figured out where the victim had eaten and identified the suspect who had been with them at the time—thus solving the mystery. The students found this activity to be both enjoyable and educational. It was an interesting way to learn about the different chemicals used to identify macromolecules. It was later a great topic of discussion within the classroom. All-in-all, this activity served as a reminder of how fun, practical and educational science can be.



# Garudmachi 2024

Students from Grades 9 and 11 participated in the IAYP (International Award for Young People) programme and embarked on an adventurous journey to Garudmachi this year. Over the course of this three-day trip, they engaged in various activities designed to enhance teamwork, survival skills, and personal growth.

The journey began with a bus ride to Pune, followed by team-building exercises such as rope balancing to strengthen their collaboration and camaraderie. Students also learned about the local flora and fauna, including "Leave No Trace" principles and details about different snake species in the area. Additionally, they were taught how to use a traveler's compass, not only for navigation but also for understanding latitudes and longitudes. These skills were put to the test in a treasure hunt conducted within safe forest grounds.

The second day was packed with adventure as students completed a trek and participated in rock climbing and rappelling activities. In the evening, they set up their own camps and tents, spending the night in the wilderness while cooking their own meals. As part of this experience, they also learned essential trekking knots.

The trip concluded with a visit to a nearby village, where students gained insight into rural life and observed how daily tasks are managed. This included a visit to a local school, further enriching their understanding of the community.

IAYP provides an excellent platform for students to discover and develop their passions, skills, and interests while fostering resilience, teamwork, and personal growth.





## Nahar International School

"SUCCESS IS NOT THE DESTINATION, BUT THE JOURNEY MADE VISIBLE."

Guided by a spirit of perseverance and a dedication to excellence, our IGCSE batch of 2024–25 has achieved extraordinary results in the February/March 2025 series.

Each achievement is a story of dreams pursued, challenges embraced, and victories earned. Their outstanding results echo the power of resilience and the beauty of hard work. We celebrate not just their success, but the spirit that carried them there— a spirit that dares, endures, and inspires.

May this be only the first chapter in a lifetime of extraordinary accomplishments

*Congratulation to all our students!*

**Total number of IGCSE's - 410**



| A* | A   | B  | C  | D  | E  | Pass Percentage: |
|----|-----|----|----|----|----|------------------|
| 81 | 101 | 98 | 83 | 32 | 04 | 100%             |

Our Top 15 learners have been with us for a combined total of more than 7 school years at NIS

Heartfelt congratulations to our students for receiving the prestigious Cambridge ICE (International Certificate of Education) awards!  
(NUMBER OF ICE ENTRIES- 48)

Achieving the Cambridge ICE award is a significant accomplishment, showcasing our students' exceptional ability to thrive in a comprehensive and balanced curriculum.

In the February/March 2025 series, an impressive **85%** of our eligible students earned either a **Distinction or Merit** towards their ICE Awards—a remarkable achievement, especially considering that **only 80% of students worldwide** attain these awards, according to Cambridge statistics.

Nahar International School's progressive educational approach, which ensures that students take at least 7 subjects across 5 diverse groups, plays a crucial role in nurturing well-rounded, global citizens ready to meet the challenges of tomorrow.

### Group 1 -Languages

| English                 | Hindi                   | French                  | Spanish                 |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Number of Students = 56 | Number of Students = 19 | Number of Students = 23 | Number of Students = 16 |
| Number of A* = 8        | Number of A = 2         | Number of A* = 1        | Number of A* = 6        |
| Number of A = 9         |                         | Number of A = 1         | Number of A = 2         |

### Group 2 -Humanities and Social Sciences

| History                | Economics               |
|------------------------|-------------------------|
| Number of Students = 7 | Number of Students = 47 |
| Number of A* = 2       | Number of A* = 5        |
| Number of A = 3        | Number of A = 12        |

### Group 3 -Sciences -Pure and Co-ordinated

| Coordinated Sciences    | Chemistry               | Biology                 | Physics                 |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Number of Students = 15 | Number of Students = 39 | Number of Students = 27 | Number of Students = 38 |
| Number of A* = 7        | Number of A* = 14       | Number of A* = 6        | Number of A* = 10       |
| Number of A = 4         | Number of A = 11        | Number of A = 6         | Number of A = 10        |

### Group 4 -Mathematics

| IGCSE-Mathematics       | Mathematics (International) |
|-------------------------|-----------------------------|
| Number of Students = 28 | Number of Students = 29     |
| Number of A* = 1        | Number of A* = 12           |
| Number of A = 2         | Number of A = 9             |

### Group 5 -Creative, Technical and Vocational

| Computer Science        | Business Studies        | ICT                    | Art and Design         |
|-------------------------|-------------------------|------------------------|------------------------|
| Number of Students = 23 | Number of Students = 25 | Number of Students = 5 | Number of Students = 9 |
| Number of A* = 4        | Number of A* = 3        | Number of A* = 2       | Number of A = 4        |
| Number of A = 13        | Number of A = 6         | Number of A = 3        |                        |

## Ireland

- Technological University Dublin (TU Dublin)
- Dublin City University (DCU)
- National College of Ireland (NCI)

## Australia

- Curtin University
- University of Queensland
- Griffith University

## Spain

- IE University
- Schiller International University – Spain (also has campuses in France, Germany, and the USA)

## Hong Kong

- Hong Kong University of Science and Technology (HKUST)

## Italy

- Università Bocconi
- European School of Economics (ESE)
- Istituto Marangoni

## Netherlands

- Delft University of Technology (TU Delft)

## Germany

- Arden University – Berlin Campus

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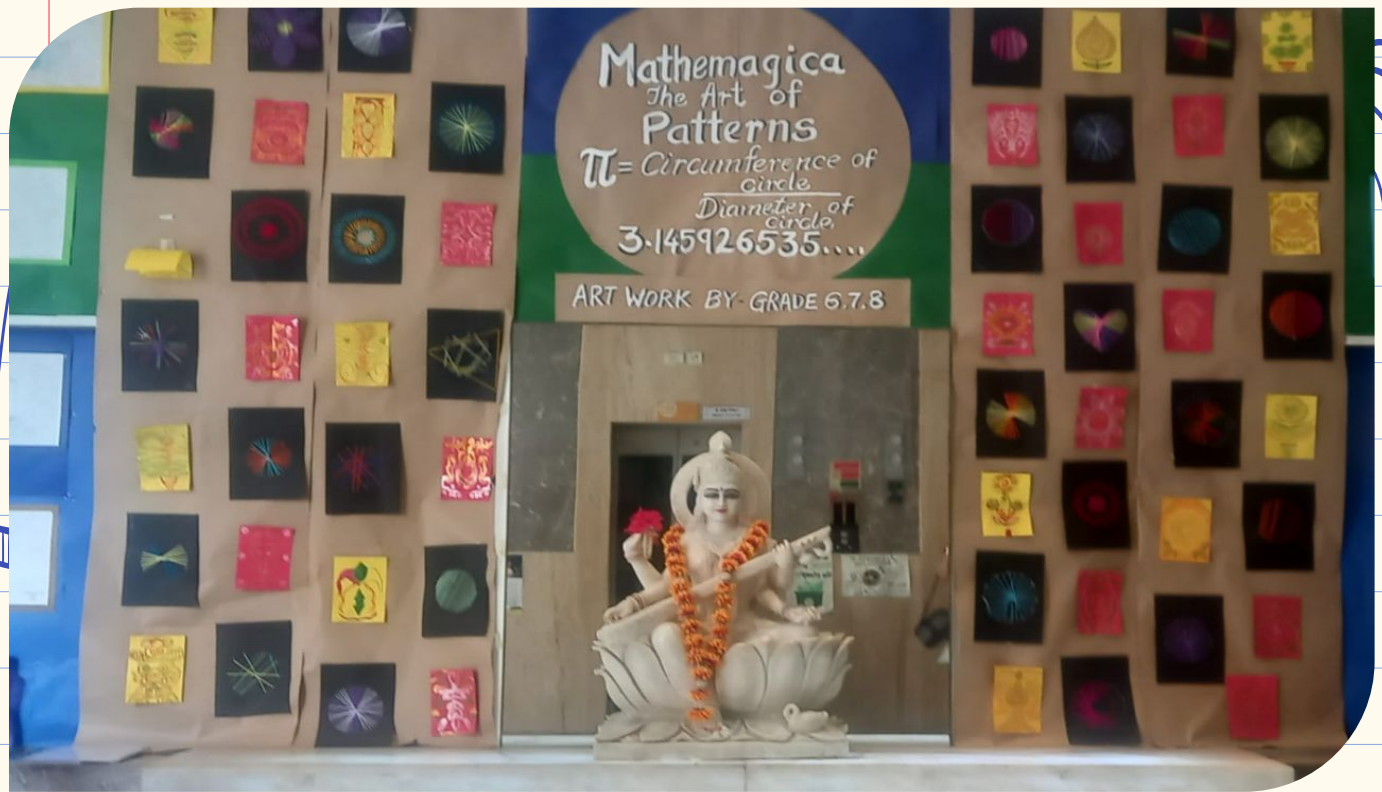
## India

- O.P. Jindal Global University
- Krea University
- FLAME University
- Srishti Manipal Institute of Art, Design and Technology a
- S.P. Jain School of Global Management – India (also has campuses in Dubai, Singapore, Sydney, and London)
- Plaksha University
- Manipal Academy of Higher Education (MAHE)
- Manipal University Dubai – United Arab Emirates
- Manipal ICAS (International Centre for Applied Sciences)
- BITS School of Design
- Atlas SkillTech University
- Ashoka University
- Symbiosis International University
- NMIMS (Narsee Monjee Institute of Management Studies)
- Christ University
- RV College of Engineering
- Vellore Institute of Technology (VIT)

## United Kingdom

- University of Essex
- Nottingham Trent University
- Kingston University
- University of Sussex
- Manchester Metropolitan University
- University of Surrey
- Aston University
- Hult International Business School – UK
- University of Edinburgh
- University of Cambridge
- London School of Economics and Political Science (LSE)
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