

Vol 5 - December - 2025-2026



The Communiqué



Nahar International School





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Santa's workshop

Bees and Cubs was filled with festive cheer as families gathered for a magical Santa's Workshop experience. Parents and children stepped into the role of Santa's elves, working side by side to wrap donated books, shovel snow, pack toys, and bake pretend cookies. The little ones delighted in writing heartfelt letters to Santa, while the atmosphere buzzed with laughter and excitement. Beyond the workshop tasks, families joined in Christmas-themed games that brought joy and togetherness to the day. The event captured the true spirit of the season, blending imagination, generosity, and community in a celebration that will be fondly remembered. The workshop also gave children a chance to practice teamwork and creativity, while parents enjoyed sharing in their excitement. By the end of the day, everyone left with warm hearts and festive smiles, carrying with them the magic of Christmas and the joy of giving.



Exploring, observing, and connecting with nature at Powai Park



Our recent visit to Powai Park was a wonderful opportunity for the children to experience nature in meaningful ways. The EY1 group delighted in exploring different textures—feeling the rough bark of trees, the smooth surfaces of leaves, and the grainy soil beneath their fingers. This sensory exploration encouraged them to notice differences in the natural world and sparked their curiosity.



The EY2 children took time to observe their surroundings carefully, noticing the sights and sounds of the park. Back in the classroom, they eagerly shared their observations with their peers, building confidence in expressing their ideas and strengthening their descriptive language.



The EY3 group embraced the calm of the park by sitting quietly and sketching the scenery before them. With pencils in hand, they captured trees, the lake, pathways, and greenery, translating their observations into art while developing focus and creativity.



The visit reminded us of the importance of outdoor learning, as each age group found its own way to connect with the environment. Whether through touch, observation, or artistic expression, the children discovered that nature is not only a place to play, but also a classroom full of lessons waiting to be learned.

Primary Earth Warriors in action

We are delighted to share the successful completion of our Plastic and E-Waste Collection Drive, conducted recently in the school as part of our ongoing efforts to promote environmental awareness and sustainable practices among students.

Thanks to the enthusiastic participation of our students and the unwavering support of parents, the drive witnessed an overwhelming response. Together, we were able to collect approximately:

- Plastic Waste: 75 kg
- E-Waste: 80 kg

This remarkable achievement truly reflects the power of collective action and responsible citizenship.

The success of this drive would not have been possible without:

- Students taking ownership and actively bringing recyclable plastic and unused electronic items from home
- Parents encouraging and guiding children on responsible waste segregation
- Students consciously adopting eco-friendly lifestyle changes, such as reducing single-use plastic, reusing containers, and spreading awareness within their families

It was heartening to see our children make small yet meaningful changes—from mindful consumption to responsible disposal—demonstrating that environmental stewardship begins with everyday actions.

All the collected plastic and e-waste is handed over to authorized recycling partners to ensure safe and responsible disposal, reinforcing the message of sustainability beyond the classroom.

Kudos to Team NIS for nurturing environmentally conscious, responsible citizens of tomorrow. Together, we are shaping a greener and more sustainable future—one step at a time.



Future-ready learners: Young Professional Programme

In December 2025, the school introduced a new and exciting initiative for Grade 6 students titled **Young Professional**. This programme has been thoughtfully designed to give students early exposure to real-world and futuristic career pathways in an engaging and age-appropriate manner.

The Young Professional Programme aims to:

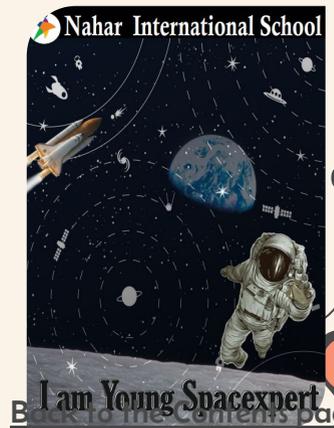
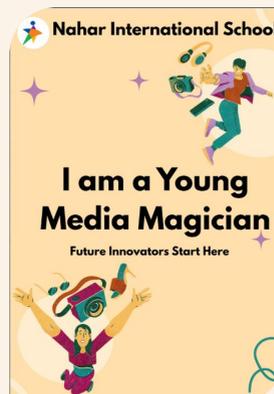
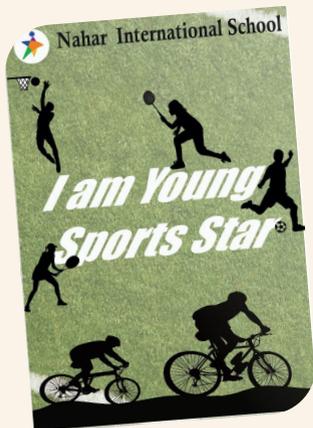
- Explore real-life and futuristic career options
- Encourage learning through fun, hands-on tasks
- Foster creativity, critical thinking, and innovation

As part of the programme, each student selects **one profession** from the following four options:

1. **Media Magicians** – A trendy and creative profession
2. **Spacexpert** – A futuristic role focusing on Space Tourism Coordination
3. **Master of Flavors** – Transforming ingredients into delicious creations
4. **Sports Star** – A profession loved and admired by all

Based on their chosen profession, students are assigned **10 engaging and educational tasks** to be completed from home. Each task is designed to help students develop new skills, explore real-world concepts, and learn in a meaningful and enjoyable way while earning stars for their efforts. Students will receive the **Young Professional Certificate**, or an exclusive **Young Professional Badge** awarded to those who complete all requirements.

The programme is spread over a duration of two months. We have received a tremendous response from students, with enthusiastic participation already evident as they have begun working on their tasks with great excitement and commitment. **We look forward to witnessing the growth, creativity, and talent of many Young Professionals by the end of this programme.**



Let's Grow Greens: Using Recycled Plastic Bottles

A few days ago, we learned how to plant seeds using recycled plastic bottles. The entire Grade 8 went to the top of the auditorium to carry out this activity. It was a hands-on learning experience that helped us understand both plant growth and environmental responsibility.

First, the teachers provided each student with a recycled plastic bottle. Each bottle had two to three holes made in it. In every hole, we placed a small cup with a rope passing through the bottom of the cup. The rope was knotted inside the cup so that it could absorb and transport water to the plant, similar to the function of roots. Inside each cup, we filled soil and planted two different types of seeds. After completing the setup, the bottom part of the bottle was filled with water. The rope absorbed the water and supplied it to the soil, ensuring that the seeds received the required moisture for growth.

Through this activity, we learned how plants absorb water and nutrients and how roots play an important role in transporting water to different parts of the plant. We also understood the importance of recycling and how waste materials like plastic bottles can be reused in a creative and useful way. The activity taught us that small actions can help protect the environment and reduce pollution.

Overall, this activity was a memorable and meaningful learning experience for us as Grade 8 students, as it helped us learn science concepts through practical application while developing a sense of responsibility towards nature.



Reverse Perspective: When Art Steps Into Reality

In this assignment, students explored the fascinating concept of **reverse perspective**, where the artwork challenges the way we usually perceive space and depth. Instead of the drawing receding into the background, the perspective works in reverse, creating a powerful **3D illusion** that makes the viewer feel as though they are **entering the room, outdoor space, or pattern** created on paper. The students designed interior rooms, outdoor scenes, and patterned spaces using carefully planned lines, angles, and proportions. When viewed practically, the artwork appears to project outward, giving a striking illusion of depth and movement. This visual experience transforms a flat surface into an engaging spatial environment, blurring the line between **two-dimensional drawing and three-dimensional perception**.

Through this assignment, students developed a strong understanding of **depth and scale**. They learned how perspective can be manipulated to alter visual experience and create dramatic effects. Along with technical skills, students focused on **beautifying their drawings** through neat execution, detailing, shading, and colour application, enhancing the overall impact of the illusion. This activity encouraged observation, patience, and creative problem-solving, helping students realise that art is not just about drawing what we see—but about **changing how we see**. The reverse perspective artworks stand as a testament to their growing confidence in visual thinking and their ability to turn imagination into an immersive artistic experience.



Where science meets curiosity—cells under the microscope

A really interesting day in this year was visiting the biology lab and observing various specialised cells under a microscope. This was a brand new experience for me as I had never looked through or operated a microscope before but it was really enjoyable to learn alongside my friends. It was fascinating to see how these different cells that we were learning in our biology class actually looked under a microscope and comparing how they looked similar but different. The experience of using microscopes was amazing and I would love to do it again.

- Aarna & Tiara
6C

We saw something that surrounded us every day, yet something we could never see with our naked eyes. When we found out we were going to the biology lab, everyone was filled with excitement because we knew it would be an adventure unlike our usual classroom lessons. As we entered the lab, we noticed five microscopes carefully set up on the tables, and we exchanged excited glances with one another. The atmosphere felt different, full of curiosity and anticipation. One by one, we took turns looking through the microscopes, focusing on the slides placed beneath them. Inside the microscope, we observed tiny cells moving around, something we had only read about in textbooks before. Watching them move was fascinating and surprising at the same time. Some cells were easy to notice because of their shape or movement, while others were much harder to see and required careful observation. After everyone had a chance to observe the samples, we documented what we saw in our lab books, comparing our observations and sharing our thoughts. In the end, we all agreed that the lab experience helped us better understand the microscopic world and made learning biology more interesting. It was a fascinating and unforgettable experience that allowed us to see the topic of cells from a completely new perspective.

- Rajveer Vishvesh and Agasthya Sinha
6B

Cell-ebrating Reality: The Gap Between Textbook Diagrams and Microscopic Truth

Have you ever noticed that the drawings in your textbook of cells greatly differ from how it is in reality? Specialised cells are more than just pictures in our textbooks. They are the building blocks of life and are far more complex than they are portrayed. In the textbook, cells are clearly labelled, but when looking at specialised cells under a microscope, people often get confused because the organelles aren't as clearly defined. Even though identifying cells under a microscope might be tricky, there are easy ways to identify these cells. It is important to remember the unique features of each cell and look out for it while observing the cells under a microscope. For example, to identify a neuron, look out for the branch-like structures (dendrites). To identify a ciliated cell, look out for hair-like cilia. To truly grasp what these cells look like in real life, we need to understand their complexity. Some textbook drawings may not be entirely accurate, but they are vital to our learning as they help us identify the key features of each cell. Even though it can be difficult to identify cells, we can use this trick to understand it better.

- Karam, Aarvi and Saanchi
Class 6D

Some time ago, our class (grade 6A) visited the lab for Biology class. There we saw a variety of specialized cells which we learned about in detail in class, of both animals and plants. Such as, palisade cells, red blood cells, root hair cells, neurons, and ciliated cells. It was very enriching to have such an interactive experience where we could apply what we learned in class. Our class was appreciative and amazed by the lab work and it was such an engaging activity. The experiment was a brilliant way to show that science is much more than just theory.

- Antara & Arya
Class 6A



Our Journey with Specialised Cells

In Grade 6 we explored a new topic which was cells, later on we extended our learning horizons by delving into the fascinating world of Specialized Cells.

We started our journey with Red blood cells and continued by learning about neurons, ciliated, palisade, and root hair cells. We were shown pictorial representations and diagrams of them, yet our mind used to ponder as to how they would look under a microscope in real life.

After our learning was consolidated in the classroom we had the opportunity to visit the biology lab to observe specialised cells in real life under a microscope, each at a different magnification.

As we looked through the microscope our minds were blown away to perceive such microscopic cells. We were truly immersed and engrossed in the task. To strengthen our learning we portrayed, labeled and noted down key characteristics and functions of specialised cells.

Although many found it challenging and confusing at first, we soon got the hang of it and it was then very amusing and enjoyable.

Anaaya Nair and Airah Bhat
Class 6E



Edutour mode ON: Garudmachi edition

The IAYP Edutour to Garudmachi, held in December 2025, offered an exhilarating and transformative adventure experience for students in Grades 9 and 11. Nestled amid the lush evergreen forests and breathtaking vistas of the Tamhini Ghat in the Sahyadri Mountain range, this eco-friendly Outdoor Development Centre provided the perfect backdrop for a week packed with skill-building and team-oriented activities. Participants engaged in team-building games that fostered collaboration and communication, conquered heights through rock climbing and rappelling on the 40-foot wall, mastered essential survival techniques via knot making, and embraced the thrill of a nighttime treasure hunt guided solely by compass and moonlight. The program also featured a creative survivor cooking competition, hands-on night camping where students built and stayed in their own tents, and an awe-inspiring trek across the scenic Tamhini Ghat hills. This immersive journey not only promoted physical endurance, resilience, and outdoor survival skills but also strengthened bonds of friendship and self-confidence in line with the International Award for Young People's ethos of holistic youth development.





Events

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Christmas Celebrations – A Day Wrapped in Festive Cheer

The spirit of Christmas swept through NIS Primary as the entire school transformed into a festive wonderland. From the lift lobby to classroom doors and soft boards, every corner reflected the joy of the season with twinkling decorations, vibrant Christmas motifs, beautifully decked up Christmas trees and thoughtfully curated displays that set the perfect holiday mood.

The celebrations were packed with excitement and creativity. Children enthusiastically participated in a range of Christmas-themed art and craft activities, letting their imagination shine through colourful ornaments, cards, and festive creations. The fun continued with fireless cooking sessions, where students prepared delightful Christmas goodies—made with care and, of course, heartily enjoyed by all!

The highlight of the day was undoubtedly the choir performance. The auditorium came alive as students sang melodious carols in multiple languages, including English, Spanish, French, and German. The harmonious voices, lively carols, and foot-tapping music filled the space with warmth and joy, leaving the audience truly spellbound.

It was a hugely exciting and memorable day, brimming with laughter, music, and festive spirit. The afternoon was filled with more surprises for our excited children. Children had a surprise movie session based on the spirit of Christmas which they watched with rapt attention. The celebrations concluded with a cheerful class party, and each child received a small takeaway as a memorable festive keepsake.

As the celebrations came to a close, children left school with happy hearts, carrying with them the joy of Christmas as they headed off for their well-deserved Christmas break.



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Stories Come to Life with our Grade 1 Tiny Tots

The storytelling sessions conducted for our Grade 1 eager beaver readers are a joyful and enriching experience for the students. With the use of colourful pictures, expressive voice modulation, and lively gestures, the stories come alive and instantly capture the children's attention.

Students listen with enthusiasm, respond thoughtfully to questions, and share their ideas with growing confidence. These sessions nurture their listening skills, spark imagination, enrich vocabulary, and foster a lasting love for stories and reading.



Grade 2 – Fly away to Neverland–Peter Pan: A Dream Adventure

This year's Grade 2 play was based on the famous fairytale, Peter Pan. It narrates the story of a group of children who drift into a magical dream and fly to the enchanting land of Neverland with Peter Pan and Tinkerbell. In Neverland, they meet friendly pirates, the playful Lost Boys, wise Brave Hearts, mermaids, and fairies.

Through songs, dances, and joyful adventures, the children learn that true magic lies in friendship, kindness, courage, and teamwork. When the dream ends, they return home carrying these lessons in their hearts, reminded that believing in goodness and imagination can make everyday life magical too.

The Cultural Day was an amazing and enriching experience for the children, where they learned the importance of friendship, kindness, and working together. They beautifully demonstrated these values through their coordination, teamwork, and confidence while handling props, performing dances, and expressing movements on stage.

Through the story of *Peter Pan*, we were able to integrate English storytelling in a meaningful way. The children developed an understanding of different characters, varied settings, and the sequencing of events, and how all these elements come together to form one big story.

The children received immense appreciation from parents, who were truly amazed by their expressive dances, stage presence, and the responsibility they showed while managing their props. Overall, the experience helped build confidence, creativity, and a strong sense of togetherness among our young learners.



Grade 3 – Every story has a journey : Tales that Travel

This year, Grade 3 chose folktales from around the world as the central theme for their Cultural Day performance. With the introduction of History at this level, students have been exploring how stories reflect cultures, values, and ways of life. Bringing these tales to the stage allowed them to experience this learning in a joyful and meaningful way.

The script was thoughtfully designed to be child-centred and inclusive, ensuring that every child had an opportunity to participate, express, and shine. Through storytelling, music, dance, rhythm, and drama, the children connected deeply with the characters and messages, making the learning both memorable and engaging.

The purpose behind this performance was not just to present a show, but to nurture confidence, collaboration, creativity, and cultural appreciation. The children's enthusiasm, expressions, and growing stage presence reflected weeks of teamwork and joyful effort. This performance stands as a celebration of their learning, imagination, and the beautiful way stories connect us across the world.



Grade 4 – Think smart. Laugh smarter. Stories of Tenali Rama

For the Grade 4 Cultural Day performance, **The Stories of Tenali Rama** was chosen as this year's theme. These stories beautifully support holistic learning, as they seamlessly integrate language development, moral values, critical thinking, and cultural heritage.

The Grade 4 students performed the script in Hindi, making the experience both meaningful and impactful. This approach provided a wonderful opportunity to blend language learning with creativity and stage performance, allowing students to apply their classroom learning in an engaging way.

Timeless and captivating, Tenali Rama's tales are rich in wit, wisdom, humour, and clever problem-solving. These stories not only entertain young learners but also nurture essential qualities such as presence of mind, empathy, and creative thinking, making them an ideal choice for students who are beginning to appreciate deeper messages within narratives.

As Hindi dialogue writing is an integral part of the Grade 4 curriculum, presenting the play in Hindi created a strong connection between academic learning and real-life application. Through this performance, students grew more confident and expressive in the language, enriched their vocabulary, practised tone and fluency, and experienced how written dialogues come alive on stage.

This play was not merely a performance but a joyful blend of learning and creativity. Our young actors rehearsed with great enthusiasm, collaboration, and imagination, bringing Tenali Rama's world to life and made the Cultural Day a truly enriching experience.



Grade 5 – A Night of Stories, Songs, and Shared Memories

This year's Grade 5 production of **James and the Giant Peach** was not just a performance, it was a vibrant experiential learning journey that brought literature, music, and emotion together on one unforgettable evening.

At the heart of the evening was Roald Dahl's *James and the Giant Peach*, a thoughtfully chosen play for Grade 5. Rich in imagination, humour, and heart, the story offered students far more than lines to memorise. Through James's journey, from loneliness to friendship and belonging, students explored values of courage, teamwork, kindness, and resilience, all of which resonate deeply with 10-11-year-olds as they grow in confidence and collaboration.

The production itself became a powerful hands-on learning experience. With a delightful cast of colourful characters, from the comically cruel aunts to the lovable insect companions, every child found a space to shine. Whether on centre stage or in a supporting role, students learned the importance of commitment, cooperation, and collective success. The fantastical world of the giant peach sparked creativity across costumes, props, and stage design, showcasing not only acting talent but also imagination and problem-solving skills.

In every sense, this cultural day turned out to be a lot more than a play. The live choir was the cherry on top belting out iconic hits from the 80s and 90s. As familiar melodies filled the auditorium, the atmosphere transformed instantly. Parents and guests couldn't help but cheer loudly and sway along as the music transported them back to their own college days. It was a beautiful reminder that learning and celebration transcend generations, creating moments of shared nostalgia and joy.

This year's play can therefore be summed up as a celebration of experiential learning, where students learned by doing, creating, performing, and most importantly, enjoying every moment of the journey.



Growing Up Confident: Navigating Puberty, Sexuality, and Safety

December 2025 brought an engaging and empowering learning experience for students as **Ms. Anju Kisch of UnTaboo**, along with her team, facilitated **comprehensive Sexuality and Safety Education workshops** for students from **Grades 6 to 12**.

Understanding that sexuality education is a broad and evolving journey, the sessions were thoughtfully tailored to be **age-appropriate and relatable**.

- **Grades 6–8** explored topics such as *body literacy, gender identity, and understanding sexuality* in an informative, and reassuring way.
- **Grades 9–12** dove deeper into conversations around *online safety, consent, relationships and dating, peer pressure, inclusivity*, and developing a positive relationship with one's changing body.

What truly set these workshops apart was the **safe, open, and judgment-free space** created by the facilitators. Using **real-life anecdotes, doodle illustrations, and animated videos**, they helped break the ice, ease awkwardness, and encourage students to ask questions, share perspectives, and engage openly.

The goal was simple yet powerful: to provide **accurate, inclusive, and positive information** while equipping pre-teens and adolescents with the skills to grow into **confident, and responsible individuals**. Across all grades, students showed enthusiasm, curiosity, and thoughtful participation. The sessions sparked meaningful conversations, challenged myths, and nurtured empathy, self-awareness, and respect.

Overall, the workshops reinforced the importance of **ongoing, open conversations** around puberty, sexuality, and safety—leaving students better informed, more confident, and well-prepared to navigate adolescence with clarity and care.



JOY OF GIVING – “Play It Forward: Share the Spirit”

At its heart, the **Joy of Giving** is about a simple truth: happiness grows when it's shared. It is a celebration of empathy, gratitude, and social responsibility—encouraging students to look beyond themselves and recognise the power of small acts of kindness. This year, our Grade 7 students brought this to life by leading the "**Play It Forward – Share the Spirit**" sports equipment donation drive.

The initiative received an overwhelming and heartening response from parents, students, and staff. We extend our sincere thanks to everyone who contributed with such generosity and enthusiasm, making the drive truly meaningful and impactful.

A wide range of sports equipment was collected through this drive and subsequently donated to a BMC school in Malad. These contributions aim to create opportunities for children to experience teamwork, build confidence, and discover pure joy through play.

Beyond the logistics of collection and donation, this drive became a *living classroom* for our students. By stepping forward, they saw firsthand how their "extra" could mean so much to someone else. They witnessed compassion in action and learned invaluable lessons of empathy, gratitude, and kindness—values that will remain with them well beyond the classroom.

Timed with the festive season, the drive beautifully reflected the Christmas spirit of warmth, generosity, and togetherness. We are deeply thankful to the entire school community for demonstrating that when we unite with purpose, we can make a meaningful and lasting difference. Together, through the Joy of Giving, we truly *played it forward* and shared the spirit of generosity—touching young lives in a lasting way.



Annual Sports Day: A Celebration of Excellence, Energy, and Sportsmanship

The Annual Sports Day of **Middle School** was celebrated with great enthusiasm and vibrant participation, marking a memorable occasion that reflected the school's commitment to physical fitness, discipline, and holistic development. The event brought together students, teachers, and staff in a spirited atmosphere of healthy competition and camaraderie.

The programme commenced with a solemn **opening ceremony**, highlighted by the **hoisting of the school flag**, symbolising unity, pride, and respect for sporting values. This was followed by an impressive **March Past**, where students from all houses marched in perfect synchronisation, proudly displaying their house colours. The disciplined formations and confident strides set an inspiring tone for the day and showcased leadership and teamwork.

Following the ceremonial proceedings, students presented captivating **sports-wise displays**. These well-coordinated performances demonstrated agility, strength, balance, and precision, leaving the audience appreciative of the students' dedication and collective effort.

The athletic track then became the centre of excitement with a series of **individual events**. Students participated enthusiastically in the **100-metre, 200-metre, 400-metre, and 800-metre runs**, displaying speed, stamina, and determination. Additional events such as the **skipping race, mini hurdle race, and 200-metre hurdle race** added variety and challenge, testing the participants' agility, coordination, and focus.



Equally engaging were the **team events**, which highlighted the importance of cooperation and unity. The **relay races** showcased seamless baton exchanges and strategic teamwork, while the **tug of war** drew loud cheers from the audience, reflecting strength and collective effort. The lively **tele matches** added an element of fun and enthusiasm, encouraging participation and reinforcing team spirit.

To recognise and reward sporting excellence, **house points were awarded** based on students' performances in individual and team events. The achievers were honoured with **medals, certificates, and trophies**, acknowledging their hard work, perseverance, and commitment to sportsmanship. These recognitions motivated students to continue striving for excellence while upholding the values of fair play.

The event concluded with a dignified **closing ceremony**, marked by the **lowering of the flag**, signifying the successful completion of the Annual Sports Day. The day ended on a high note, leaving behind lasting memories and inspiring students to embrace sports as an essential part of their overall growth and development.





Vinteria: A Celebration of Compassion, Creativity, and Community

On 20 December 2025, NIS came alive with warmth, purpose, and festive cheer as the school hosted Vinteria – its first-ever Winter Fest and Fundraiser. More than just a celebratory evening, Vinteria stood as a powerful example of what can be achieved when a school community comes together in the spirit of service, collaboration, and empathy.

Organised as a fundraiser for the Cuddles Foundation, an organisation dedicated to supporting the nutritional needs of children undergoing cancer treatment, Vinteria brought together students, teachers, parents, and visitors in a shared commitment to making a meaningful difference to the community.

The fest featured a vibrant range of thoughtfully curated stalls, including food counters, games, and in-house creations such as coasters, glass paintings, candles, plant kits, along with live stations showcasing other handcrafted products. Students also highlighted their creative and performance talents through engaging stage acts, live music, and a live caricature station, adding to the festive atmosphere. Vinteria provided a valuable platform for students to demonstrate creativity, entrepreneurial thinking, organisational skills, and teamwork in a real-world context.



Student leadership played a key role in the success of the event. Led by the School Head Boy, Shivang Jajodia, and Da Vinci House Captain*, Savya Sethi, and under the guidance of the school's faculty mentors, a committed student leadership team took ownership of planning and coordination. While Grade 11 students led the initiative, middle and high school students made significant contributions through product creation, stall operations, logistics support, and performances, reflecting strong collaboration and shared responsibility across age groups.

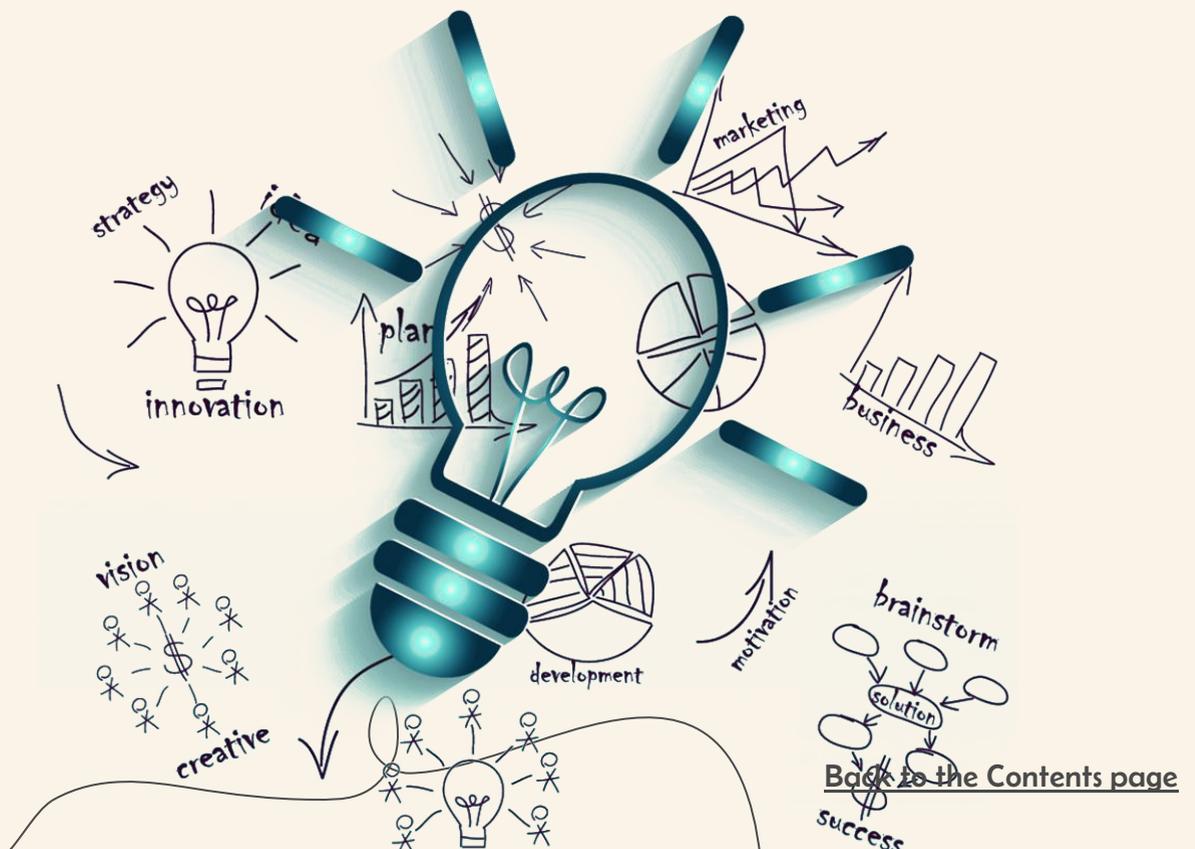
Most importantly, Vinteria captured the true spirit of the NIS community. It was heartening to see students, teachers, parents, and guests come together in support of a shared cause. The funds raised through the event will enable a meaningful contribution to the lives of children supported by the Cuddles Foundation.

Vinteria served as a powerful reminder that learning extends beyond classrooms. Through this initiative, students not only developed essential life skills but also embodied the core NIS values of collaboration, empathy, responsibility, and reverence for life. As our first Winter Fair, Vinteria has set a strong precedent, one that will continue to inspire our students and community in the years to come.

**In a previous email shared with parents following the event, Savya Sethi's designation was inadvertently mentioned as Sports Captain. This is to clarify that Savya Sethi is the Da Vinci House Captain. We regret the error.*



Learning beyond academics



Nahar International School Shines at IIT Bombay Mood Indigo – Art Fest 2025–26

Nahar International School is proud to announce that our students were selected to represent the school at the prestigious IIT Bombay Mood Indigo – Art Fest 2025–26, one of India's most renowned cultural festivals. This remarkable opportunity allowed our students to showcase their creativity, confidence, and commitment to sustainability on a national platform.

The installation, titled "The Nahar Star," was conceptualized around the theme "Timeless Abstraction – Art for Awareness, Sustainability & Innovation." Rooted in the school's STAR philosophy: Stop, Think, Act, Reflect. The artwork symbolized the belief that every child at Nahar International School is a star, guided to think responsibly and creatively.

A strong emphasis was placed on sustainability. The installation was created entirely using recycled and discarded materials such as plastic toys, rugs, cardboard, Bisleri bottles, and broken masks, transforming waste into meaningful artistic expression. Through this work, students highlighted the importance of environmental responsibility and innovative thinking.

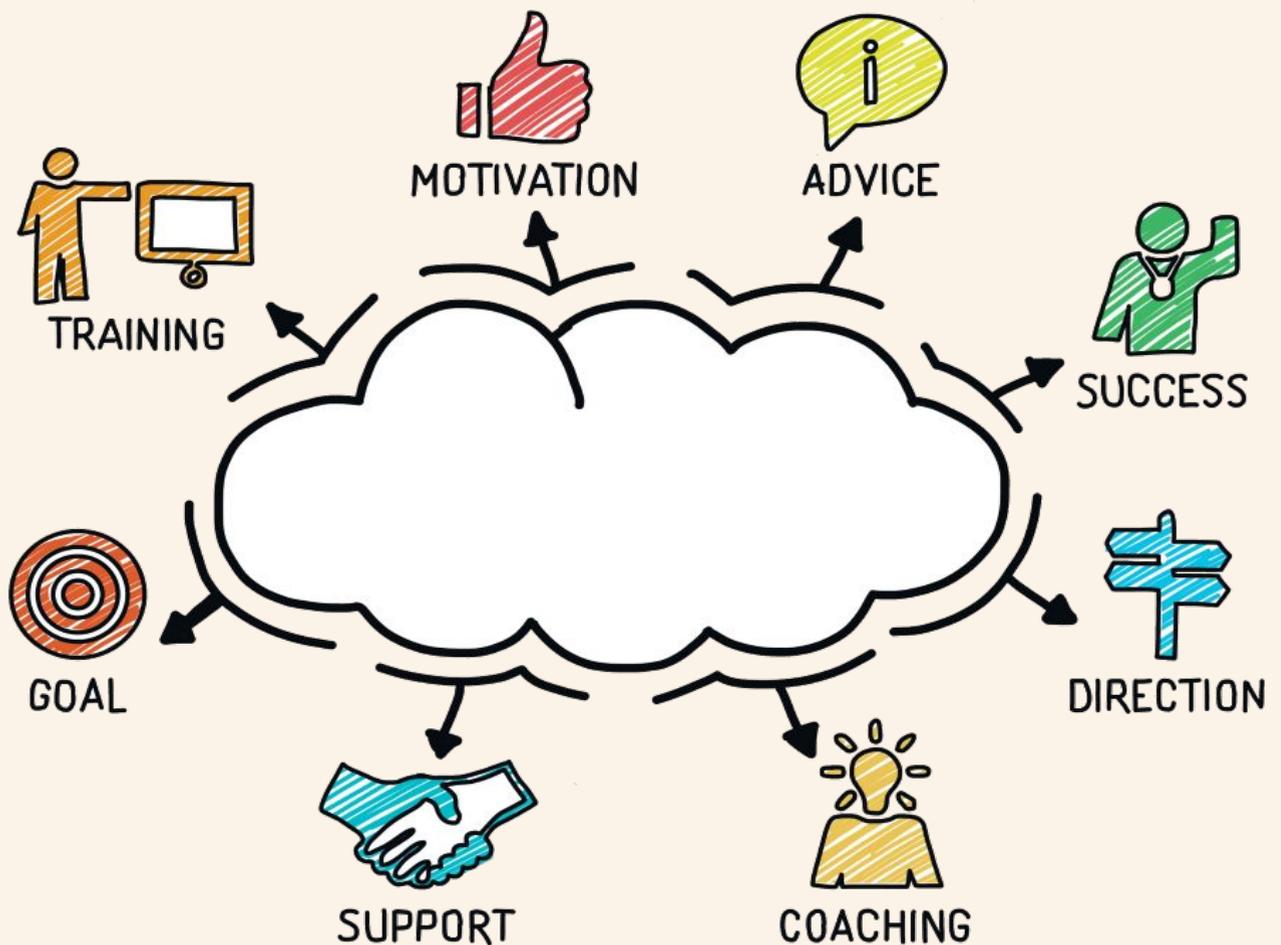
The Grade 10 Art & Design students confidently interacted with college students from across India, explaining their concept, process, and the role of sustainability in art. They spoke with clarity and enthusiasm about Art and Design, subjects deeply embedded in the NIS ethos. The students also observed diverse artistic creations made from waste materials and explored possibilities of interdisciplinary collaboration between art and other subjects.

Industry experts at the festival shared valuable insights on future opportunities for students pursuing art after school and college, further enriching the learning experience.

It was a truly proud moment for Nahar International School when our students were invited to showcase their sustainability-focused artworks in such a prestigious college setting. The experience not only celebrated creativity but also reinforced the values of awareness, responsibility, and innovation that the school strives to instill in every learner.



Mentors' Column



The Heart of Education – Cultivating Empathy

Being a Cambridge school, we strive to develop learners who are not only confident but also **Responsible and Engaged**. This mission brings me to today's focus: **Empathy**.

In a world where values can feel like they are fast eroding, with screens acting as shields desensitizing us to the nuances of human emotion, **Empathy is the antidote**. It is the deliberate act of stepping out of our own digital bubbles to truly connect with the human being standing in front of us.

How We Inculcate Empathy

Our school is committed to countering this digital detachment by intentionally weaving **Empathy** into our curriculum and culture. We are teaching children that empathy is not just "being nice"; it is an intellectual and emotional skill. It is our constant endeavour to encourage students to identify with others' experiences through life skill sessions, role-playing, and collaborative problem-solving. We ask, "How would this action or words impact someone?" and encourage them to reflect.

Embracing Diversity, Cultivating Empathy

As a Cambridge school, we are inherently global. We celebrate this diversity not just through food and festivals, but through deep dialogue. We are fostering an inclusive environment where students learn to appreciate and respect various cultures and viewpoints.

When a student listens to a peer explain a cultural tradition that is foreign to them, the abstract concept of "tolerance" transforms into the active practice of "understanding." We want our students to look at differences not as barriers, but as bridges to a deeper understanding of the world.

A Partnership for the Future

Empathy is a muscle that must be exercised at home as well as at school. I encourage you to have conversations with your children about the news, about their friends, and about the feelings behind the actions they see.

As we guide our students through this journey, let us remember the words of Alfred Adler, which perfectly encapsulate our mission: ***"Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another."***

Let us work together to raise a generation that is not only high-achieving but deeply human—a generation that uses technology as a tool but uses their hearts as their compass.

Ms. Anjali Balan
Primary Head and Cambridge PDQ Programme Leader

IBDP



From Look-alikes to DNA Matches: Cracking the Species Code



Students of Biology (IBDP1) engaged in an exciting hands-on learning activity while exploring the topic Diversity of Organisms and the biological species concept. To understand how scientists identify, name and group organisms, students examined how speciation can be inferred through differences in chromosome numbers, karyotypes and, ultimately, whole-genome sequencing.

The activity unfolded in three stages. First, students were given printed images of seven different organisms along with a dichotomous key. Using visible morphological features, they identified the possible species of each organism. In the second stage, chromosome numbers for the same organisms were revealed. This additional genetic information helped students recognise which organisms were truly members of the same species and which initial classifications based only on morphology needed revision. Finally, students were provided with DNA barcodes, allowing them to confirm species identity with the highest level of accuracy.

Through this progressive investigation, students experienced how scientific classification moves from observable traits to chromosomal and molecular evidence. The class discovered that the seven organisms ultimately grouped into **three distinct species**, reinforcing key ideas about speciation, variation and the power of modern genetic tools in taxonomy.



Numbers, patterns, and fun: National Mathematics Day Celebrations

Nahar International School celebrated **National Mathematics Day** for middle and high school students on **22nd December 2025**, marking the culmination of **National Mathematics Week**.

Throughout the week, students actively participated in a variety of engaging and creative activities:

- **Grade 6:** Students created string art and explored **Ramanujan's magic square**, personalizing it using their birthdays.
- **Grade 7:** Students designed **Iris art (Zentangle) greeting cards**, which were sold at the **Vinteria event**. They also explored the mathematical logic behind the work of the great Indian mathematician **Narayana**, focusing on the **Padma Vrta (Inscribed Lotus)**.
- **Grade 8:** Students created **3D pop-up greeting cards** based on the mathematical principle of **symmetry**. They also studied Narayana's work on the **Vajra Padma**. These cards were sold during the **Vinteria Fest**.

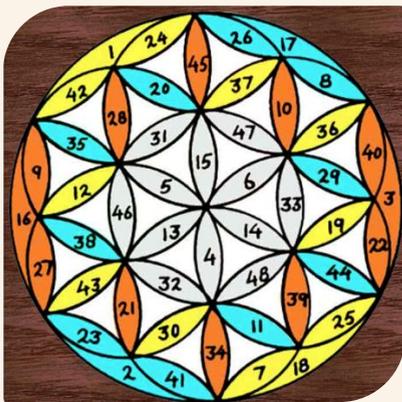




The beauty of Padma Vrta and Vajra Padma is that adding any 12 numbers symmetrically always results in the total **294**.

- **Grade 9:** Students explored the concept of **fractals** and created intricate patterns based on this idea.
- **Grade 11:** Students assisted in creating Iris art greeting cards and brought together all the activities through a **well-designed chart presentation**, which was displayed in the school foyer. The culmination charts highlighted the remarkable achievements of Indian mathematicians and their significant contributions to the field of mathematics.

The celebrations highlighted the beauty of mathematics by blending creativity, logic, and collaboration across grades.

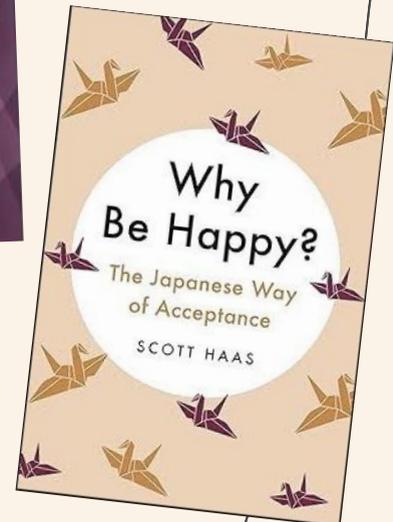
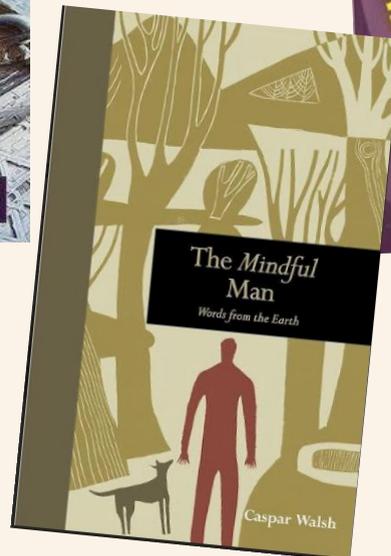
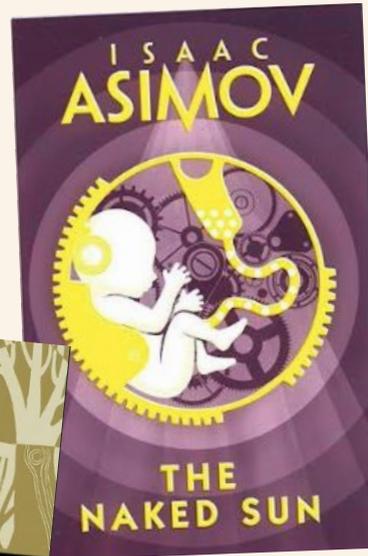
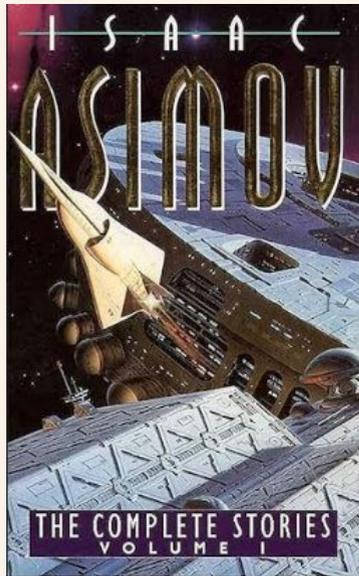
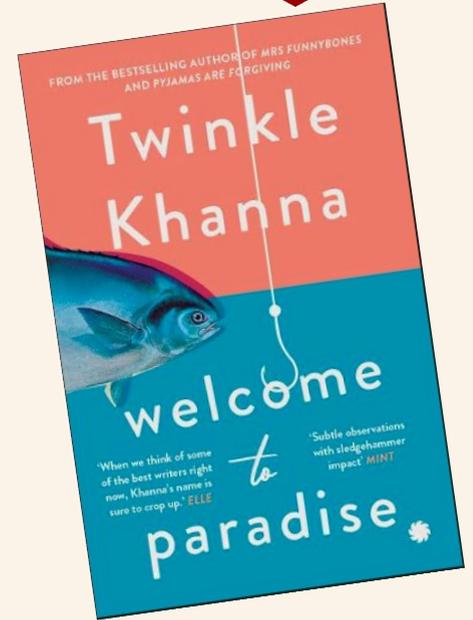
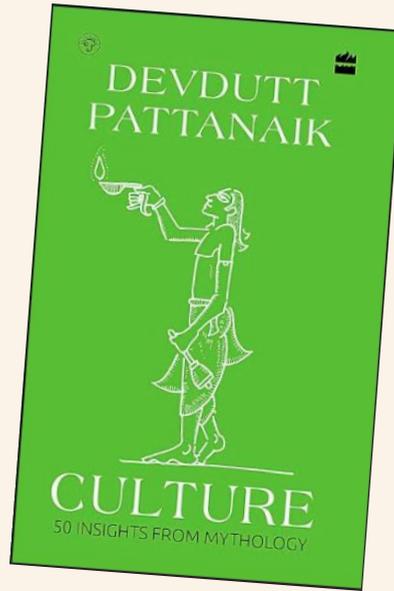
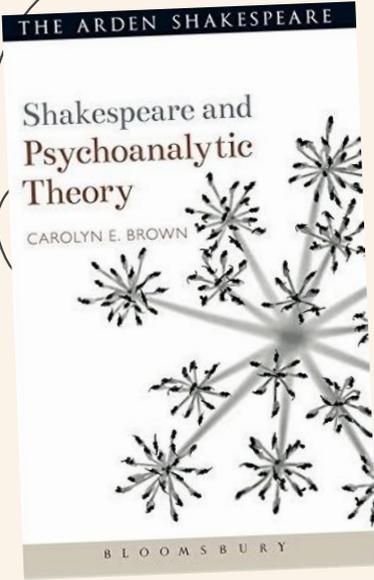


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Acknowledgments: Teachers and Students of Nahar International School.

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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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