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# *The Communiqué*

**Nahar International School**



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# Active Learning



## Farmyard story tellers

In EY2, the children enjoyed a lively farm-themed activity that sparked both imagination and teamwork. Each child wore a headgear to transform into a farm animal, and together they worked in small groups to create short stories. With guidance from their teachers, the children developed narratives about helping friends, working together on the farm, and even lending a hand to the farmer. The activity encouraged collaboration, creativity, and problem-solving, while giving the children a chance to express themselves through role play. It was a joyful experience that highlighted the importance of cooperation and kindness, all within the playful setting of a farmyard adventure.



## A day well spent exploring nature at the Heritage Park

The Bees and Cubs children recently enjoyed a delightful visit to Heritage Park, where each group engaged in meaningful exploration and play. The EY1 children spent time in the garden, discovering its natural beauty while happily interacting with their friends. Their experience was filled with laughter and joy as they explored the space together. The EY2 children ventured further into the landscape of the park, observing the variety of flora and fauna around them. During their exploration, they grasped the concept of togetherness and even recognized the word "we," which became a central theme of their learning. Back in the classroom, they reflected on their shared experiences and expressed their observations through drawings, capturing the essence of what they had seen. Meanwhile, the EY3 children also explored the garden, where they enjoyed playing and socializing with their peers. The visit to Heritage Park provided all the children with opportunities to connect with nature, strengthen friendships, and build on their classroom learning in a joyful and engaging way.



## Positive vibes and paw-sitive energy!

Our Grade 2 children had a wonderful session this week when they got an opportunity to interact with the wonder dog Leo.

Leo, the Golden Retriever, brought immense joy and warmth into our school during the dog therapy session. From the moment he walked in, the children were smiling and excited to see him. Leo happily showed off many fun tricks like fetching, and even doing simple addition and subtraction, which amazed everyone. He patiently balanced objects on his forehead and stayed perfectly still, even when a ball was thrown nearby, listening carefully and following instructions.

The highlight of the session was when the children got a chance to gently pet Leo, making them feel calm, happy, and relaxed. Leo truly filled the space with happiness, laughter, and countless smiles, making the session a beautiful and memorable experience for all.



## Taping Our Way to Understanding Angles

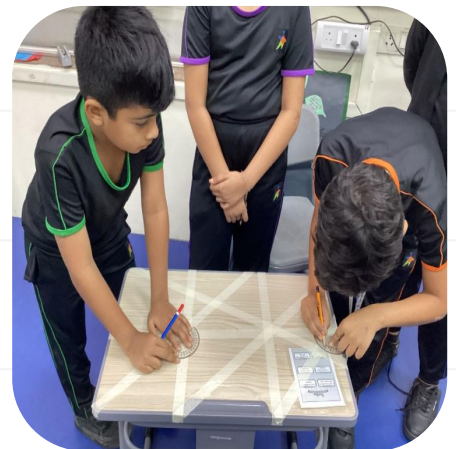


Teaching **angles** to Grade 3 students can often feel abstract, so a new **hands-on activity** was introduced using a simple classroom material: **masking tape**. Instead of observing angles on the board or in a textbook, students were given tape and asked to place it freely on their desks to **create their own angles**. This allowed them to see how angles are formed and made the learning experience far more **meaningful and engaging**.

Once their angles were created, students used a **protractor** to **measure** them directly on their desks. This **student-led approach** helped build confidence and encouraged curiosity, as learners explored and discussed the angles they had made. The activity was chosen because children learn mathematical concepts more effectively when they can **build, explore, and experiment** rather than simply observe.

The activity clearly met the **learning objectives**. Students were able to **form different angles, measure them accurately, and explain their thinking**. Their active participation, correct measurements, and thoughtful discussions showed a strong understanding of how angles work.

By turning a math lesson into an **interactive classroom experience**, students discovered that learning can be **fun, creative, and hands-on**. This WOW class not only strengthened their understanding of angles but also sparked excitement and confidence in learning, a wonderful reminder that some of the most powerful learning moments begin with **simple ideas and joyful exploration**.



## Tiny Poets, Mighty Words

The Narrative Poetry Unit culminated in a vibrant and collaborative learning experience, where students were divided into groups to analyse the key features of narrative poems. Each group worked together to identify a clear plot structure, explore characters and setting, and thoughtfully integrate Figures of Speech (FOS), concluding with a concise and meaningful summary.

What made the activity especially impactful was the strong spirit of peer learning. Students shared ideas, debated interpretations, and built on one another's insights, demonstrating that understanding deepens when learning is shared and voices come together.

The finale was a dramatic narration of their poems. Students brought words to life through expressive voice modulation, confident body language, clear articulation, purposeful pauses, and rich facial expressions. The classroom transformed into a stage, showcasing not only their understanding of narrative poetry but also their growing confidence, creativity, and communication skills.



## *From charts to conclusions – Wow Math indeed!*

Grade 1 explored the topic of **Data Handling** through a fun and engaging **hands-on activity** to understand the concept of a **Venn diagram**.

Students picked up cards and identified where they belonged based on the given labels. For example, students participated by stepping into circles labelled “**odd numbers**”, while those with “**even numbers**” stood outside. Similarly, they sorted various shapes according to the given criteria – for instance, **only circles** were placed inside the Venn diagram, **only squares** stood outside, **only stars** were inside, and **rectangles** were positioned outside.

Through this activity, students developed a clearer understanding of sorting and classifying data based on specific attributes.



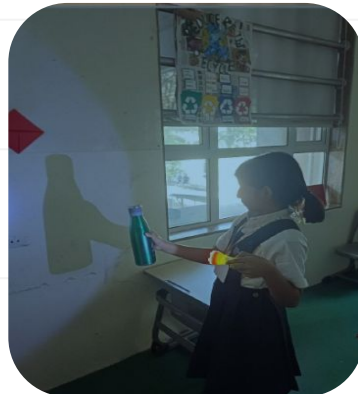
## Shadow Play Day

When the classroom lights went out, the learning did not. What followed was not silence, but excitement, curiosity, and the soft glow of torches as students stepped into a world of **light and shadow**. In a recent WOW class on **Light and Shadow**, students took part in an exciting **Shadow Activity** that turned the classroom into a space of curiosity and wonder.

The classroom was darkened, and students were given **torches** to investigate how shadows are formed. Instead of watching a teacher demonstration, children freely **experimented** by moving the light closer to and farther from different objects and carefully observing how the **shadow changed in size and shape**. They also shared their ideas through **simple drawings and short reflections**, making the learning personal and engaging.

This activity was chosen because young learners understand science best when they can **see, touch, and explore** concepts themselves. Using torches in a dark classroom helped students clearly see the connection between **light, objects, distance, and shadows**. The learning objectives were successfully met, as students confidently explained why shadows became **bigger or smaller** and described their observations in their own words. Their discussions, drawings, and reflections showed a clear understanding of the concept.

This WOW class created an atmosphere of **excitement and discovery**, where students felt confident asking questions and share ideas. By learning through **hands-on exploration**, children not only understood the science behind shadows but also experienced the joy of learning through curiosity – reminding us that when learning feels like exploration, **every child truly shines**.





## Understanding energy, empowering the future.

Children genuinely enjoy science experiments because they turn abstract concepts into tangible, hands-on experiences, sparking curiosity and wonder. This week, in our Grade 3 classrooms, our students have explored one such experiment related to the topic ENERGY. Students have demonstrated energy transfers using domino cards and baking soda, vinegar to inflate a balloon.

What did they find?

A domino chain reaction is a classic, simple activity that perfectly demonstrated the transfer and transformation of energy. When a line of standing dominoes is knocked down, it illustrated how energy moves from one object to the next and changes from one form to another.

The baking soda/vinegar/balloon activity demonstrated a chemical reaction where baking soda (a base) and vinegar (an acid) combine to produce carbon dioxide gas, which expands to inflate a balloon. The reaction released energy, creating pressure that fills the balloon with gas, showing how energy changes the state of matter from liquid/solid to gas.

Whether observing bubbling reactions, building, or investigating, kids engage deeply when exploring, often learning to embrace mistakes, build confidence, and ask questions. Simple activities like domino cards and inflating a balloon, make learning memorable, fostering a lifelong love for science.



# Mumbai Detectives: Landmark Treasure Hunt

## Geography Comes Alive Beyond the Classroom!

This week, the students of **Grade 3** turned the entire school campus into their personal map! Our young geographers stepped out of the classroom confines to engage in a thrilling **Landmark Treasure Hunt**.

Geography is not just about memorizing names on a map, it is about exploration and navigation. To bring the topic of "**Landmarks**" to life, students were paired up and given a mission: to locate hidden pictures of iconic **Mumbai Landmarks** scattered across the school.

## The Great Expedition

Armed with cryptic clues, the dynamic duos embarked on their quest. The excitement began right at their **lockers** and led them on a trail that required sharp thinking and teamwork.

The clues guided them to various corners of the NIS campus, including:

- The **Library** and **Cafeteria**
- The **Music** and **Dance Rooms**
- The **Reception** and **Foyer**
- The expansive **Turf**

A heartwarming highlight was the students interacting with the **didis on their floor**, who held some of the crucial clues! The energy was infectious as children cracked the riddles, raced to the locations, and discovered the hidden treasures, making learning a truly joyful and memorable experience.



## Humanities Week: Learning Across Subjects, Thinking Across Worlds

Humanities Week concluded last week, and we wanted to share not just *what* your children explored, but *why* this kind of learning matters.

At its core, Humanities Week was built on a simple idea: real-world issues do not fit neatly into one subject. Questions around health, migration, labour, trade, media narratives, or immigration are never purely historical, geographical, psychological, legal, or political. They sit at the intersection of all of these disciplines. This week was designed to bring those perspectives together deliberately, so students could see how different subjects speak to the same issue – in different ways.

### Grade 6: Oops, We Built a Plague City!

Grade 6 students travelled back to medieval Europe, stepping into cities such as Venice, Florence, and Paris during the time of the Black Death. History helped them understand how people lived and what they believed about illness. Geography revealed how rivers, dense housing, trade routes, and waste systems physically allowed disease to spread.

Using narratives, maps, and city profiles, students asked a surprisingly modern question: *Can the way a city is designed protect people's health?* By the end of the week, they were no longer just learning about disease. They were redesigning medieval cities themselves – rethinking housing, water, waste, and movement to show how urban planning can save lives.

### Grade 7: Pirates of the Caribbean and the Age of Exploration

Why were pepper and cinnamon once worth more than gold? And why did piracy thrive in some places but not others? Grade 7 followed trade routes across oceans, uncovering how exploration, empire, and geography created both wealth and violence.

Geography explained where trade flourished and why certain seas became dangerous. History showed how empires competed for wealth and control. A human rights lens added the uncomfortable layer: trade created prosperity for some, but violence and loss for others. Pirates stopped being cartoon villains and became evidence of how inequality, power, and survival collide.

## Grade 8: A City on the Move – Migration, Factories, and Broken Promises

Cities during the Industrial Revolution promised opportunity – but at what cost? Grade 8 students explored migration during this period, tracing why people left villages, what pulled them into cities, and whether life truly improved once they arrived.

Through debates, source analysis, and creative responses, students examined who benefited from migration, who suffered, and how human rights were often sacrificed in the name of progress. Migration emerged not as a simple choice, but as a complex outcome shaped by economic systems, geography, and power.



## Grade 9: Childhood on the Clock – Child Labour, Systems, and Survival

Focusing on industrial Germany, Grade 9 examined child labour not as a “bad choice,” but as the result of powerful systems – geography, industry, poverty, and state priorities.

History explained why factories expanded so rapidly. Geography traced push-pull forces between villages and cities. Through stories, maps, and evidence webs, students explored how environments and economies pushed children into labour, directly linking historical systems to the denial of human rights.



## Grade 11: Framing the Immigrant – ICE, Law, Psychology, and Media

Senior students examined a contemporary case study: Immigration and Customs Enforcement (ICE) deportations in the United States. Global Politics explored state power and borders. Law focused on due process – arrest, detention, and deportation. Psychology examined how labels like “illegal” shape fear and empathy. Media Studies showed how the same event can appear protective or cruel depending on how it is framed.

Same facts. Very different realities. Students explored why ICE deportations are contested, how language shapes public perception, and how legal processes determine whose rights are protected.

## Why This Matters

Across grades, the goal was transferable thinking: understanding systems, recognising bias, weighing evidence, and viewing issues through multiple perspectives. These are skills students carry beyond any single subject.





# Events

## Sports Day with a Difference

### Beyond the Podium: NIS Primary Sports Day Salutes India's Unsung Heroes

Nahar International School (NIS) was a canvas of colour, energy, and excitement this week as they celebrated the Primary Annual Sports Day. It is a day that traditionally showcases speed, strength, skill, and spectacular performances. However, this year, the cheering crowds witnessed something far more profound than just races and displays.

The students and teachers stood before the parent fraternity to deliver a vital message: what we witness on the track is only the outcome. The real story of Sports Day lies in the days, weeks, and months that led up to this moment—a journey mirrored by the legends they chose to honour.



### A Theme with a Soul: The Unsung Heroes

This year's event held a special significance. It moved beyond the podium to honour the Unsung Heroes of Indian Sports—champions whose journeys were not paved with comfort or applause, but with sacrifice, struggle, and relentless hard work.

Through the theme, the school paid tribute to the indomitable spirits of legends like Milkha Singh, Baichung Bhutia, Arunima Sinha, Hima Das, Dipa Karmakar, Deepika Kumari, Swapna Burman, Jhulan Goswami, and the Phogat sisters. The story of their lives was exhibited all around the turf area in the shape of posters created by the students of Primary. Their stories are a reminder that behind every medal is a thousand unseen battles, and behind every champion is a heart that refused to give up.



## From Classrooms to the Track

The preparation for this day began long before the first whistle blew. It all started with stories in the classrooms. Embracing the Cambridge ethos of inquiry and reflection, every class chose a unique sports personality with an inspiring story to tell.

Students delved deep into the lives of these heroes, learning about their dreams, financial struggles, and physical injuries. These stories became the fuel for our students throughout the last few weeks.

- The early morning practices, the sore muscles, the falls, and the "once more" cries by the PE teachers were no longer just tiring routines.
- They became a tribute to the dedication of their chosen heroes.
- Suddenly, the students realised that their own challenges felt so small compared to the hardships these legends endured to lift the Indian flag high.



## Grit in Action

This newfound inspiration was palpable on the field. The hard work and dedication encouraged the students to give their absolute best while practising challenging displays and competitive races. They weren't just running for a prize; they were running with the spirit of Milkha Singh and the resilience of Arunima Sinha.



## The True Victory

This event was a wonderful reminder that at NIS, Sports Day is not about who stands on the podium and who doesn't. It is about who dared to try, who refused to quit, and who kept believing when the odds were stacked against them.

As the sun set on a memorable day, the students took inspiration from these remarkable journeys to remind them that every champion was once a beginner who chose not to give up.

As the young athletes cheered for each other, they made a collective promise: to strive harder, persevere through challenges, and never lose hope—whether on the field, in the classroom, or in life.



## An Evening with Books: A Cozy Pause to Unwind

On 16th January, the Bees and Cubs Library hosted “An Evening with Books”, a thoughtfully curated session designed to help teachers slow down and reconnect with the joy of reading after a busy day. The evening offered a calm and welcoming space where educators could relax, browse through books, and enjoy some quiet time in the library.

The atmosphere was filled with enthusiasm as teachers explored a variety of texts: novels, magazines, newspapers, and reflective reads, choosing whatever suited their mood.

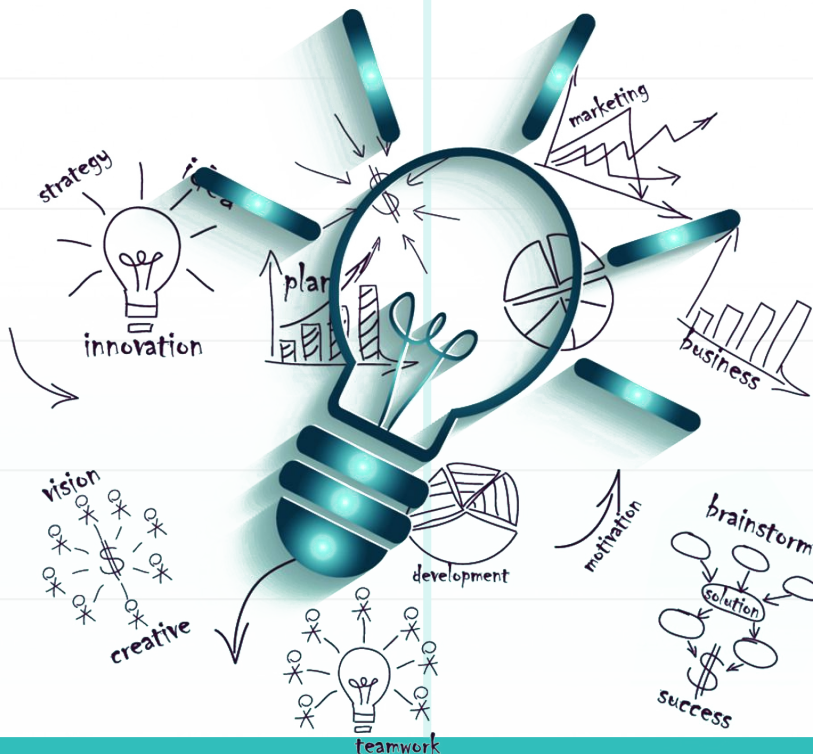
Adding a creative element to the evening, a station was set up where teachers could make their own bookmarks, making the experience both mindful and personal. A recommendation board was also created, inviting teachers to share and suggest their favourite reads, sparking conversations and inspiring future reading choices.

The session was met with warm appreciation, as teachers enjoyed the peaceful atmosphere and the opportunity to unwind in the company of fellow readers. Many expressed their interest for having similar sessions in the future.

With its short, unhurried pace, “An Evening with Books” was more than just a gathering. It was a comforting reminder of how books can offer calm, connection, and a gentle escape at the end of the day.



# Learning beyond academics



## Pench: A Journey Beyond the Classroom

The journey to Pench began with excitement and eager smiles. Our Grade 6 students set out with curiosity in their hearts, ready to step beyond classrooms and textbooks into a world shaped by forests, wildlife, and open skies. For many students, it was their first close encounter with wilderness. Somewhere between packed bags, early mornings, and long drives, that excitement slowly settled into quiet wonder. Pench had its own rhythm—unhurried, gentle, and deeply grounding. It invited us to slow down, observe, and listen. In these moments of stillness, learning began to take root naturally.

Taking students into a natural setting like Pench involves much more than planning travel and activities. It requires constant care, awareness, and commitment to their well-being, while also creating meaningful experiences that help them grow. Throughout the journey, students learned important values such as kindness, accountability, teamwork, and perseverance—not through formal lessons, but through daily interactions, shared responsibilities, and respectful behaviour toward one another and their surroundings.

As the buses moved closer to the jungle, the noise of daily life slowly faded, making space for wonder and attention. The forest welcomed the students with quiet strength. During their first nature walk, they learned an important lesson: everything in the jungle has its own place and purpose. The idea that ***“what belongs to the jungle must remain in the jungle”*** helped them understand respect—not only for animals and plants, but for the balance that keeps nature alive. Walking under tall trees, feeling the cool breeze, and listening to unseen birds, students began to realize that learning does not always happen through words. Sometimes, it happens through careful observation.



One of the most memorable moments was spent by Kohka Lake. As the sun slowly dipped into the horizon, students sat quietly, watching colours change in the sky and listening to birds returning to their shelters. In that stillness, they experienced something rare—peace. Away from screens and schedules, they learned how valuable it is to pause, reflect, and simply be present. These calm moments helped them connect with nature and with themselves.

As the journey unfolded, students arrived at the Villager's homes with curiosity and openness. Welcomed by warm smiles and simple hospitality, they listened to stories of daily life shaped by nature and tradition. Through conversations with local residents, students learned about livelihoods, language, education, and life near the forest's core area. Walking through farms, tasting freshly harvested chana, and sipping herbal tea prepared by the locals brought learning to life in the most authentic way.

Students then stepped into daily household routines, trying their hands at winnowing, grinding, and using traditional tools. These simple activities helped them understand the effort, patience, and skill involved in everyday work. Learning shifted from observation to participation, allowing students to develop respect for labour and self-sufficiency.



The visit to the village school added another meaningful dimension. As our students interacted with their peers, conversations flowed naturally around favourite subjects, hobbies, and daily routines. Playing Kho-Kho together and sharing moments on swings and monkey bars broke barriers of language and background. In these shared spaces, friendship, confidence, and mutual respect grew effortlessly.

A special highlight of the journey was the visit to Pachdhaar Village, which offered students a close look at rural life and traditional craftsmanship. Here, they were introduced to the art of pottery making and learned how simple clay is shaped into meaningful objects through skill and patience. During the hands-on session, students eagerly created their own pots and diyas, discovering the joy of working with their hands. This experience deepened their appreciation for traditional crafts and made learning both engaging and memorable.

Learning continued through engaging, hands-on activities. Camera trapping and pugmark identification introduced students to the methods used to study and protect animals. Spotting birds and understanding how animals blend into their surroundings helped them appreciate the intelligence of nature. Interacting with experts and guides further deepened their understanding of wildlife and forest life. Concepts of survival, adaptation, and conservation became meaningful through direct experience rather than written notes.



The students were fortunate to witness the royal walk of a tigress, leaving everyone awestruck. It truly showed why the tiger holds such power in the jungle. When other animals sensed her presence, they communicated through warning calls in their own language, alerting others nearby. One of the most important lessons was understanding boundaries—despite the vastness of the jungle, every animal knows its limits and lives within them. This also reflected the discipline, balance, and peaceful coexistence that keep the forest ecosystem healthy. Our students also learned that, like the animals, they too must respect boundaries, rules, and responsibilities in their own lives.

Throughout the journey, friendships grew stronger. Students shared rooms, meals, responsibilities, and everyday challenges. They learned to listen, help, encourage, and adjust to one another. We also observed how thoughtfully they cared for classmates who were unwell, showing genuine concern and sensitivity. When someone felt tired or unsure, others stepped forward with support. These moments quietly nurtured cooperation, empathy, and confidence.

Each day unfolded as a journey of observation and growth for us as teachers as well. Observing animal sounds and movements highlighted the importance of attention and awareness—skills equally essential in classrooms. Working together in unfamiliar surroundings strengthened teamwork and decision-making. Managing routines, ensuring safety, and responding calmly to unexpected situations deepened mutual trust among the faculty.



The jungle also reminded us of the value of calmness and patience. Being quiet, observant, and mindful was not just a rule—it became a way of being. Teachers and students alike learned the importance of thoughtful responses over impulsive reactions. The shared experiences created bonds that extended beyond the trip, enriching classroom relationships long after the journey ended.

When we returned from Pench, we did not return with neatly packed lessons or complete answers. We returned with moments—misty mornings, silent walks, glowing sunsets, shared laughter, and quiet reflections. These memories continued to surface gently in classrooms and conversations.

Pench reminded us that education is most powerful when it connects knowledge with experience, curriculum with compassion, and learning with life. It nurtured curiosity, responsibility, resilience, and respect for all living beings. More than a field trip, it became a journey of growth—one that will remain with our students and teachers for years to come.



## An Experiential Journey to Hampi

Our educational journey to Hampi began before dawn, as students gathered at Mumbai Airport filled with anticipation and curiosity. The purpose of this trip extended beyond travel – it was designed to foster experiential learning, historical understanding, cultural appreciation, teamwork, and personal growth.

As we landed at Hubli and drove through Karnataka's expansive windmill farms and open landscapes, students observed geographical features and discussed the region's natural resources – an integration of environmental awareness with travel experience.

### Understanding History Through Direct Engagement

Our first academic exploration was at the ASI Archaeological Museum, where sculptures, inscriptions, and artefacts introduced students to the grandeur of the Vijayanagara Empire. The visit encouraged critical observation skills, visual analysis, and inquiry-based learning as students interpreted symbols, architecture, and historical narratives.

Climbing Hemakuta Hill at sunset allowed students to connect emotionally with the landscape they had only previously encountered in textbooks. Observing ancient temple structures in their original setting strengthened contextual understanding of medieval Indian history.



## **Adventure and Confidence Building**

Day Two focused on resilience and teamwork through a guided bouldering activity. Under trained supervision, students learned risk assessment, peer encouragement, and perseverance. This directly supported the trip's objective of developing confidence, courage, and problem-solving abilities.

The scavenger hunt across the ruins transformed historical learning into active exploration. Students navigated architectural sites, identified features, and applied prior classroom knowledge in real time – strengthening retention through experiential methods.

## **Archaeological Skills and Analytical Thinking**

On Day Three, a mock excavation simulated real archaeological processes. Students practiced patience, documentation, and interpretation while uncovering artefacts. This activity reinforced research skills, hypothesis-building, and collaborative discussion – key components of academic inquiry.

Our visit to Anegundi promoted cultural immersion and social awareness. Interacting with local artisans, learning banana fibre weaving, and sharing a traditional meal fostered respect for indigenous crafts and rural livelihoods. The tractor ride through paddy fields along the Tungabhadra River helped students understand agrarian life and regional sustainability practices.



## Art, Architecture, and Conservation Awareness

The sunrise trek to Matanga Hill cultivated reflection and appreciation for natural heritage. Later, at the magnificent Vittala Temple, students examined the iconic stone chariot and musical pillars, deepening their understanding of engineering, artistic excellence, and architectural innovation of the period.

Discussions on conservation and heritage protection emphasized civic responsibility and the importance of preserving historical monuments for future generations – aligning with the educational objective of responsible citizenship.

## Conclusion: Learning Beyond the Classroom

As we returned on 19th January, students carried back more than souvenirs. They returned with strengthened friendships, enhanced historical awareness, improved confidence, cultural sensitivity, and a deeper appreciation for India's heritage.

This journey to Hampi was not merely a trip – it was an immersive educational experience where history became tangible, teamwork became natural, and learning extended far beyond classroom walls. Every monument, every landscape, and every shared reflection contributed meaningfully to the holistic development of our students.



## Echoes of the Hills

*Blending curriculum, compassion, and community in the hills of Wayanad*

There are journeys that excite you, and then there are journeys that gently change you. Our trip to Wayanad was both. It began with laughter, chatter, and the restless energy that comes with stepping away from routine. But somewhere along the winding roads and mist-covered hills, that energy softened. Wayanad has a quiet way of asking you to slow down.

Mornings arrived wrapped in fog, the hills revealing themselves slowly. Tea plantations stretched across slopes, spices grew close to the earth, and lessons from geography textbooks suddenly felt alive. Conversations about climate, cultivation, and mixed cropping happened naturally and not because they were scheduled, but because students were curious. Learning stepped out of the classroom and into lived experience. Water became another teacher. Standing by the dam, students reflected on its importance and fragility. Carrying steel bottles, bringing waste back in their bags, and checking spaces before leaving were small but powerful acts. Sustainability was not discussed as a concept; it was practiced quietly and consistently.

History, too, unfolded through experience. Watching Kalarippayattu left everyone in collective stillness a showcase of strength and discipline expressed through movement. At Edakkal Caves, the climb demanded courage and perseverance. Students encouraged one another at every step, and inside, the ancient carvings reminded us that humans have always told stories through symbols. The tribal immersive experience deepened this understanding. Learning how honey is collected, how tools are crafted, and how skills are passed down across generations helped students see indigenous knowledge as living, not distant. Respect grew for labour, for tradition, and for cultural continuity.



Meals and shared living spaces brought quieter lessons. Trying Sadhya, tasting banana and jackfruit chips, noticing coconut trees everywhere enabled students to see how food, geography, and culture are intertwined. Sharing rooms meant adjusting, listening, and being considerate. Empathy grew in everyday moments. Adventure carried its own wisdom. Treks tested perseverance. Bamboo rafting required trust and teamwork. As students drifted across still water surrounded by green, time seemed to pause. Even a brief glimpse of an elephant on the journey back became a moment of awe and a reminder of balance between humans and wildlife.

*The journey so long, the excitement for all,  
From tranquil trails to weaponed calls.  
The caves so high, I found my strength,  
The water so soft, it made us melt.  
The tribes so fierce, yet rooted and true,  
Making the journey quietly ethereal.*

When we returned, we did not come back with everything neatly concluded. We returned with foggy mornings, shared laughter, ancient stillness, and small acts of courage that linger. Wayanad reminded us that learning deepens when we slow down, when curriculum meets compassion, and when excitement is balanced with reflection.



## Techno Innova 3.0 – Where Technology Meets Innovation

Dr. Pillai Global Academy, Panvel, successfully organized Techno Innova 3.0, a flagship technology and innovation event that reflected the school's commitment to nurturing future-ready learners. The event, themed "Where Technology Meets Innovation," provided a dynamic platform for students to demonstrate their creativity, problem-solving abilities, and technical expertise through hands-on challenges and competitive events.

Held on Saturday, 24th January 2026, the event witnessed enthusiastic participation from students across various age groups, who engaged with cutting-edge tools, programming concepts, robotics, and digital design. Techno Innova 3.0 stood as a testament to experiential learning, encouraging students to think critically, collaborate effectively, and apply theoretical knowledge to real-world scenarios.

### Student Participation and Achievements

Our students showcased exemplary skills and brought laurels to the institution through their outstanding performances in multiple events:

#### Innovation Challenge

Our Grade 9 students participated as a team and demonstrated exceptional innovation, teamwork, and presentation skills. Their project impressed the judges with its originality and practical application, earning them the **First Prize** in the Innovation Challenge.

#### Python Hackathon

One of the groups secured **Second Position**, highlighting strong logical thinking and programming proficiency. The participants also took part commendably, displaying confidence and problem-solving skills in a competitive coding environment.



## TinkerCAD Design Challenge

Our students showcased creativity and precision in digital design by effectively using TinkerCAD to develop and present innovative 3D models.

In Control Bot Racing, a Grade 9 student further distinguished themselves by securing **First Position**, demonstrating excellent control, strategic thinking, and a strong understanding of robotics and automation.

## A Platform for Future Innovators

Techno Innova 3.0 was not merely a competition but a celebration of innovation, curiosity, and perseverance. The event encouraged students to explore emerging technologies, work collaboratively, and develop confidence in presenting their ideas. Such initiatives play a crucial role in preparing learners for future academic and professional challenges in the fields of science, technology, engineering, and mathematics.

At **Nahar International School**, we strongly believe that platforms such as Techno Innova 3.0 play a vital role in shaping confident, skilled, and future-ready learners. We congratulate all participating students for their enthusiasm and commendable achievements, and we reaffirm our commitment to fostering innovation, critical thinking, and excellence in technology-driven learning experiences.



# MISA Synergy 2026: A Celebration of Innovation and Teamwork

The MISA Synergy competition was successfully conducted at Little Angels' International School, Sion, on 10th January 2026. The event provided a vibrant platform for students to showcase their creativity, critical thinking, and problem-solving skills across interdisciplinary themes.

Our school participated in both the Junior and Senior categories. Four Junior category students presented their ideas in the themes *Agriculture, Food and Nutrition* and *Communication and Technology*. Seven Senior category students participated in *Agriculture, Food and Nutrition* and *Health Care and Medical Services*, demonstrating thoughtful research and innovative approaches.

We are proud to share that **both Senior category teams secured second place** in their respective categories.

The *Agriculture, Food and Nutrition* Senior team presented a project titled **"Bio-Harvest"** and The *Health Care and Medical Services* Senior team presented a project titled **"Bio-Band"**.

The competition proved to be a valuable learning experience for all participants, highlighting the importance of planning, teamwork, and confident communication under pressure. The students' achievements reflect their dedication, collaborative spirit, and innovative thinking.



## Editor's Note

“Success is not measured only by where you finish, but by the courage it took to begin.”

Congratulations to all winners and we appreciate their hard work and dedication.

In every competition, performance, or shared experience, we often notice the winners first. Yet behind every result is something quieter and far more powerful, THE DECISION TO PARTICIPATE.

To step forward, to prepare, to try in the presence of others, to risk mistakes, doubt, or uncertainty requires a kind of strength that is rarely seen but always felt. Participation asks for courage before it ever offers recognition. It asks for effort before it promises an outcome.

A young bird does not wait until it is certain it can fly before leaving the nest. It hesitates, flutters, falters and still leaps. Flight begins not with mastery, but with courage.

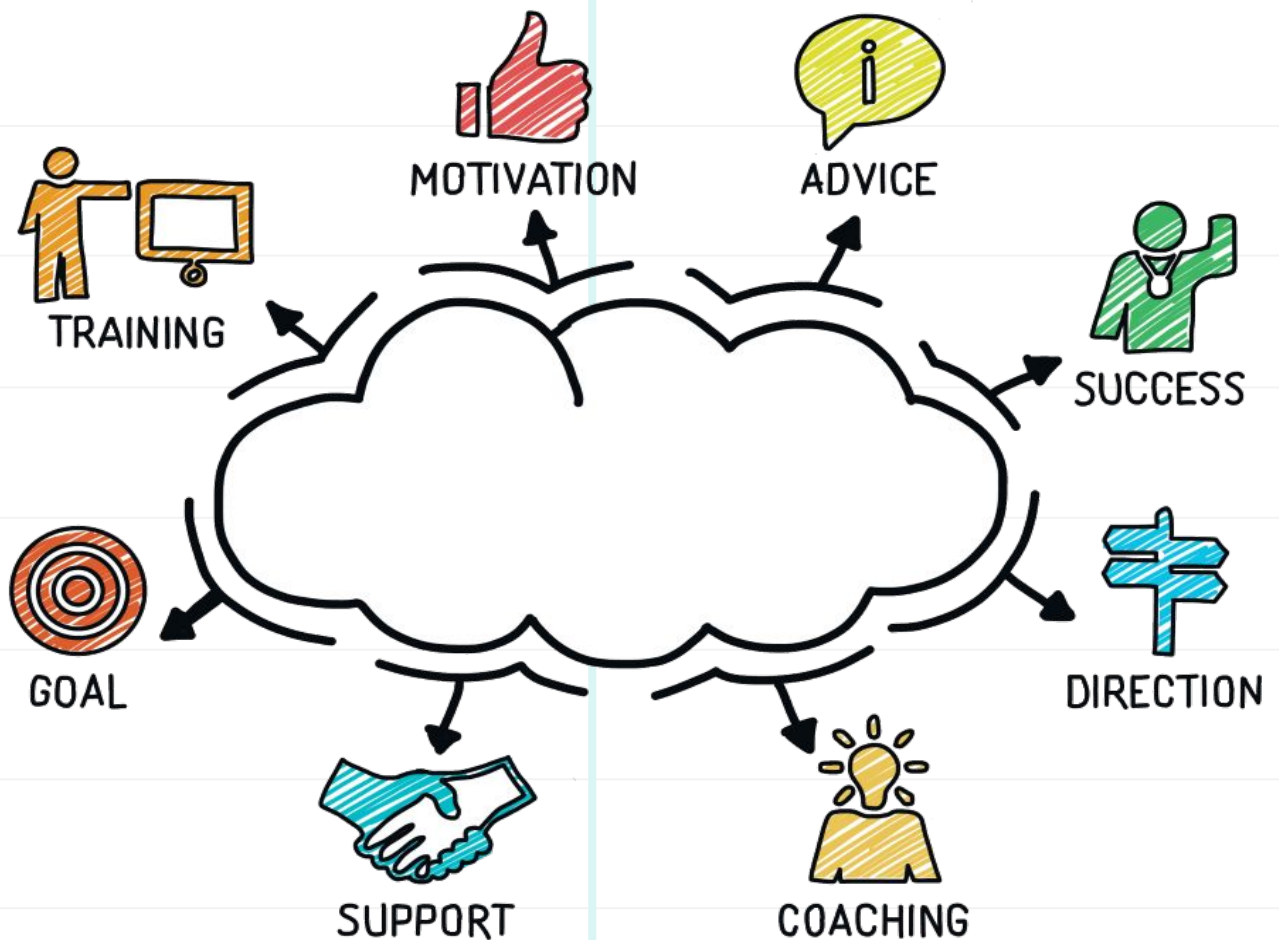
Every student who chose to take part has already achieved something meaningful. They have shown resilience, willingness and the readiness to grow. These are not small acts. They are the foundations of confidence, learning and character.

Winning is a moment of celebration, but trying is what transforms us. That quiet effort is the real victory.

We hope to see even more students embrace opportunities with this spirit. Because the true measure of success is not simply standing at the finish line, but having the strength to step onto the path at all.



# Mentors' Column



## \$92, No Playbook, and the Art of Jugaad



I landed in Jamestown, Virginia, in January 1990 with \$92 in my pocket and a deal with my father: he'd pay for my first two semesters of tuition, and I'd figure out the rest. I was 18, broke, and convinced I'd somehow make it work.

Reality hit fast. Rent, food, textbooks, being an international student was far more expensive than I'd imagined. I stretched every dollar, but when tuition came due, I was staring at the very real possibility of going home.

A graduate student friend tipped me off: a research assistantship could drastically reduce tuition. The catch was I needed 16 hours a week and I had zero research experience.

So I hustled. I walked into the office of Dr. Gabriella Kempinski\*, a world-class bone cancer researcher, and asked for a job. She had no funding. I countered by offering to work for free.

For three months, unpaid, I showed up every day. The next semester, she offered me five paid hours and told me, bluntly, to knock on more doors.

I did. I convinced another professor to give me eight hours, then negotiated my way to ten. Armed with that, I went back to Dr. Kempinski, asked her to match six, and she agreed.

Just like that, I qualified for in-state tuition and stayed in school. This perseverance to forge ahead is what kept me afloat in the program and brought me to where I am today.

This, in India, we call **Jugaad** the art of being resourceful, of making things happen despite limitations, of MacGyvering life when the odds are stacked against you. It's not just about problem-solving; it's about mindset, resilience, and ingenuity, traits that no AI or algorithm can replicate, while keeping your principle and values intact, with no exceptions and no compromise.

## Jugaad in the age of AI

Today, we live in a world where answers are instant. AI generates responses, GPS gives directions, food arrives in minutes. Convenience is powerful but it has a downside. When the solution isn't searchable, when you're underqualified, underfunded, or stuck, no app will negotiate for you.

Jugaad (a pun) isn't just a skill, it's a muscle, and we're at risk of letting it wither.

AI can retrieve information, but it can't teach ingenuity. A search engine can list jobs, but it won't help you create one. A chatbot can draft a message, but it won't read the room or sense leverage.

If we want students who can adapt and invent under pressure, we must teach constraint-driven learning, normalize failure as iteration, push active problem-solving over passive consumption, and—most importantly—teach negotiation and the art of the ask.

AI will remove friction. But the future will belong to those who can still work the angles and create solutions where none exist.

Jugaad isn't just about getting through college with no money, it is about navigating an unpredictable world with confidence.

If we want to prepare the next generation for the real world, we need to stop just feeding them answers. We need to train them to think, hustle, and create their own opportunities.

Because no matter how advanced AI gets, there will never be an app for navigating the unknown.

\* Names have been replaced for confidential reasons

Ms. Theresa Joseph  
Head of Admissions, Career Guidance and University Counselor

# Perseverance- The power of not giving up



One of the most valuable lessons we can learn, both inside and outside the classroom, is the importance of perseverance. Perseverance means continuing to work toward a goal, even when challenges arise or progress feels slow. It is the quiet strength that helps us push through difficulties, stay focused, and ultimately achieve success.

For our children, perseverance might look like: Studying a little longer for a tough subject, Persevering by attempting the task again after a setback, Practicing a skill daily, even when improvement feels small.

For parents, perseverance often shows up in the patience and encouragement you give your children, reminding them that setbacks are not the end but part of the journey.

History and everyday life are full of examples of perseverance. Great inventors, athletes, and leaders often faced repeated failures before achieving their goals. What set them apart was not talent alone, but the determination to keep going.

As a school community, let's celebrate perseverance. Let's remind our children that mistakes are stepping stones, effort matters more than instant success, and resilience builds character. When we persevere, we discover not only what we can achieve, but also who we can become.

At our school, perseverance is more than just a personal quality, it is a core attribute we nurture in every child. Alongside values like respect, responsibility, and curiosity, perseverance shapes the way our students approach learning and life. By embedding it into our school culture, we encourage children to see challenges as opportunities, to keep striving even when success feels far away, and to grow into resilient individuals who are prepared for the future.

- Ms.Olivia Fernandes  
Pre-primary Coordinator



## From maps to memories – Andaman adventures begin!

From **16th January to 21st January 2026**, the Grade 11 students (IB and AS Level) embarked on a memorable educational tour to the Andaman Islands, blending learning, adventure, culture, and reflection. This educational tour was a part of IBDP CAS curriculum for IB students.

The tour began with a visit to the **Cellular Jail**, including **Veer Savarkar's cell**, followed by the **Light and Sound Show**, helping students understand the sacrifices of freedom fighters and appreciate the value of independence. Students developed a deeper sense of patriotism and historical awareness.

On the second day students participated in **raft building and testing**, learning the importance of teamwork, problem-solving, and practical application of scientific principles. The activity instilled collaboration and innovation which are essential for overcoming real-world challenges.

The third day included **snorkeling** and a visit to the serene **Radhanagar Beach**, allowing students to explore marine biodiversity and experience the calming effects of nature. Students gained respect for marine ecosystems and the importance of conserving beaches and our aquatic species around.



Next, a trek to the Munda Pahad lighthouse was followed by a presentation on tribal culture and ecology, with students performing role plays on different tribes. They developed cultural sensitivity and an understanding of sustainable living.

On the last day, students took part in an intertidal walk and tidepooling, a scavenger hunt at the Biological Park, and a stakeholder activity on conservation, reinforcing their learning about biodiversity and environmental responsibility. They understood and were able to interconnect roles in conserving natural ecosystems.

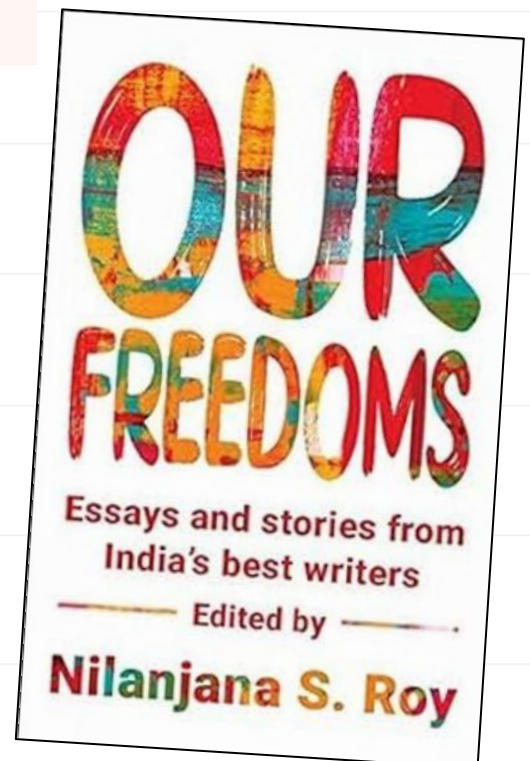
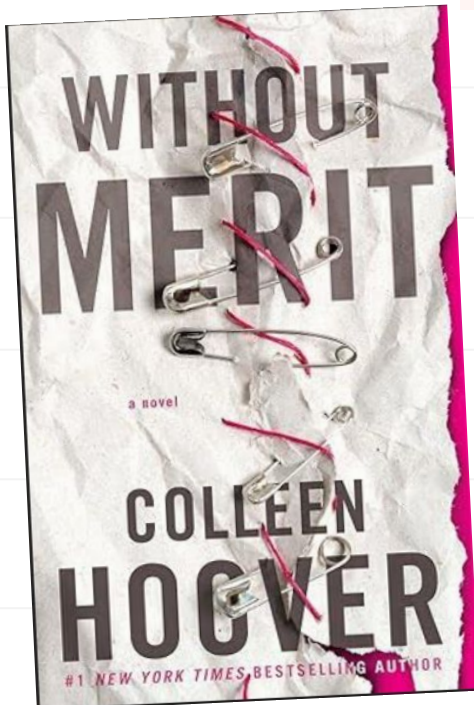
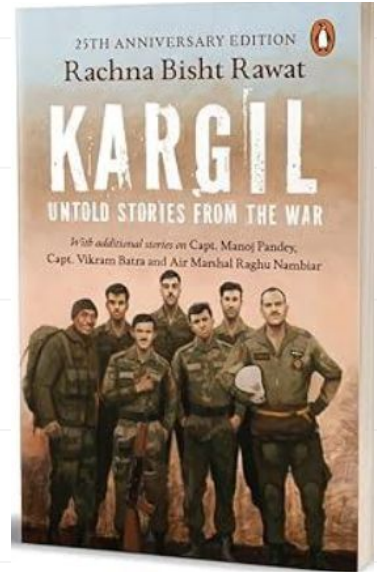
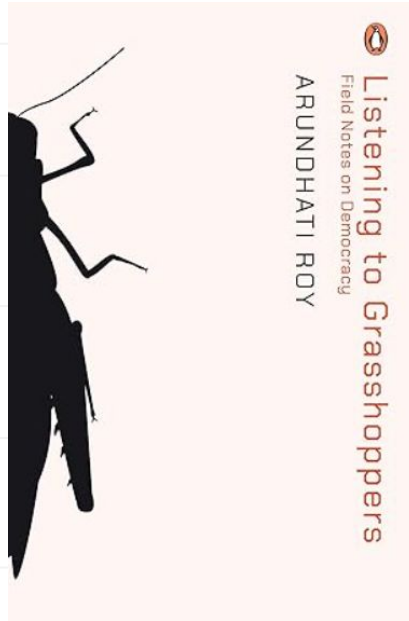
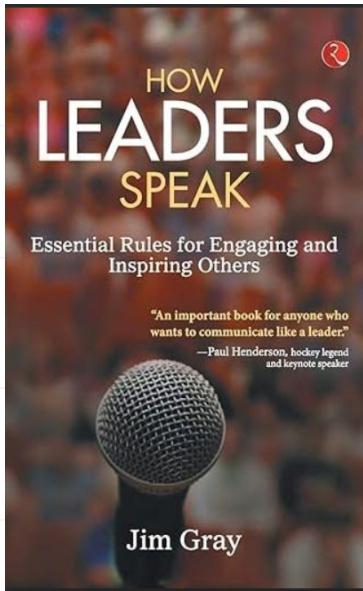
The tour concluded with a vibrant musical night, celebrating friendships and shared memories. Where the joy of bonding and collective celebration was experienced.

Each evening, students engaged in reflective sessions, helping them process their experiences, connect learning to real life, and develop self-awareness which strengthened their ability to think critically and meaningfully about their learning journey.



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Nahar's Amrit Shakti, Chandivali Farm Road, off Saki  
Vihar Road, Andheri (East), Mumbai,  
Maharashtra 400072

Phone: 022 68385500

Email: [info@nahar-is.org](mailto:info@nahar-is.org)

Web: <https://www.nahar-is.ac.in>

**Acknowledgments: Teachers and Students of Nahar International School.**

**Editing of Articles : Ms. Leenakshi Chavan and Ms.Neha Khan**

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