

# *The Communiqué*



**Nahar International School**



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# Events

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## Budding friendship

As our little learners settle into the rhythm of school life, something truly heart-warming is beginning to blossom, friendship! To nurture these early bonds and encourage joyful interactions, our children at Bees and Cubs celebrated Budding Friendship Day, a delightful occasion dedicated to togetherness and teamwork.

The day began with a splash of colour and creativity as children teamed up to make friendship bands, with big smiles on their faces, they created vibrant bands and cards and exchanged them with classmates, each one a symbol of a new connection. Our budding artists poured love into handmade friendship cards. With crayons, they crafted sweet messages for their peers, learning the joy of giving and expressing kindness. From buddy races to cooperative puzzles, the children engaged in games designed to be completed with a partner. These activities not only sparked laughter but also taught valuable lessons in sharing, patience, and teamwork.

Budding Friendship Day was more than just fun, it was a gentle step toward building empathy, communication, and a sense of belonging. Watching our young ones reach out, collaborate, and celebrate each other was a beautiful reminder of the magic that happens when friendships begin to bloom.



## In Tandem: A Mystery Unfolds...

When we first heard the word "*assembly*" we all kind of froze. We knew it meant we had to put up a play for everyone. That's a pretty big deal! But one thing we were sure of from the beginning: We had to work as a team !

Coming up with *In Tandem: a mystery unfolds* was not easy . At first, we weren't even sure what kind of story we wanted to tell. There were so many ideas flying around : drama, comedy, suspense ! But in the end, we decided on a mystery, because... well, who doesn't love a good mysterious play?

Once we had the idea, the real work began. Writing the script took long hours....literally! We had debates about characters, plot twists, dialogues, and even props. Some of us used to have calls on google meet, some of us sent ideas in the middle of the night , and others were making props during breaks. It was a collaborative effort, indeed

Rehearsals were a mix of chaos and creativity. We practiced a lot, in the classroom, corridors, online calls, during HRT time, and art class. People kept forgetting lines, someone always laughed in the middle of a serious scene, and we had a few "oops" moments with props falling or scenes getting mixed up. But somehow, every time we messed up, we came back stronger.

Our teachers were absolute saviors during all this. They let us rehearse when we needed time, helped us fix the script, gave us acting tips, and even helped with remembering our lines . We honestly don't know how they stayed so calm especially during those panic filled final hours before the show!



One of the wholesome moments was when one of our classmates helped us even though she knew she couldn't be part of the final skit. She helped with props, supported us, and made sure we didn't give up. That kind of support meant the world to us.

We didn't just perform, we grew. We sharpened our acting, writing, and speaking skills, learned teamwork and problem-solving, managed our time better, and built a stronger bond that made us feel like a true team. By the final performance, we weren't just classmates, we were a team that had created something together over weeks of preparation. We were nervous, but proud, and the applause made it all worth it.

To anyone preparing for their own assembly or really, for anything in life know that it won't be perfect. You may stumble or forget a step, but if you trust the people around you, enjoy the journey, and rely on all the preparation you've done, you'll create something truly unforgettable just like we did.

Best regards  
7C



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## A Day Unplugged - 8D Assembly

On 14th August 2025, Grade 8D presented their assembly on the theme "A Day Unplugged", thoughtfully aligning it with the spirit of Independence.

The assembly highlighted the growing dependence on technology in our daily lives and reminded us of the importance of balance. While gadgets make life easier, too much screen time can affect our health, happiness, and real-world connections. Through skits and performances, students conveyed the message that we must control our devices, not let them control us—and that true freedom also means staying connected with people, nature, and ourselves.

As part of the program, students also celebrated two inspiring personalities from our school community, Saif Sir and Hebziba Ma'am, our football coaches, who have motivated and guided many learners to believe in themselves both on and off the field.

Preparing for this assembly was not only a creative journey for the students but also a lesson in teamwork, responsibility, and dedication.

The assembly ended with a challenge from Grade 8D: spend the long weekend unplugged, connecting with family, friends, and yourself.



# Celebrating the Spirit of Independence at NIS!

The campus of NIS came alive on Independence Day as our young learners came together to honour the nation's glorious history, rich cultural heritage, and the heroic sacrifices of our national icons.

The celebration began with the hoisting of the national flag, followed by the soulful rendition of the National Anthem, filling the air with pride and patriotism. Students from different grades presented speeches and poems in English and Hindi, highlighting the journey of India's freedom struggle and paying homage to the leaders who shaped our nation's destiny.

Our cultural performances showcased the diversity and unity of our great country. Grade 1 and 2 students took part in vibrant singing of patriotic songs while the students of Grade 3, 4 and 5 expressed their love for India through creative performances that included music, dance, yoga, drama and poetry. The aim of the event was to honour iconic Indian achievers by projecting their life stories of courage, sacrifice, and unwavering determination.

In keeping with our tradition of experiential learning, the children engaged in art and craft activities — creating tricolour badges, flags, and posters celebrating India's freedom. The corridors were adorned with student-made displays depicting India's cultural heritage, landmarks, and the vision of a progressive, united India.

The event not only celebrated our freedom but also instilled in our students the values of pride, gratitude, and responsibility as citizens. By remembering the past and honouring the sacrifices made, our children were reminded of their role in shaping the future of the nation.

It was a day of colour, emotion, and pride — a true celebration of being Indian.



# प्रेमचंद जन्मोत्सव: साहित्य से जुड़ी पीढ़ियाँ

"साहित्य वह दर्पण है जिससे हम समाज को देखते हैं।" - मुंशी प्रेमचंद

आधुनिक हिंदी साहित्य के जनक और 'उपन्यास सम्राट' के नाम से विख्यात महान कथाकार मुंशी प्रेमचंद का जन्मदिन ३१ जुलाई को नाहर इंटरनेशनल स्कूल के माध्यमिक कक्षाओं में 'प्रेमचंद जन्मोत्सव' के रूप में बड़े ही हर्षोल्लास के साथ मनाया गया। विद्यालय के शैक्षणिक वर्ष का शुभारंभ हर साल की तरह इस साल भी 'प्रेमचंद सप्ताह' के रूप में मनाकर, साहित्य और जीवन मूल्यों के प्रति हमारी प्रतिबद्धता को दोहराया गया।

इस सप्ताह के दौरान, कक्षा छठी से लेकर आठवीं तक के छात्रों ने प्रेमचंद की प्रसिद्ध कहानियों का रसास्वादन किया और इन कहानियों से जुड़ी गतिविधियों में बढ़-चढ़कर

**कक्षा छठी का योगदान: नादान दोस्त** - "परोपकार ही सबसे बड़ा धर्म है।" इस भावना को आत्मसात करते हुए कक्षा छठी के छात्रों ने 'नादान दोस्त' कहानी को पढ़कर मित्रता, बाल मन और पशु-पक्षियों के प्रति संवेदनशीलता जैसे मूल्यों को गहराई से समझा। उन्होंने कला और शब्दों को मिलाकर आकर्षक नारा लेखन (स्लोगन) कार्य किया और कुछ छात्रों ने कहानी की चित्रात्मक प्रस्तुति देकर अपनी रचनात्मकता का परिचय दिया।

**कक्षा सातवीं का परिचय: कज़ाकी** - वह ज़माना, जब संदेश पहुँचाने का एकमात्र साधन चिट्ठी और खत हुआ करते थे और लोग डाकिए का आँखें बिछाए इंतज़ार किया करते थे। कक्षा सातवीं के छात्रों ने 'कज़ाकी' कहानी के द्वारा इसी परिवेश को जाना और डाकिए के जीवन का परिचय प्राप्त किया। साथ ही, इस कहानी की समीक्षा लिखकर अपने विचारों को व्यक्त किया।

**कक्षा आठवीं की अभिव्यक्ति: गुल्ली डंडा** - भारत के ग्रामीण और लोकप्रिय खेल 'गुल्ली डंडा' कहानी के माध्यम से प्रेमचंद जी ने खेल द्वारा भारतीय सामाजिक विषमता और खिलाड़ी की मनोवृत्ति को बड़ी कुशलता से दर्शाया।

यह सप्ताह केवल एक उत्सव नहीं, बल्कि साहित्य के माध्यम से छात्रों को जीवन के मूल्यों से जोड़ने का एक सफल प्रयास था।



## Stories Sprouting from Young Minds

The library organized a **Creative Writing Activity** for Grade 8 students with the objective of enhancing their critical thinking, imagination, and writing skills. The session was designed to encourage students to engage more deeply with the books they have read and to express their reflections creatively.

During the activity, students were invited to:

- Write **book reviews** of the stories they had recently read, highlighting their understanding, opinions, and recommendations.
- **Change the climax** of a story, showcasing their ability to think beyond the original plot and create alternative endings.
- **Recreate a story** in their own words, adding new dimensions, characters, or settings.
- Highlight the **Likes and Dislikes** they found in the book.

The students participated enthusiastically and displayed remarkable originality in their work. Many of them shared unique perspectives on the books they reviewed, while others surprised us with creative twists to well-known stories. The activity not only helped them to express themselves but also strengthened their confidence in writing and exchanging their thoughts.

**Conclusion:** Overall, the **Creative Writing Activity** was a resounding success, fostering a love for literature and creative expression among students. It served as a reminder that books are not just for reading, but also for inspiring new ideas and stories.



## Molding Imagination Into Reality - Clay Sculpting

Students from Grades 6 to 8 recently participated in a **clay sculpting activity** that offered them the opportunity to explore a versatile medium of art. The session was designed to encourage creativity, hands-on learning, and self-expression.

The students thoroughly enjoyed the process of working with clay, experimenting with its texture, flexibility, and possibilities. While some created **beautiful Ganapati idols** in celebration of the festive spirit, others chose to express their **own unique ideas and imaginations** through their sculptures.

It was an **immersive experience** where each child was fully engaged in their individual creative journey. The activity not only nurtured artistic skills but also encouraged patience, focus, and joy in the process of creation.

As Pablo Picasso once said, *"Every child is an artist. The problem is how to remain an artist once we grow up."* This experience truly reflected that spirit, as each student celebrated the artist within.



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# Rising High, Soaring Hearts — Flag Hoisting Ceremony 2025

This year's **Independence Day celebration** at our school was marked with great pride and dignity, led by the Student Council. Under the **guidance and training of Gaurav Sir and his team**, the council members had been preparing earnestly for the occasion, ensuring that the event reflected discipline and respect for the nation.

The ceremony began with a **march past by our Student Council 2024–25**, led confidently by the Head Boy and Head Girl. The outgoing council officially ended its tenure on this day, passing on the spirit of leadership and responsibility to the new council.

With the **house flags held high**, the council members marched and took their positions with pride. As our Principal hoisted the **Tricolour**, our school coordinators, leadership team, house mentors, teachers, students, and administrative staff all of them joined in saluting the flag, their **hearts filled with deep respect and patriotism**.

Even as a light drizzle touched the morning, the **spirit of the council remained undeterred**. The **Tricolour fluttered gracefully in the sky**, a symbol of our nation's resilience and unity.

The ceremony was not just a moment of celebration, but also a reminder of the values of freedom, responsibility, and pride that every member of the school community carries forward.



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# "File Main Daba Loktantra" – A Bold Voice from AS Level Students

This **Independence Day**, our AS Level students are not just celebrating freedom—they're questioning what we've done with it. Their powerful stage production, **File Main Daba Loktantra**, is a sharp political satire that strips away the glitter of democracy to reveal the rot beneath.

Through biting humor, exaggerated yet painfully real characters, and a setting all too familiar—a government office—the play explores how justice, liberty, equality, and fraternity have been buried under red tape, political drama, media noise, and public apathy. At its core stands the "**Aam Aadmi**," crushed under the weight of unfulfilled promises and unheard voices.

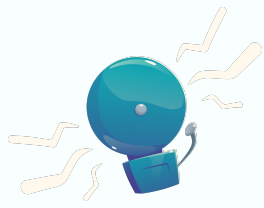
But this isn't just a play. It's a call to action. **A protest. A reflection.**

Our AS students aim to awaken a sleeping conscience. To remind us that freedom was never free—it was earned through sacrifice and must be protected through awareness and action. As you watch them perform, let it spark introspection. The future of our democracy depends not just on systems, but on each of us.

Because when **democracy** becomes a farce, it is we the people who must rise.







# Active Learning



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## Sense of taste

During Discovery Class, our curious little learners embarked on a delicious adventure through the sense of taste! From sweet to sour, salty to bitter, each child explored the exciting flavours that make food so fun and so fascinating. EY1 started off with a zesty twist by making fresh lemon juice. The children tasted the sourness of lemons, salt and sweet sugar learning how our tongues react to different flavours. Their expressions were priceless! EY2 got creative in the kitchen with potato canapés, topped with chaat masala and a drizzle of sweet chutney. This delightful mix of salty and sweet had their taste buds dancing and their hands busy with peeling potato and filling the canapés. EY3 took it up a notch with the ever-popular pani puri! Crunchy puris and tangy water introduced them to a burst of flavours all at once. It was a true celebration of taste, and the excitement was contagious.

Through this sensory journey, our young explorers not only discovered how taste works, but also practiced teamwork, fine motor skills, and the joy of trying something new. We're so proud of their enthusiasm and curiosity!



## Rain Walk Adventure

The children of EY1, EY2, and EY3 embarked on a delightful rain walk that turned a drizzly morning into a magical learning experience. With raincoats zipped, gumboots on, and umbrellas in hand, our little explorers stepped out to embrace the gentle spray of the monsoon rain.

As they walked through the school and nearby outdoor areas, the children engaged in conversations about the monsoon season. They shared what they love most about rainy days puddles, cool breezes, and the smell of wet soil. Teachers guided them in spotting rain creatures that come out to play during this season.

The walk wasn't just about discovery, it was also a hands-on lesson in how rainwear keeps us dry. Children observed how water slid off their raincoats and umbrellas, keeping their clothes safe from the downpour. They learned the importance of dressing appropriately for wet weather and how different materials help protect us.

This immersive experience helped our young learners connect with nature, ask curious questions, and understand the world around them in a joyful, sensory-rich way.



## Hobby Clubs Kick Off with Great Enthusiasm!

***"Tell me and I forget, teach me and I may remember, involve me and I learn." – Benjamin Franklin***

Our Hobby Clubs commenced on Thursday, 21st August with great energy and enthusiasm! Students were allotted their preferred choices from a wide range of activities. External vendors led engaging sessions in Speech & Drama, Skating, and Gymnastics, while our in-house teachers shared their expertise through creative hobbies such as Gardening, Macramé, and Miniature Art.

The first day began with a short briefing where students gathered eagerly to understand what to expect from their chosen clubs. Their excitement was truly infectious—many were already looking forward to 2:00 pm when the clubs officially began!

The lively buzz and smiling faces showed us just how much the children are enjoying the chance to explore new skills and interests beyond the classroom.



## Cardinal Directions

Outdoor education fosters collaboration, teamwork, and communication among children. It strengthens problem-solving abilities, encourages healthy peer interactions, and promotes independent thinking.

To reinforce the concept of cardinal directions, students of Grade 3C stepped outdoors for an engaging session—an ideal setting to bring this lesson to life. They participated in interactive games and responded to guiding questions that deepened their understanding of the four main directions: North, East, South, and West.

Using a real compass, they enthusiastically followed the teacher's cues, turning a simple geography concept into a fun, hands-on learning adventure.



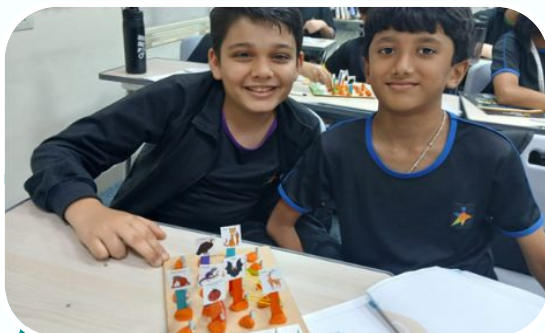
## “Exploring Food Chains and Food Webs – Grade 5

The students of Grade 5 enthusiastically participated in a hands-on Science activity on **Food Chains and Food Webs**. Using simple materials such as screws, boards, clay, and ice-cream sticks, they constructed food chains to represent both land and aquatic animals. The activity encouraged creativity and fine motor skills, as learners designed models that showed how energy flows from one organism to another.

To extend their understanding, the children used rubber bands to interconnect different chains, thereby creating food webs. This practical representation helped them visualise how organisms are interlinked in an ecosystem. Before and after the activity, students attempted written exercises—first recalling information from prior knowledge and then applying their learning to write new food chains, sketch food webs, and interpret scenarios such as what might happen if a species disappears or suddenly increases in a food web. Through these tasks, they developed critical thinking, reasoning, and application skills.

The activity also gave students opportunities to collaborate, discuss, and communicate their ideas within their groups. They reflected on why a food web gives a more realistic picture of nature compared to a simple food chain. To conclude, every learner completed a self-assessment, allowing them to reflect on their learning and progress.

This engaging session not only enriched their scientific knowledge but also nurtured essential skills such as creativity, analysis, reasoning, communication, and self-reflection. The excitement and curiosity of the learners were visible in the food chains and food webs they created, making the classroom come alive with scientific exploration.

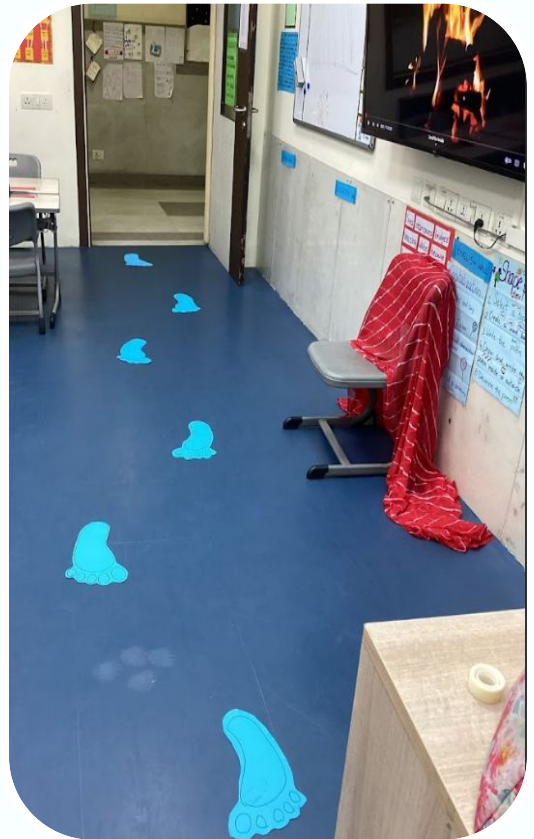


## History Comes Alive in Grade 3A: A Journey to Native America

In Grade 3A, History came alive through an exciting mystery-based learning experience. Giant footprints appeared in the classroom, and students were told that “someone” had visited. Curiosity filled the room as they guessed, predicted, and discussed possible visitors.

The suspense led to the folktale of *Moshap the Good Giant*. They were also invited to wonder why the folktale was called *Moshap the Good Giant* and to share what the word *giant* meant to them. The story was brought to life through dramatic narration, with comprehension questions encouraging active participation and predictions keeping the excitement going.

A virtual visit to the Wampanoag tribe added depth, allowing students to explore Native American traditions, culture, and way of life. By the end of the session, students connected the story to meaningful values such as independence, resilience, and gratitude, while also recognising its rich cultural background. This experiential approach turned history into a memorable journey of curiosity, imagination, and discovery.



# Science in Action: Physics Through Movement and Measurement

"Play is our brain's favourite way of learning."

Grade 7 students deepened their understanding of Average speed in Physics through a relay race on the Turf. Students were divided into teams for the relay. They then took three readings for time and distance for each of the teams. Through this activity, they gained hands-on learning for the concept of average speed and other Science skills like using measuring equipment, taking repeat readings and finding averages. Finally they were able to analyse their data to identify which was the fastest team.

This experiential method fosters an in-depth understanding of the concept. Students enjoyed this activity as it also gave them the opportunity to connect with sports.



## Modelling Breathing Movements

In biology we started exploring the concept of breathing and human respiration. To tackle this tricky concept, we constructed the bell jar model in class in groups.

In our respiratory system, we have the nose, mouth, lungs, diaphragm, trachea, bronchi, bronchioles and alveoli. Each organ was represented with a simpler but similar way of construction. We used straws, balloons and a bell-shaped bottle to construct this model. We used straws to depict the trachea and bronchi, the balloons to represent the lungs and a tightly stretched balloon over the chopped-off bottom of the bottle to portray the diaphragm.

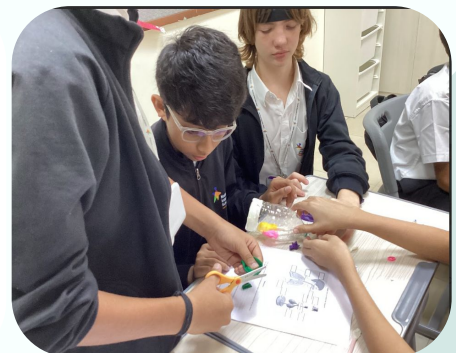
The model comprises several different parts; such as the jar representing the chest cavity, a balloon at the bottom of the jar representing the diaphragm. One large straw and smaller straws leading down it represents the trachea and it divides into the bronchi, and two balloons at the end of the smaller straws represent the lungs. Put together, it showed visually how respiration takes place.

While constructing this model, my team and I faced a few challenges like connecting the bronchi to the trachea using straws and stretching the balloon over the bottom of the bottle. Together we overcame those challenges by cutting holes in the straw that was representing the trachea, to join two smaller straws showing the bronchi.

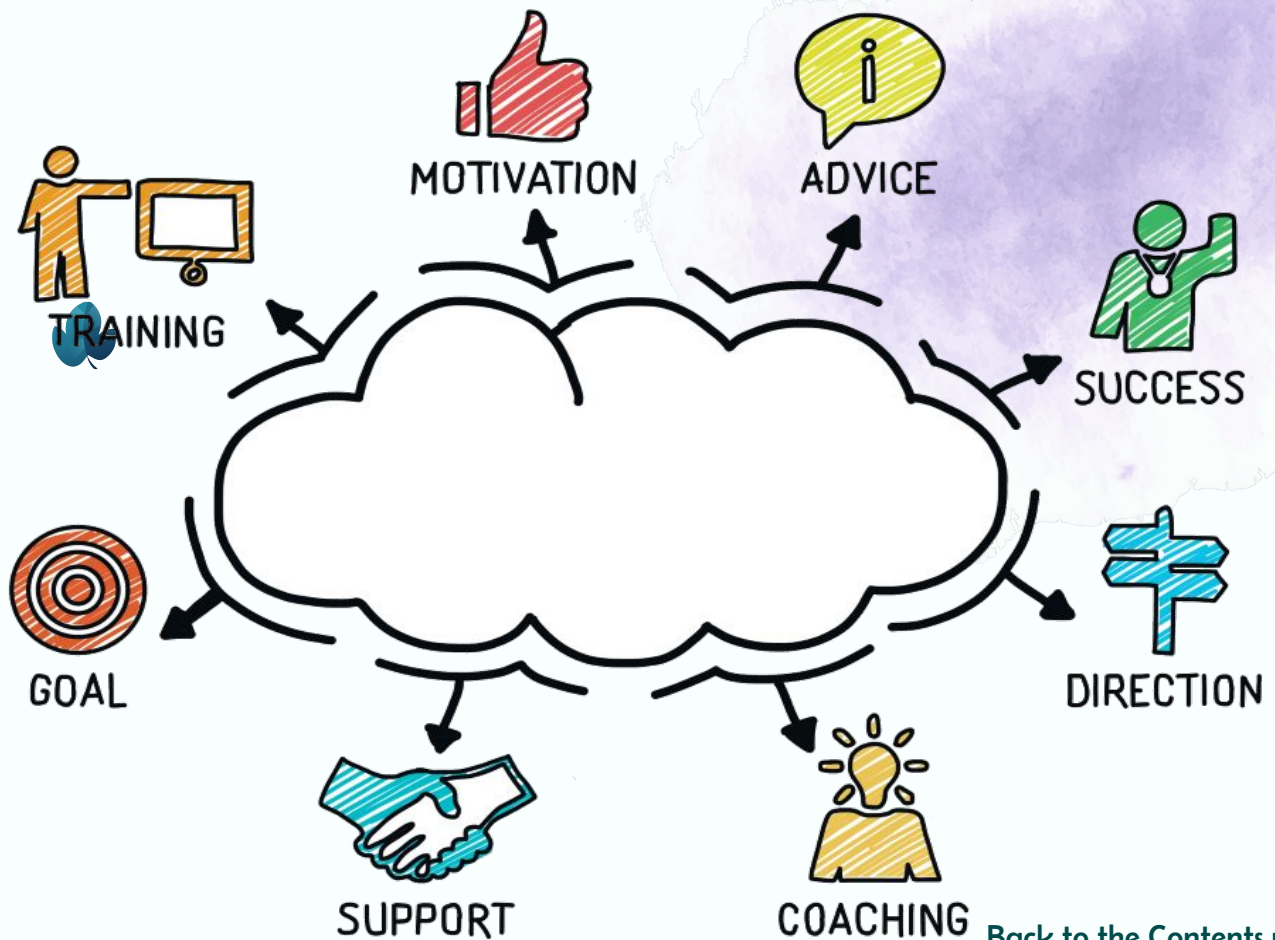
This activity made us close the books, and physically understand the process of breathing. In this activity, apart from human respiration we also learnt the values of teamwork and perseverance. Activities like these help us to get a clearer idea of certain topics.

This model really cleared any doubts we had and made this concept crystal-clear in our minds- how the organs act during the processes of inhaling and exhaling. This project also enhanced our learning spirit and made learning fun!

- By Saanvi Sharma - 7B and Avantika Mittal - 7A



# Mentors' Column



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## The Quiet Power of Courage

What does courage look like in a school? It is not just found in history books or heroic tales—it lives in everyday classrooms, in conversations between teachers and students, and in choices that may seem small but carry immense meaning.

Courage in schools does not always roar. Sometimes, it whispers in the voice of a child raising a hand, in the quiet honesty of admitting, *"I don't know yet,"* or in the determined step onto a field for the very first time. In every classroom, courage shows up in unexpected ways. It isn't always about bold speeches or dramatic acts. Sometimes, it is as simple as a learner walking into a Parent-Teacher Meeting with a nervous smile, determined to speak up. Or someone writing an email to a teacher, carefully putting into words a doubt they have been carrying for weeks.

These may feel like small steps, but they are extraordinary. Each one requires a student to face discomfort, take a risk, and move forward despite the uncertainty. That is the heart of courage.

We see it when a child tries a sport for the first time, even if they feel awkward at the start. We see it when a student listens with empathy to a classmate's opinion, even when it is different from their own. We see it when someone admits they don't know the answer but is willing to learn.

Cathy J. Lansher describes four kinds of everyday courage—moral, disciplined, empathetic, and intellectual—and in our school, they are alive in countless little moments. Moral courage is the voice that stands up when someone is being treated unfairly. Disciplined courage is the grit of a dancer who keeps practicing after missing a step. Empathetic courage shines when friends reach out to support one another. Intellectual courage is visible in students who dare to question, explore, and be open to new ideas.

Courage, then, is not the absence of fear—it is the quiet decision to keep moving forward. Whether it is raising a hand in class, writing that difficult email, or stepping onto a stage for the first time, each act of courage shapes character.

At Nahar International School, we believe courage is not just a value to be admired but a strength to be lived. And when our students carry this everyday courage with them, they are preparing not only for academic success but also for life beyond the classroom—with confidence, creativity, and compassion.

- Ms.Kiranmai Rao Mathur  
Middle School Coordinator

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# My Inner Flamingo

Here I am,  
Climbing higher,  
Trying to reach,  
My heart's desire,

Pink feathers,  
Leave the water,  
My legs are never,  
Getting shorter,

Above the sea,  
I now take flight,  
Towards the sun,  
My beloved light,

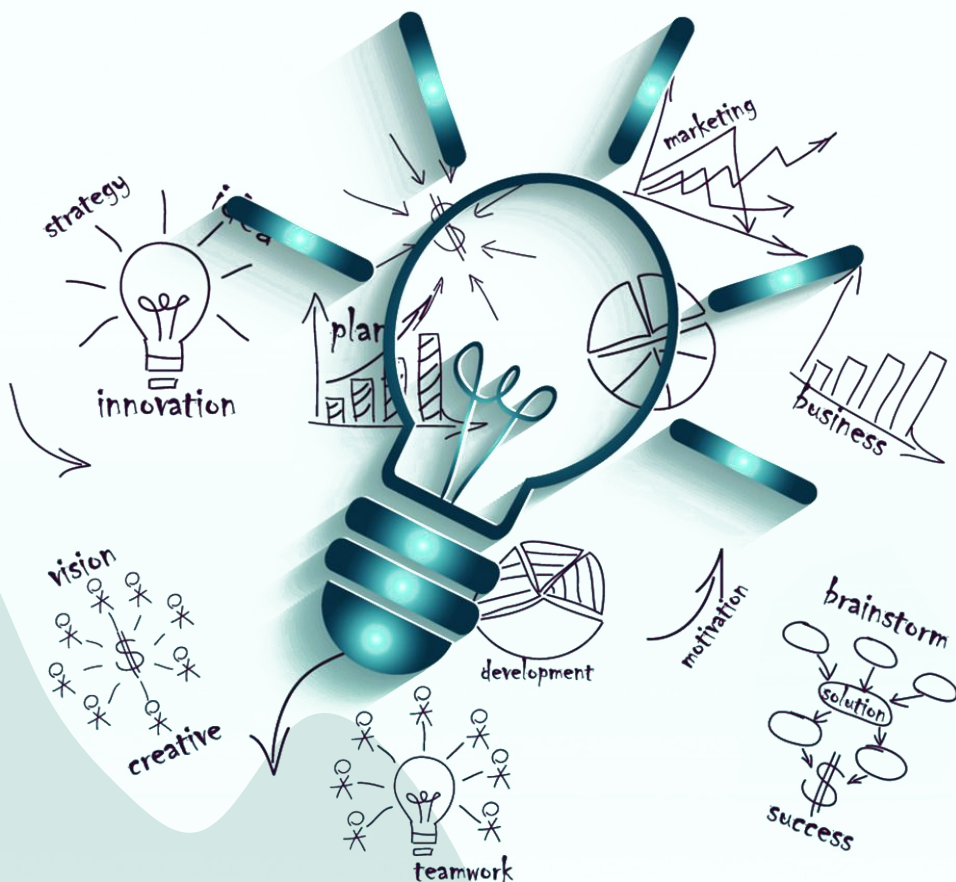
Soaring above,  
The dusky shallows,  
Never to look,  
At my deepened hollows,

I catch my own fish,  
I never retreat,  
You won't find me,  
An easy defeat.

- Poem by Grade 6 Student



# Learning beyond academics



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# Every Page Counts - Be a Paper Hero at NIS!

As part of its commitment to sustainability, **NIS Primary Green House** launched a powerful initiative on **1st August** under the guidance of **Ms. Mamta Jain, Green House Mentor**. The event kicked off a **"Paper Collection Drive"** in partnership with the **NGO Little Leaf**, marking the beginning of a one-month campaign that aimed to do more than just recycle—it aimed to inspire real, lasting change.

Echoing across the campus were energetic slogans like:

**"Be a Paper Hero at NIS,"**

**"Green Starts With Us,"**

**"From Waste to Wonder,"**

**"Save Trees, Recycle Paper,"**

**"Every Page Has Power,"** and

**"Collect Paper for a Sustainable and Compassionate Future."**

These messages ignited enthusiasm and reminded everyone that even the smallest action can contribute to a better world.

Students from across **the primary grades** participated wholeheartedly, bringing in old newspapers, used notebooks, magazines, Flipkart and Amazon paper bags, and every scrap of recyclable paper they could find. They also became more conscious about how paper is used in classrooms. **Teachers and staff led by example**, showing that meaningful change always begins with action.

Together, **the NIS community** filled the **green bins** with purpose—driven by the intent to educate, protect the planet, and support those in need. In partnership with **Little Leaf**, every **two kilograms of collected paper** is turned into a **notebook for underprivileged students**.



This initiative beautifully supports the **United Nations Sustainable Development Goals**:

- **Goal 4 – Quality Education**
- **Goal 12 – Responsible Consumption and Production**
- **Goal 13 – Climate Action**

So far, the school has proudly collected **over 500 kilograms of paper—and counting!** This proves that **every sheet counts**, and every small step can lead to a giant leap for the planet.

**Stay tuned** for our next newsletter, where we'll share how this inspiring journey concludes.

**NIS Cares, NIS Shares, NIS Sustains!**



# Aikyam

We are delighted to announce that our students participated in Aikyam 2025 – a dynamic inter-school cultural fest hosted by Utpal Sanghvi Global School, Juhu. This exciting event brought together enthusiastic young minds from across Mumbai to celebrate creativity, collaboration, and cultural expression.

Our students immersed themselves in a diverse array of events, showcasing their talents in visual arts, performing arts, gaming, sports, and more. From brush strokes on canvas to powerful performances on stage, strategic gameplay to athletic finesse – each event provided a vibrant platform to express creativity, passion, and skill. But Aikyam was more than just a competition – it was an enriching experience that fostered confidence, camaraderie, and personal growth.

It was heartening to see our students stepping out of their comfort zones, embracing challenges, and building meaningful connections with peers from other schools.

We are incredibly proud of the way our students represented Nahar International School – with grace, enthusiasm, and sportsmanship. Their energy and spirit truly embodied the values we cherish as a school community.

Here's to more such opportunities that inspire our students to dream big, think creatively, and grow into compassionate global citizens!



# Diplomathon 2025: Voices of Youth in Global Dialogue

This year, Nahar International School proudly hosted the Diplomathon event on 23rd and 24th August 2025 which brought together the energy, curiosity, and efforts of over 80 of our students alongside more than 700 participants from various schools across primary, secondary, and higher secondary levels. In the true spirit of the Model United Nations (MUN) format, students stepped into the shoes of diplomats, engaging in debate, dialogue, and negotiation on issues that shape our world.

Committees included:

- World Council on Future Health and Food – addressing how societies can ensure sustainable healthcare and food security in the face of global challenges.
- United Panel for Future Ready Education – rethinking educational models to prepare young people for an evolving world of technology and innovation.
- Digital Trade and Cross-Border Commercial Focus – exploring the opportunities and risks of global e-commerce, digital markets, and international business regulation.
- Global Banking and Economic Sovereignty Assembly – debating the balance between national financial independence and the pressures of global economic systems.
- UNICEF – focusing on protecting children's rights and ensuring access to education, safety, and well-being worldwide.

These innovative committees proved more relevant than traditional ones as they addressed urgent, real-world concerns like digital trade, food security, and future-ready education. By focusing on emerging global challenges, students engaged in forward-thinking dialogue, preparing themselves with problem-solving skills essential for tomorrow's rapidly evolving world. Through these deliberations, participants gained insights into international relations while sharpening critical skills such as research, communication, and leadership.

At Nahar International School, our vision is to nurture global citizens who think critically, engage meaningfully, and act responsibly. Diplomathon was a powerful step in that direction—amplifying student voices and fostering collaboration across schools within Mumbai.

# Cambridge IGCSE -Reimagined

The Cambridge International General Certificate of Secondary Education (IGCSE), one of the world's most respected qualifications for secondary students, is preparing for a major transformation. Known for its rigorous standards and global recognition, the IGCSE now faces the challenge of staying relevant in a rapidly changing educational landscape.

## **A Digital Shift**

Cambridge is pushing ahead with digital assessment. By 2033, 85% of IGCSE and A-level exams will be available in digital formats. These online tests will go beyond simply replacing paper—they will include adaptive questioning, interactive resources, faster marking, and richer data about student performance. The goal is to create new ways of testing skills such as collaboration and data analysis, which are difficult to measure with traditional written exams.

## **Beyond Memorization**

The curriculum is also moving away from rote learning toward skill-based education. Employers and universities increasingly seek creativity, teamwork, problem-solving, and adaptability. To meet these demands, the IGCSE is placing greater emphasis on project work, interdisciplinary learning, and real-world applications. At the same time, Cambridge aims to balance its international standards with local relevance, using regionally tailored case studies and culturally sensitive content.

## **Technology Across Subjects**

Digital tools are being integrated across the curriculum, not just in IT. Science students may use data analysis software, while humanities students present findings through digital platforms. This reflects how knowledge is applied in real-world academic and professional settings.

## Preparing Global Citizens

The IGCSE is embedding global issues such as climate change, ethics, and sustainability into its syllabuses. Courses like Global Perspectives aim to build intercultural awareness and encourage students to think beyond their communities, preparing them for life in an interconnected world.

## Challenges Ahead

Despite its strong position, the IGCSE faces hurdles. The cost of international curricula remains high, and the transition to digital exams will require significant investment in technology and teacher training for some schools. Additionally, while IGCSE grades are valued, universities often place greater weight on A-level or IB results in admissions decisions.

The Way Forward With its blend of digital innovation, evolving curricula, and real-world skill development, the Cambridge IGCSE is charting a new path for secondary education. Its success will depend on how effectively it balances innovation with accessibility—ensuring it continues to empower learners across the globe.

- Ms. Tasnim Qureshi  
Exam Officer



Cambridge Assessment  
International Education

Cambridge International School

# Windows to the World: Middle School's Global Cultural Collaboration

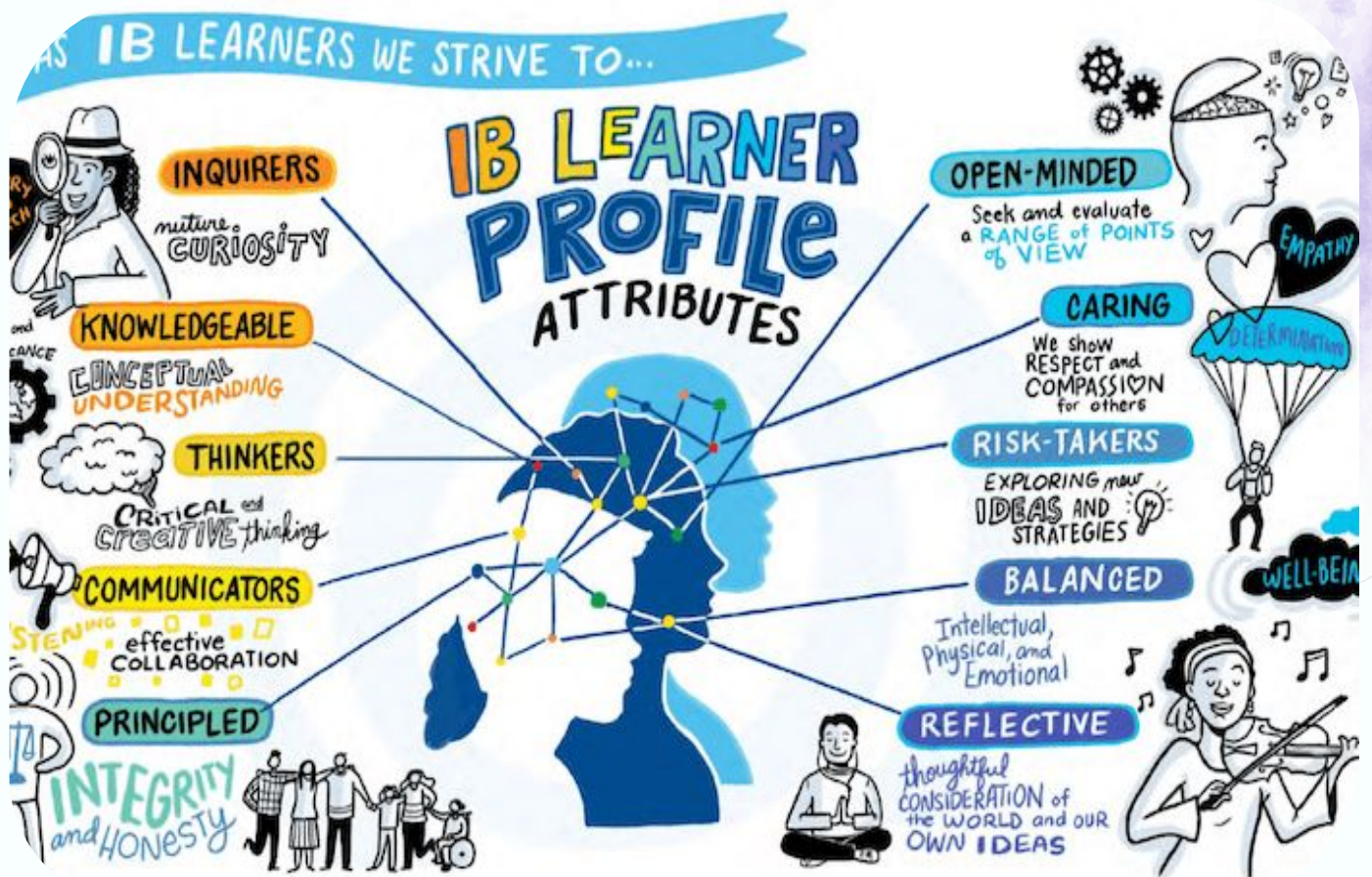
Marking an exciting beginning for our Middle School and setting a vibrant tone for the new academic year, our Grade 7 and 8 students engaged in a cross-cultural collaboration with learners from Arkon Bilingual School in Khujand, Tajikistan. The first call on August 6 explored the theme "Objects of Us – Exploring Culture Through Everyday and Community Items", where our students presented traditional utensils, garments, festival objects, and handcrafted tools, each telling a story of Indian heritage.

The follow-up session on August 13 carried forward this momentum with the theme "Looking Through the Window". Students shared their summer projects capturing daily life, local landmarks, and cultural identity through photographs, descriptive writing, and visual presentations.

The collaboration was a joyful celebration of connection, creativity, and curiosity. For many, it was a wonderful time interacting with peers from another country. Learners enthusiastically participated, questioned and shared laughs making every minute even more memorable. Students from both schools not only exchanged traditions but also discovered common values, perspectives, and dreams. The experience sparked a sense of global belonging, proving that while cultures may differ, the excitement of learning together knows no boundaries.



# IBDP



# The IC3 University Fair at NIS – A Global Learning Opportunity

This August, NIS stood tall as the proud host school of the IC3 Conference in Mumbai, where the global future of education converged. Over 250 universities from across India and the world gathered at the Jio Convention Center on August 21–22, 2025, while our own campus came alive with 100 universities for the IC3 University Fair.

The Fair, held on the 5th and 6th floors to ensure safety from incessant rains, reflected the true Mumbai spirit of resilience. Parents explored new horizons, students engaged with dream universities, and our young volunteers discovered the thrill of being part of something larger than themselves.

A University Fair is more than just an event, it is a gateway where aspirations meet opportunities and dreams find direction. In a nation with the world's largest youth population, platforms like these empower students to imagine bigger, aim higher, and step confidently into a future filled with promises. The right time to be a student in India is now, where education and opportunity walk hand in hand, shaping tomorrow's leaders. At NIS, every student is encouraged to learn without limits, explore without fear, and dare with conviction—embarking on a journey that holds immeasurable possibilities.



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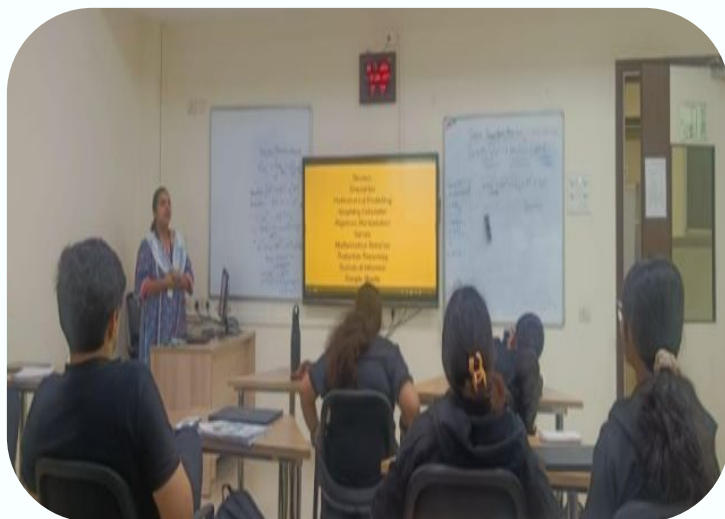
# Exploring Knowledge Systems: A Collaborative TOK-Maths Initiative

"Learning is most powerful when it crosses the artificial boundaries of subjects."  
– Heidi Hayes Jacobs

As part of our ongoing effort to foster interdisciplinary thinking, the Theory of Knowledge (TOK) and Mathematics departments recently collaborated on a thought-provoking session around the question: *"How is an axiomatic system of knowledge different from, or similar to, other systems of knowledge?"* to explore a collaboration on methods and tools within the AOK (Area of Knowledge) of Maths and TOK.

This collaboration aimed to help students explore the nature of knowledge through the lens of mathematical reasoning. The mathematics department led an engaging session focusing on different types of methods used in mathematical thinking, drawing content from both Applications and Interpretation (AI) and Analysis and Approaches (AA) courses within the IBDP curriculum.

The mathematics team designed an immersive experience that blended methods from both Applications and Interpretation (AI) and Analysis and Approaches (AA). Students explored a variety of mathematical tools such as **Desmos**, **graphing calculators**, and **Google Sheets** to analyze patterns, simulate real-world scenarios, and interpret data. **Mathematical modelling**, **simulation**, and **statistical inference** helped students understand how mathematics can be both abstract and deeply applied.



Activities included exploring the role of **axioms and postulates** in **Euclidean geometry**, followed by discussions on **deductive reasoning** and **algebraic manipulation**—all of which revealed the structured, logical foundation of mathematics. Concepts like **mathematical notation** and **survey design** were used to compare the precision and assumptions of mathematical inquiry with those in other AOKs, such as the human sciences.

What made the session truly powerful was the critical reflection it encouraged. Through real-world examples and problem scenarios, students recognized the **strengths** of mathematical methods—such as precision, clarity, and logical consistency—but also explored **limitations**, especially in application. For instance, while **modelling** and **statistical inference** can offer insights into trends, they may falter when applied to human behavior or unpredictable real-world variables. Similarly, **deductive reasoning**, while robust within an axiomatic system, may not always accommodate ambiguity or ethical nuance found in other AOKs.

This collaboration not only deepened students' appreciation for mathematical thinking but also highlighted how methods define the way knowledge is constructed, justified, and communicated across domains. This session led to rich discussion and debate, pushing students to see mathematics not just as a tool for certainty, but as a system with its own assumptions, vulnerabilities, and philosophical depth. A meaningful step toward truly interdisciplinary learning.

It was a rich and rewarding learning experience that showcased the strength of interdisciplinary dialogue and the shared pursuit of understanding.



# Celebrating Independence Day Through Art and Performance: A Creative Journey by IBDP 1 Students

Every year, IBDP 1 students begin their CAS journey by planning and executing the Independence Day events. This year was no different.

As part of the IBDP Independence Day celebrations, students conducted art-related activities for the middle schoolers. All the art forms were traditional Indian folk art, chosen to help students appreciate their rich cultural heritage while keeping these beautiful yet fading traditions alive.

Grade Six students explored Madhubani art, known for its bold lines and vibrant colors. Grade Seven engaged in Santhal art, which depicts nature, mythology, and daily life in a simplistic style. Grade Eight worked with clay art inspired by terracotta tiles, bringing texture and craftsmanship into the mix.

IBDP 1 students worked in small groups of three or four per section, briefing the middle school students on their tasks, distributing materials, and introducing them to the art forms. They guided and supported the students whenever needed—helping with ideas, clarifying instructions, and supervising their progress to ensure everything was done correctly. Some sessions even had calming background music, making the creative process more enjoyable. While teaching, DP 1 students themselves gained a deeper appreciation for India's artistic diversity and cultural richness.

Additionally, an Assembly was conducted for the middle school students. The theme of inspiration was conveyed through music, dance, and theatre.



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The performance began with an instrumental cover of Vande Mataram performed on the guitar and piano, conveying pride and the spirit of freedom. This was followed by a graceful semi-classical dance celebrating India's artistic legacy. A thought-provoking skit explored the theme of inspiration in today's context, showing how stories of courage and determination surround us.

Finally, a rock version of Saare Jahan Se Accha blended modern energy with timeless patriotism, leading up to the collective singing of the National Anthem—a powerful conclusion to a day of remembrance and inspiration.

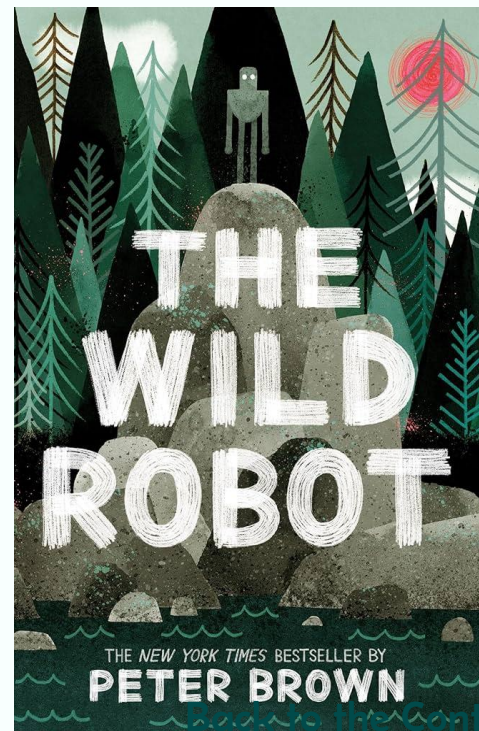
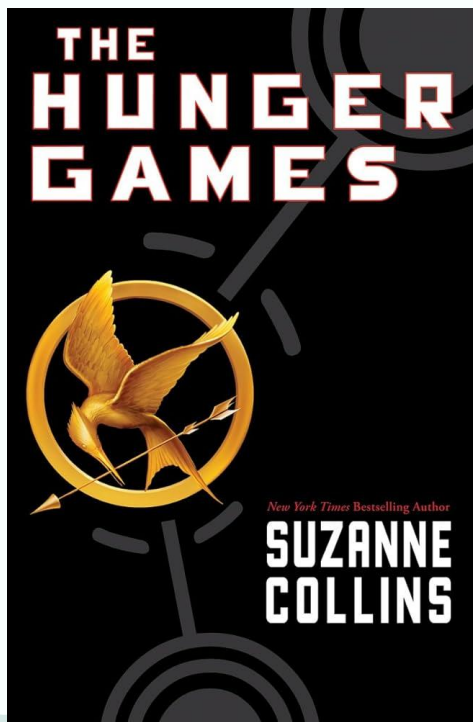
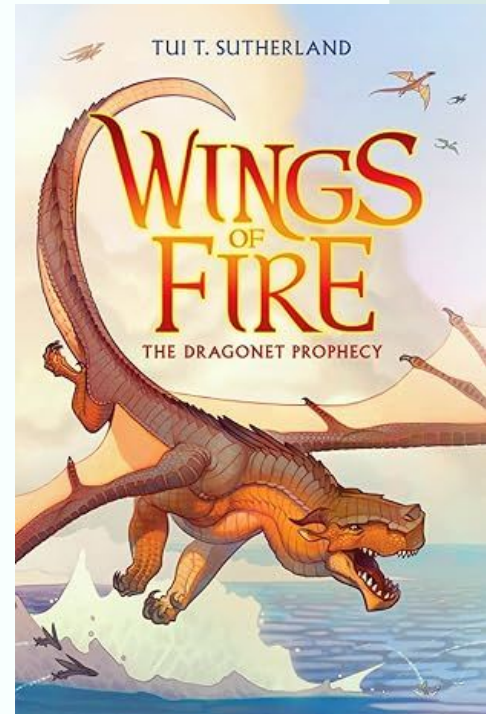
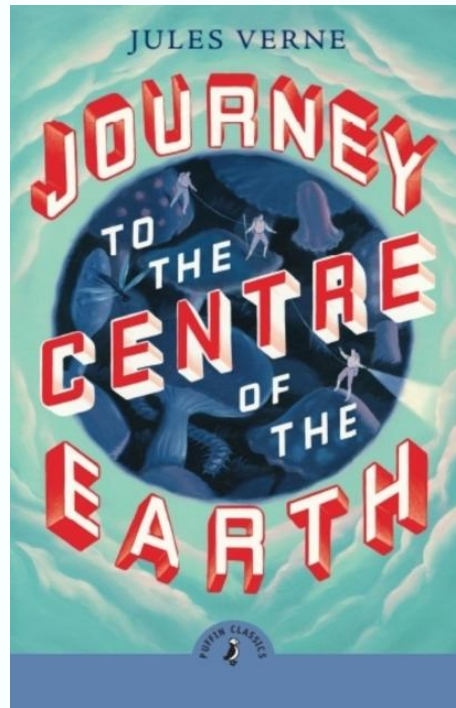
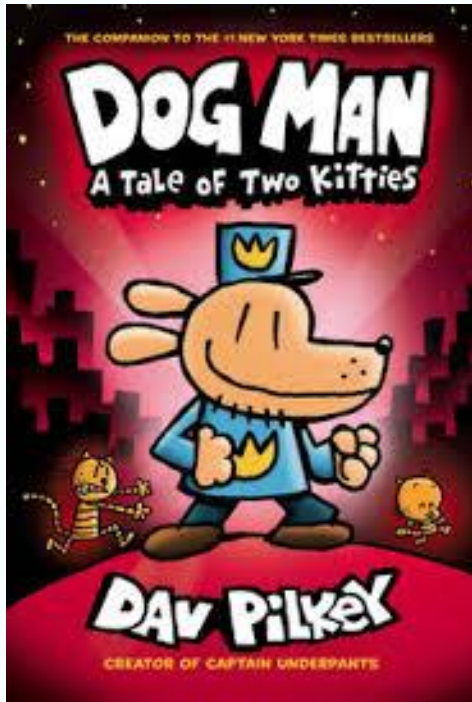
Through these creative endeavours, IBDP students not only showcased their talents but also celebrated Independence Day by honouring India's heritage, diversity, and enduring spirit.



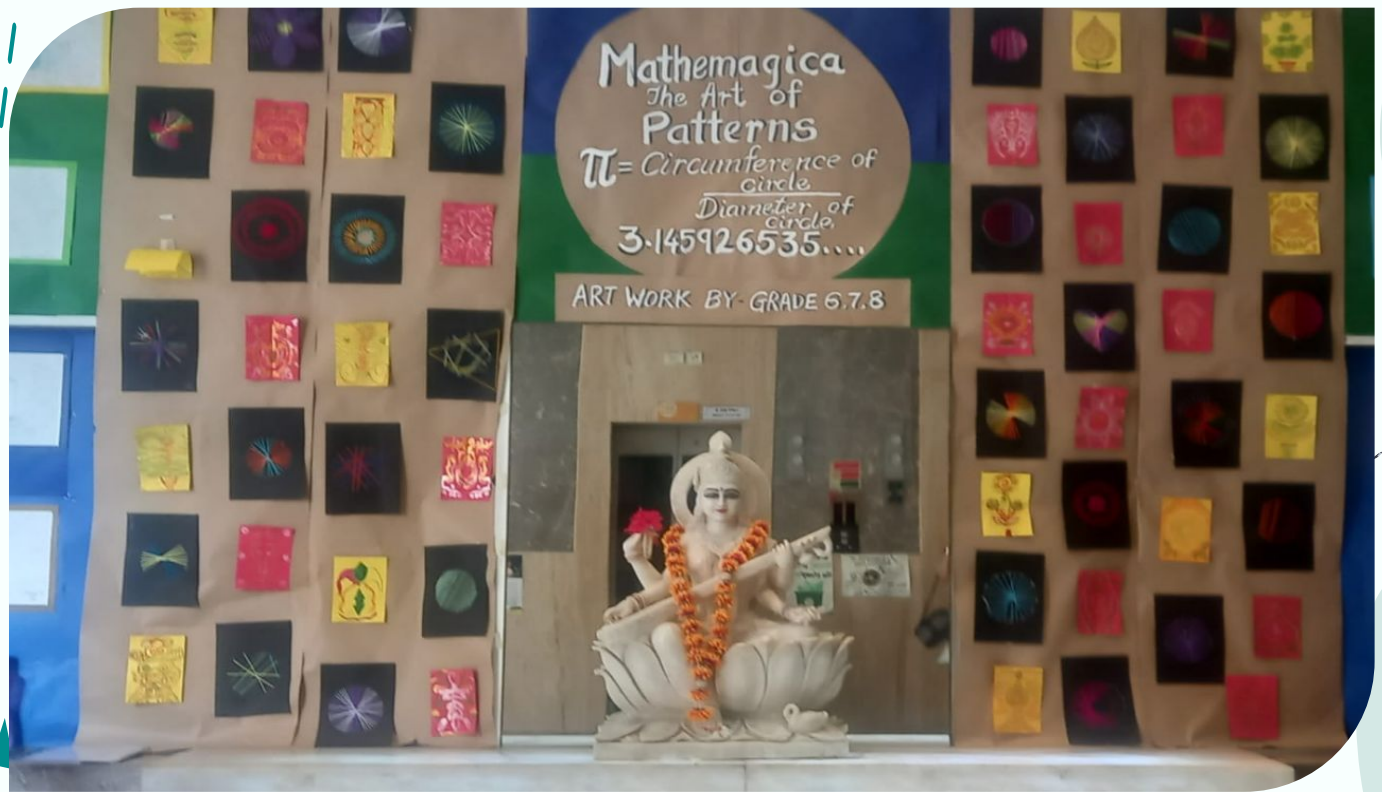
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# Library

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

**Editing of Articles :** Ms. Leenakshi Chavan and Ms. Malvika Patel

**Compilation, Page setup and Design -** Ms. Darshana Rawle and Mr. Rehan Mahat

**Teacher Coordinators -** Ms. Karla Ferreira, Ms. Juveria Ghare,

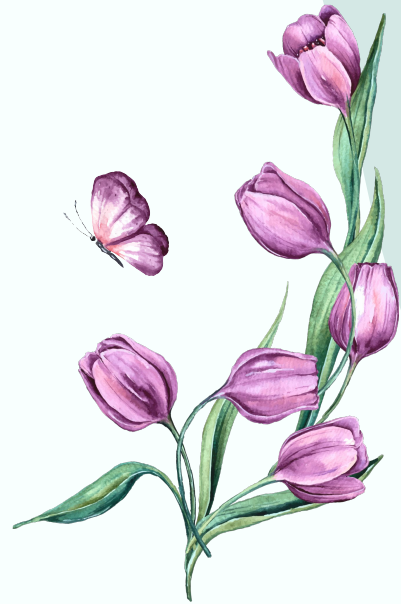
Ms. Debrupa Guha, Ms. Jui Damle, Ms. Monideepa Ganguly

Original Concept - by slidesgo; Illustrations- by Flaticon and Freepik and content by Sandra Medina

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