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SCHOOLASTIC NEWS

IMPACT-FOCUSED SCHOOL COMMUNITY MAGAZINE



The Climate Biodiversity Nexus

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Editorial

Dear Readers,

Welcome to the November 2025 Issue of FairGaze Schoolastic News! This month, we turn our attention to one of the most urgent and interconnected challenges of our time, the link between climate and biodiversity. Our theme “The Climate–Biodiversity Nexus,” explores how the health of our planet’s ecosystems shapes human life, and how every choice we make as individuals and communities ripples across the environment we call home.

In this edition, our Theme of the Month stories “Cries from the Soil” and “Humans, Climate, and the Ripples of Life” capture the voices of young writers who speak not from despair, but from determination. They remind us that the climate crisis is not just a story of loss, but one of learning, resilience, and hope.

Our students’ voices bring youthful energy and reflection. From “When Joy Meets Responsibility” to “Climate Restoration –Everyone’s Responsibility,” students remind us that even small, thoughtful steps –celebrating festivals sustainably, or protecting local ecosystems can make a world of difference.

The Education Event report takes you behind the scenes of Semicolon 2025: Voice of Hope – GEMS International School, Gurugram and BBIMUN 2025, where empathy, diplomacy, and creativity converged. Through these spaces, young delegates and students explored how dialogue, inclusion, and cultural integrity can inspire action for both people and the planet.

In Educator Focus, our feature on Mahatma Gandhi’s Nai Talim revisits the timeless idea that learning and living must go hand in hand. Education, when rooted in experience and empathy, becomes a tool for both social and ecological harmony.

Our FairGaze Initiatives section celebrates innovation from National MUN 4.0, where students debated cultural integrity in the digital age to Beyond the Cubicle, which opens doors to new and unconventional career paths. These pieces remind us that sustainability extends to every sphere from classrooms and communities to careers and creativity.

The edition concludes with our Quiz: The Climate–Biodiversity Nexus, inviting readers to test their knowledge and think deeper about how climate and biodiversity weave together to sustain life on Earth.

As we look towards the closing months of the year, let’s remember that restoring balance begins with awareness and awareness begins with each of us. Together, we can nurture a planet that thrives not just for us, but because of us.

**Warm regards,
The Editorial Team
FairGaze Schoolastic Magazine**

◀ CRIES FROM THE SOIL ▶

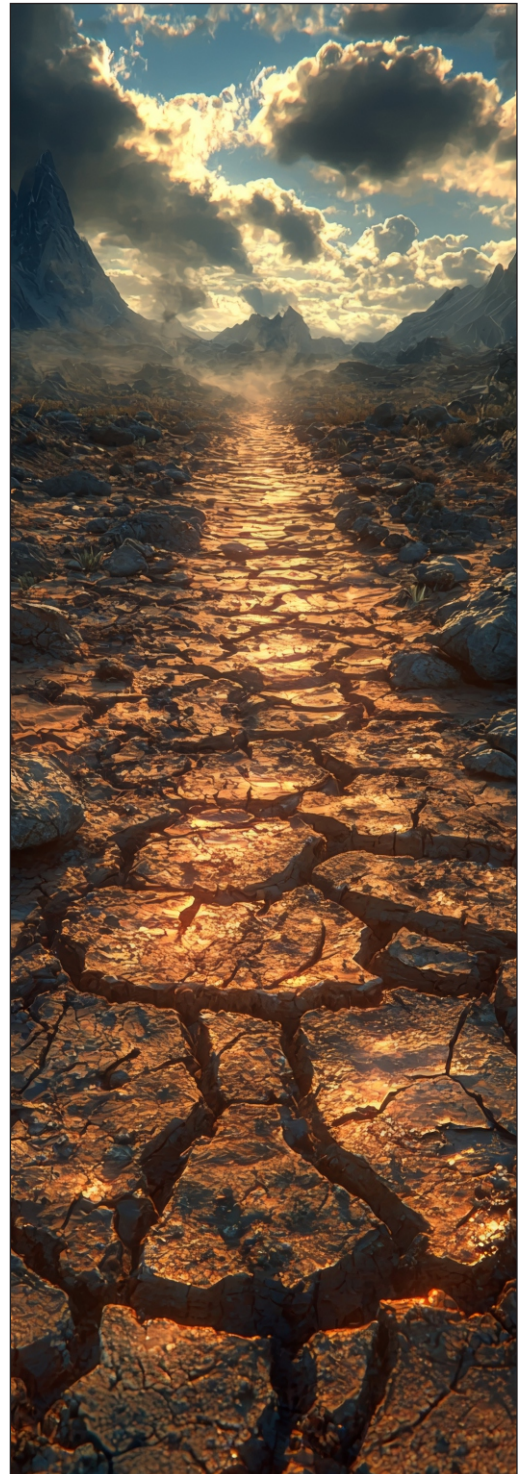
Devika Doiphode, 12th grade, Yashoda Public School, Satara

A poem on what climate action means to me personally, with the expanding use of AI and over consumerism affecting our planet.

You will die, before your labubu;
The sun in the sky will say goodbye too,
And that morning shed, that you just took off your face,
Will probably outlive the entire human race.
I love to restock my bag with tiny mini things
And all its tiny mini throw-away plastic packaging.
I only use it once but well, that's enough for me,
It's not a problem if it's a problem I can't see.
I know you simply have to have the latest trends,
But is it all really worth it in the end?

And when you're on your death bed, looking back on your life,
Will you really say, "Thank God I brought that labubu in '25".
And oh, I just have to consume anything and everything just like you,
I'm so glad this earth will continue to produce,
Even if it's only for my generation's use.

I wonder what a cat looks like if it were a pie?
Well, I don't have to imagine, I can just ask the AI
And I'll stockpile some water in my 50 Stanley cups,
'cuz didn't you hear that ChatGPT is using all the water up?
Oh, but I have to see what I look like, being an action figurine,
The glaciers weep as I scroll through a dying scene.
'Cuz I'll be dead and gone, I'll be dead and gone
When that problem comes along.



HUMANS, CLIMATE, AND THE RIPPLES OF LIFE

Mangla Dwivedi

"The natural world is the greatest source of excitement... It is the greatest source of so much in life that makes life worth living." – David Attenborough



The Earth's climate is changing rapidly, and humans are both the cause and potential solution. From wildfires in Canada to floods in India, the effects are no longer distant warnings—they are happening now. Rising temperatures, erratic rainfall, and extreme weather events are disrupting lives, ecosystems, and economies worldwide.

The Human Imprint on the Planet

Since the Industrial Revolution, human activities like burning fossil fuels, deforestation, and urbanization have increased

greenhouse gases such as carbon dioxide and methane. In 2024, CO₂ levels rose by 3.5 parts per million due to intensified fossil fuel use and massive wildfires. These gases trap heat, triggering heat waves, floods and storms.

Human actions degrade ecosystems, reducing their ability to absorb carbon, creating dangerous feedback loops.

India in the Eye of the Climate Storm

India, with 1.4 billion people, is highly vulnerable. Heat waves hit Rajasthan, Maharashtra, and Uttar Pradesh, while erratic monsoons

cause floods in Kerala, Assam, and Bihar, displacing thousands. Retreating Himalayan glaciers threaten major rivers like the Ganga and Brahmaputra, vital for agriculture, drinking water, and industry.

Yet, solutions are emerging. The National Solar Mission expands renewable energy. Cities like Pune and Bangalore promote sustainable urban planning, public transport, and waste reduction. Student-led initiatives from tree-planting drives to clean-energy campaigns demonstrate that young people can make a difference.

Impact on Biodiversity and Ecosystems

"Everything you do makes a difference. You just have to decide what kind of difference you want to make." – Jane Goodall

Climate change disrupts ecosystems. In India, river turtles, freshwater fish, and migratory birds face threats from warming waters, pollution, and habitat loss. Coral reefs bleach, and forests suffer from heat and irregular rainfall. Globally, wildfires, melting glaciers, and floods alter food chains, reduce biodiversity, and threaten ecosystem services like clean water, fertile soil, and air purification. Humans are directly affected: agriculture suffers, health risks rise, and communities are displaced.

Global Examples

Wildfires in Canada and South America destroy forests and release carbon. In South Asia, monsoon floods submerge villages and farmland. Glaciers in the Himalayas and Andes retreat rapidly, threatening freshwater supplies. Urban and rural regions

face heat-island effects, disproportionately impacting poorer communities, revealing social inequalities tied to climate change.

The Role of Human Choices

"We can't just consume our way to a more sustainable world." – Vandana Shiva

Humans can slow climate change. Renewable energy, conservation, sustainable agriculture, and responsible consumption reduce emissions. Local initiatives – rooftop solar, afforestation, water conservation demonstrate that communities can lead change.

Individuals and students can conserve energy, avoid single-use plastics, and plant trees. Schools can empower students through environmental projects and campaigns, nurturing a culture of responsibility.

Policy, Education, and Collective Action

"You cannot get through a single day without having an impact on the world around you." – Jane Goodall

Policy and education are vital.

Governments regulate emissions, incentivize renewables, and protect natural habitats. Agreements like the Paris Climate Accord emphasize global cooperation. Education ensures informed citizens who make sustainable choices. Youth-led campaigns in schools show awareness can spark tangible action.

Interconnected Futures and Hope

Humans, ecosystems, and climate are inseparable. Small actions like planting trees, conserving energy, advocating policy change contribute to larger solutions.

Renewable energy, conservation projects, and sustainable practices prove solutions exist. Students in India, through eco-clubs and social campaigns, are already making tangible impacts.

Every choice matters, every voice counts, and every action shapes the world for generations to come.



◀ WHEN JOY MEETS RESPONSIBILITY ▶

Sriyasi , Grade 8, Saint Joseph's School, Bhagalpur



Festivals are the immense joy of our lives. They bring families together, fill our homes with laughter, chaos, celebration, music, and remind us that our life is meant to be celebrated. Every festival, whether it's Diwali, Eid, Christmas, Lohri, Holi or any other celebration, carries a simple yet powerful message - to spread happiness, love and get our lives filled with light.

However, sometimes, in the excitement of celebration, we forget that all the smoke from crackers, chemical colours, food wastage, and plastic decorations are temporary, but the care for our mother earth should be permanent. True joy and responsibility can go hand in hand. We do not have to stop celebrating - instead we must celebrate with all maturity and awareness of our surroundings.

Imagine Diwali with beautiful real

flower decorations, earthen lamps, and green eco-friendly crackers. Holi with natural colours instead of chemical ones, Christmas with reusable decorations and Eid with simple and eco-friendly gifts.

We celebrate festivals to preach to our own lord, but does our lord ever teach us to destroy our own creatures? Even small actions like avoiding plastic, planting and watering a tree, using cloth banners, and eco-friendly festivals can create a ripple of change. Schools and students can lead the way, organizing green festivals, and eco-friendly competitions to inspire the communities.

Every festival is a reminder of gratitude, love, and togetherness. When we choose to celebrate with care and awareness, we honour not just our traditions but Mother Earth itself. True celebration is not just about lights, music, sweets and

crackers, it is about spreading joy with all our hearts, showing mutual respect towards our ideals and having a good family time, without leaving harm behind. "When Joy meets Responsibility", every festival becomes a prayer for a clearer, kinder, and brighter world.

"Let every festival glow in harmony with faith in our hearts and care for our Mother Earth."



CLIMATE RESTORATION EVERYONE'S RESPONSIBILITY

Jasnaaz Kaur, Grade 7B, Springdales School, Dhaula Kuan

Beautiful sight, let's all imagine,
One such place to you all must have been.
Clear blue skies,
Colourful butterflies
Fresh clean air
Greens everywhere!
Oh, lovely sight
You agree, right?

But the hard fact of this age,
Is that we are witnessing climate change;
Global warming, temperature extremes,
Disturbed ecosystems, vanishing streams.
Who is to blame, you may ask,
Oh, who else? Let's unmask!

It's we, the human race
The most evolved, or so we self-praise.
Our ever-soaring ambitions
To touch the sky
Has actually darkened our future
I tell you, with a sigh!

More than ever, the time to act is now,
To mitigate the impact of what we selfishly sow
Deforestation, pollution and industrialization,
Has led to Greenhouse gases' increase concentration.

Oh dear! From heart-warming conversations
To the ones on global warming,
What a downward journey we humans are having.
Today, let's commit ourselves to climate restoration
Afterall, that's the best gift to give to the future generation.



BBIMUN 2025

A DECADE OF DIPLOMACY AND CULTURAL DIALOGUE

A Report by Schoolastic Editorial Team



BBIMUN was not just debates; it was also about expression and professionalism. Delegates followed a unique dress code, Indian formals on Day 1 and Western formals on Day 2, symbolizing unity in diversity. In her welcome address, Ms. Alka Singh, Charge D’Affairs of BBIMUN, shared her excitement about the journey so far and the power of youth leadership.

Mr. Hitesh Bakshi, Chief Advisor, reminded delegates that their ideas and voices could help shape the future.

Awards such as Best Delegate, High Commendation, and Special Mention were given across committees. The Best Delegation Award recognized by the school team that performed the best overall. BBIMUN 2025 was a celebration of diplomacy, teamwork, and cultural awareness. It reminded everyone that today’s students are tomorrow’s leaders, and their voices truly matter.

The Blue Bells International Model United Nations (BBIMUN) celebrated a major milestone this year, its 10th edition, held on October 11 and 12, 2025, at Blue Bells Model School, Gurugram. Over 800 young delegates from schools and colleges across India and beyond gathered to take part in meaningful discussions on global issues.



This year’s theme, “Preserving Indigenous Cultures in an Interdependent World,” encouraged participants to think about the balance between tradition and

progress in a connected world. The event featured 18 committees, including the United Nations Security Council and UN Human Rights Council, as well as the Lok Sabha and Niti Aayog.



Delegates discussed topics such as cultural erosion, digital inclusion, climate change, AI, and peace building.



The Schoolastic team brings a few of the discussions at the BBIMUN that addressed the question of sustainability and climate action.

REDEFINING VELOCITY

MOTORSPORT'S TRANSITION TO SUSTAINABLE INNOVATION

By Vrinda Chugh , Blue Bells Model School, Gurugram



Motorsport, long celebrated for its speed and engineering excellence, now faces a defining challenge: transforming its fossil fuel legacy into a model of sustainability. The FIA's forward-looking agenda redefines performance, not by tempering ambition, but by aligning it with environmental responsibility. Motorsport must evolve from a symbol of excess to a crucible of sustainable innovation, where victories honour both technical brilliance and ecological stewardship. At the heart of this shift is Formula 1's transition to 100% sustainable synthetic fuels by 2026.

These “drop-in” fuels, compatible with existing internal combustion engines, aim for carbon neutrality by balancing emissions with carbon capture during

production. The impact is twofold: reducing emissions in motorsport and offering scalable solutions for the two billion combustion-engine vehicles still in use globally.

This transformation reflects collaboration across industry, with partners like ARAMCO scaling production to meet future demand. Formula 1 thus becomes not just a sporting spectacle, but a proving ground for sustainable technology with far-reaching implications for everyday mobility. By embedding sustainability into its core, motorsport challenges the outdated narrative of wasteful consumption, proving that speed and responsibility can coexist. The FIA's vision sets out a bold precedent, calling for innovation that champions equity, accountability, and climate action. The race today is no longer just

against rivals, but against the clock of climate change. Motorsport must lead by example, becoming a beacon of purposeful progress. In redefining velocity, sport has the power to drive not just laps, but lasting global impact.



INDIA'S ROADMAP TO GREEN GROWTH

By Divyanshi Tyagi , Blue Bells Model School, Gurugram.



NITI AAYOG- BBIMUN 2025

Indigenous communities have been the true guardians of forests, protecting ecosystems with knowledge passed down through generations. As the world pursues net-zero goals and confronts climate change, India faces a critical choice: climate action must reduce emissions while empowering those who have safeguarded nature for centuries. Carbon credits, tradable certificates representing one ton of reduced or removed CO₂, are central to global climate markets.

Yet, traditional systems often prioritize industrial efficiency over cultural stewardship. Cultural Carbon Credits aim to change this by recognizing indigenous and local communities' vital role in forest and

biodiversity conservation through sustainable practices. Despite the Forest Rights Act (2006), many indigenous groups still face land insecurity and exclusion from development benefits, even as they bear the brunt of deforestation and displacement. Their ecological wisdom remains undervalued in mainstream policies. Meaningful progress requires including these voices in environmental governance.

Cultural Carbon Credits offer direct economic incentives linked to forest conservation, protecting indigenous rights, livelihoods, and knowledge. While initiatives like Joint Forest Management and the Forest Rights Act mark progress, challenges like insecure land tenure and

marginalization persist amid worsening climate threats. This approach aligns economic incentives with cultural and ecological preservation, blending market mechanisms with traditional knowledge and equitable governance. India has the chance to pioneer an inclusive climate model that is both just and sustainable.

The question remains can development be inclusive, markets respect culture, and indigenous voices lead climate policy? For India, the answer must be yes. **NITI Aayog**



DRIVING TOWARD A GREENER FUTURE THE FIA'S ROLE IN SUSTAINABLE MOTORSPORT BBIMUN 2025

By Kirtarth Singh Shishodia, Blue Bells Model School, Gurugram



For over a century, motorsport has symbolized human ambition, engineering brilliance, and fierce competition. Yet, in an age of climate urgency, the sport must confront its growing environmental impact where the roar of engines is now matched by concerns over carbon emissions.

The FIA's agenda, "Green Speed: Ensuring Sustainability, Fair Competition, and Innovation in Global Motorsports," urges a reimagining of racing in the 21st century. While historically reliant on carbon-heavy fuels and resource-intensive logistics, motorsport now stands at a crossroads. The FIA's pledge to achieve carbon neutrality by 2030 has accelerated progress in biofuels, electric mobility, and hybrid technologies. Still, this green

transition is uneven, with wealthier teams advancing faster and widening the competitive gap. Environmental costs extend beyond the track — including emissions from logistics, waste, and international travel. To truly embrace sustainability, the FIA must introduce binding regulations that address these hidden impacts without compromising the spirit of racing.

Key to this shift will be fostering open-source innovation, inclusive rule making, and standardized sustainability metrics across all racing series. Fair competition and environmental accountability must go hand in hand. Motorsport's legacy should no longer be measured solely in speed, but in sustainable milestones carbon-neutral podiums, equitable access, and a global audience inspired

by purpose. "Green speed" isn't a contradiction; it's a call to action. With the right vision, motorsport can once again lead not just in innovation, but in driving humanity toward a cleaner, faster, and fairer future.



REIMAGINING CLIMATE ACTION INDIA'S CULTURAL CARBON CREDITS AND INCLUSIVE SUSTAINABILITY, BBIMUN 2025

By Girisha Singh , G.D. Goenka Public School



India stands at a pivotal moment in climate policy, with the opportunity to align sustainability with cultural integrity through Cultural Carbon Credits (CCCs). Anchored in the Public-Private Partnership (PPP) model, CCCs propose monetizing indigenous conservation practices to advance both climate and social goals. Yet, without robust governance, this vision risks becoming another market-driven initiative that exploits rather than empowers. The NITI Aayog is well-placed to coordinate this framework, balancing innovation with inclusion. However, unresolved legal ambiguities, potential disputes, and the ethical dilemma of commodifying culture raise critical concerns. The fear is clear: could this

model prioritize corporate profit over community welfare, repeating the failures of global carbon markets? Examples like REDD+ programs in Peru and Brazil show how well-intentioned schemes can marginalize indigenous communities when legal protections and benefit-sharing mechanisms are weak. India must not replicate these patterns. For CCCs to succeed, they must embed equity, transparency, and cultural respect into their design. A decentralized, community-led governance model is vital to protect indigenous knowledge from exploitation and ensure that climate action uplifts, rather than erases, local identities.

If implemented with integrity, CCCs could position India as a global leader

in ethical climate finance, linking Environmental, Social, and Governance (ESG) investments with tribal welfare. But as it stands, safeguards remain insufficient. This initiative is more than policy, it's a litmus test of whether climate markets can serve justice. The path forward demands not just innovation, but accountability to the people and cultures that sustain the planet.



SEMICOLON 2025 – VOICE OF HOPE

GEMS International School, Gurugram

A Report by Schoolastic Editorial Team



"Together we rise, heal, and remind the world that every story deserves to be heard."

The fourth edition of Semicolon: Voice of Hope was held on **8th October 2025** at **GEMS International School, Gurugram**, celebrating empathy, creativity, and community. This year's theme, **"The Power of Us: Celebrating Community and Differences,"** highlighted the importance of emotional well-being, fostering inclusion, building connections, and appreciating diversity among students, teachers, and parents.

The event began with the traditional lighting of the lamp, welcoming mental health professionals, educators, artists, and parents. Highlights included the panel discussion **"It Takes a Circle: Supporting Neurodiverse Learners Together"**, student-led street play **"If the World Were Reversed"**, **"Beyond the Bubble"**,

"Bhav: Expressions in Motion", and **"Canvas of Connection"**. Sensory-friendly spaces like **"Calm in Every Color"**, interactive booths such as **"Ink and Intention"**, and the mental health-themed game **"Play for Peace"** made the event both engaging and reflective.

The day offered opportunities for students, teachers, and parents to explore emotional expression, inclusion, and social awareness, highlighting the school's commitment to mental health and community bonding.

Our Schoolastic team spoke to students, teachers, and parents at the event to understand their perspectives on the activities, emotional learning, and the overall impact of Semicolon 2025.

SC: Which activity did you enjoy the most today? Play for Peace, Bhav, Ink and Intention, or Canvas of Connection?

Jessica: The activity I loved most is Canvas of Connection because it was a bit catchy, and everybody was participating a lot, and I was able to see that they were very confident with it.

SC: Do you feel comfortable talking about how you feel? If yes, what helps? If not, what makes it hard?

Student Performer 1: Yes, because we can perform every role as if we are the mirrors of society. We have to show society the reality that how people behave with others.

Student Performer 2: Not only the area they see, like if how I am behaving in school with someone, that is not true



People do not talk nicely to transgender people, they call them by offensive labels. But we never thought that how they are being affected through that.

Student Performer 3: So, we represent whatever is happening in our society. So, people are not ready to have a conversation about that. Through theatre we can represent the bad things happening in society, like people judging others and issues in LGBTQ+ community.

SC: If you could describe today's event in three words, what would they be?

Student 1: Fantastic, awesome, and fabulous.

Student 2: The reality of society.

SC: How can schools continue the conversations started by this event beyond today?

Gaurangi Sharma and Jasthu: It would be great. Some people don't know how to express their feelings to teachers or others. Events like Semicolon help students understand why sharing feelings is important, what to do, and what not to do. It teaches about different types of people in the world.

SC: Can you tell something about your app? What was it about?

Gaurangi Sharma and Jasthu: It was about treating everyone equally, even if someone is different. For example, transgenders are often treated like nothing, but they play an important role. They face judgement about appearance and actions, which is painful.

SC: What steps do you take at home to build emotional openness with your child?

Shefali Chopra (Parent): First, accept and identify the situation. Then love and encourage children for what they have, instead of focusing on what they lack. Don't be scared about challenges they may face. They'll find their own way, but you need to be a rock-solid support system.

SC: What did today's event reveal about students' emotional needs or strengths?

Aditya (Theatre Teacher): Students are getting a chance to understand how emotions travel from one person to another. Performances, like Nukkad Natak and dance, highlighted small but serious things in society that are often ignored. Small children were involved, and teachers guided them excellently. Addressing these issues, even without finding solutions, is an achievement.

SC: What role do teachers play in supporting students' mental health daily?

Siddhi Sahani (Head of English Department): The role of a teacher today is not just of a teacher, she's a guide, she's a mentor, she's a friend, she is there with the students, she is there for the students. The fact that students can come to her with all these roles itself is a big support to students' mental health. Students are more open now in expressing themselves. The rapport and connection built over time allow teachers to gauge the mental health of a child and give them comfort to approach whenever needed.

Semicolon 2025 was more than an event. It was a celebration of empathy, inclusion, and awareness. Through theatre, art, dance, and discussion, students, teachers, and parents explored emotional expression and social responsibility. The event showcased how communities can come together to support mental health, celebrate differences, and inspire change, leaving a lasting impact on everyone involved.



BRIDGING CULTURES IN THE DIGITAL AGE NATIONAL MUN 4.0 – PART II

Bhavna Sharma and Vansh Tyagi



On 27 September 2025, the spirit of diplomacy and global collaboration took centre stage as FairGaze Schoolastic proudly organized the National Model United Nations (MUN) 4.0 Part II. This year's committee, UNESCO (United Nations Educational, Scientific and Cultural Organization), delved into one of the most relevant discussions of our time "Deliberation upon Preserving Cultural Integrity and Personal Privacy in the Age of Social Media."

In a world where technology connects billions and cultures merge at the speed of a click, the question of how to protect cultural authenticity while respecting personal privacy has never been more crucial. The young delegates, representing various nations, rose to this challenge with intellect and empathy, embodying the very essence of the MUN spirit dialogue, diplomacy, and understanding.

The committee's proceedings reflected a global conversation in miniature. France set the tone, reminding everyone that "Cultural diversity is the heartbeat of humanity. In this digital

century, we must ensure technology amplifies our heritage, not erases it." India emphasized equilibrium between progress and values, asserting that "Our traditions teach us that balance is the essence of harmony. In preserving privacy and culture, we must balance modern connectivity with moral responsibility."

From the United States came a call for accountability "roctecting privacy is not anti-progress; it's pro-human." China urged nations to safeguard their cultural sovereignty, noting that "Global connectivity cannot come at the cost of cultural dilution." Meanwhile, Japan and Brazil highlighted the importance of technology as a cultural ally, stating, "Technology should serve culture, not overshadow it," and "Our cultures are vibrant tapestries the internet must showcase this diversity, not turn it into a single, uniform thread."

The debates were intense yet respectful, filled with critical analysis, persuasive speeches, and thoughtful resolutions. Delegates demonstrated strong research skills and diplomacy, crafting solutions that balanced digital

freedom with cultural preservation.

The event also reflected the dedication of the organizing team at FairGaze, whose efforts ensured that every participant experienced the essence of international dialogue and collaborative leadership. Each session from moderated caucuses to final resolution drafting was a learning ground, nurturing the next generation of thinkers and changemakers.

As the session drew to a close, applause filled the room not just for the winners, but for every young mind that dared to think globally and act thoughtfully. The National Model United Nations 4.0 – Part II was more than an academic exercise; it was a celebration of ideas, identities, and integrity in a connected world.

In the words of one delegate, **"This MUN didn't just teach us how to debate it taught us how to respect perspectives and protect what makes us who we are."**



WHEN LEARNING MEETS LIFE GANDHIJI'S VISION FOR EDUCATION

Sidhi Arora



Imagine a school where students learn mathematics while weaving cloth, understanding chemistry through farming, and developing character through community service. This wasn't just a dream, it was Mahatma Gandhi's revolutionary educational philosophy called "Nai Talim" or "Basic Education," introduced in the late 1930s. At its heart, Nai Talim proposed that knowledge and work are inseparable, and that education should nurture the mind, body, and spirit simultaneously.

"The object of basic education is the physical, intellectual and moral development of children through the medium of a handicraft."

While Gandhiji is globally remembered as a freedom fighter, his interest in education is less widely known. He believed that true education was more than reading books or passing exams. It was about holistic development, rooted in Indian culture and values, and aimed at producing self-reliant, socially conscious individuals.

A New Approach to Learning

Nai Talim, meaning "New Education," reflected Gandhiji's vision for individual and national self-rule. He opposed the British colonial education system, which emphasized rote memorization, foreign languages, and exam performance, often alienating children and fostering career-focused thinking. Gandhiji envisioned an approach that taught values, creativity, life skills, and self-reliance, accessible to all children regardless of language, caste, or colour.

"Education without values is like a body without a soul."

Central to Nai Talim was the integration of manual work with academics. Students engaged in activities like spinning, weaving, gardening, and carpentry—not as extracurricular tasks but as vehicles for understanding broader concepts. For example, while learning to spin cotton, students would explore physics (tension and rotation), mathematics (ratios and measurements), geography (cotton-growing regions), and history (textile industry in India). This approach made learning concrete, meaningful, and connected to daily life.

Gandhiji did not propose that crafts be an "extra subject." Instead, productive work formed the core of the curriculum, making schools self-supporting, community-centered, and cooperative rather than competitive. He also advocated mixed-age classrooms, freedom of pacing, and flexible assessments, critiquing rigid exams and age-based grouping that often hindered real learning.

The Teacher as Co-Learner

In Gandhiji's vision, teachers were not mere knowledge-givers but co-learners. They were expected to listen, interact, and learn alongside their students, nurturing curiosity, humility, and a spirit of collaboration.

"He who learns nothing from his disciples is, in my opinion, worthless."

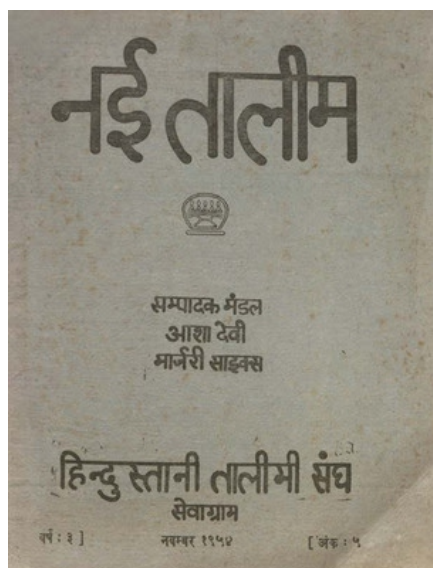
Teachers and students were envisioned as fellow workers, building learning environments grounded in respect, dialogue, and shared growth. Education, according to Gandhiji, was not only about individual growth but also social responsibility, preparing students to engage with inequality, poverty, and community challenges, and to devise practical solutions.

Relevance to Modern Education

In contrast, today's schools often emphasize competition, standardized exams, ranks, and percentages. Age-based classrooms, rigid syllabi, and abstract exams can create stress, label students as failures, and alienate them from real-life learning. Schools frequently prioritize memorization over meaningful engagement, and an only English-medium instruction can disconnect students from their local culture.

Contemporary Significance

As the world faces climate change, widening inequality, and rapid technological advancement, Gandhiji's educational principles are increasingly relevant. Schools like Montessori and Waldorf echo similar values: hands-on learning, doing rather than merely listening,



character formation, and community engagement.

In India, initiatives are increasingly linking curricula with local crafts, livelihoods, gardening, and community work,

aligning with Gandhiji's vision of learning through action. Such approaches aim to transform education from a role-based system to holistic education, fostering creativity, cooperation, and social awareness.

“The object of basic education is the physical, intellectual and moral development of children through the medium of a handicraft.”

Education, for Gandhiji, was preparation for life, not merely for employment. It sought to cultivate simplicity, service, self-respect, and solidarity.

By learning through doing, engaging with their communities,

and connecting academics to real-life work, students would grow into responsible, empathetic citizens. In a world seeking meaningful and urgent solutions, Gandhiji's Nai Talim reminds us that education is most powerful when it teaches children to live, not just to succeed.

It challenges us to envision schools where every child learns by doing, every teacher grows alongside their students, and every craft becomes a window into wider learning.

Gandhiji's vision of education is not merely historical; it is a living philosophy, offering a roadmap for a more humane, sustainable, and engaged future.

**DID YOU
KNOW**

Climate & Environment Facts + Schemes

- The population of the House Sparrow in certain parts of India has dropped by up to **88%** for example, in Andhra Pradesh. (Source: IARAS, TalkToday)
Extra Knowledge: The “Save Sparrow Campaign” (launched by several state governments and NGOs) encourages installing nest boxes and celebrating **World Sparrow Day** on **March 20** every year to raise awareness.
- In urban areas such as New Town, Kolkata, sparrows are disappearing because modern glass and concrete structures offer **no nesting crevices, no dust-bath spots and no hedges** for hiding. (Source: The Times of India)
Extra Knowledge: Under the “Goraiya Gram” (Sparrow Village) initiative in Delhi and Rajasthan, entire colonies are being redesigned with green zones, bird feeders and eco-friendly nesting spots to welcome sparrows back.
- Research suggests that increasing numbers of **cell-phone towers and electromagnetic radiation** may be partly responsible for sparrow decline in cities. (Source: IRJMETs)
Extra Knowledge: The **Ministry of Environment, Forest and Climate Change (MoEFCC)** has issued guidelines limiting radiation levels near residential areas, and citizen science projects like **Indian Bird Atlas** help track bird populations across cities.
- Through the **UJALA Scheme**, India aims to replace **770 million inefficient bulbs** with LED lamps cutting huge amounts of wasted energy. (Source: GBPN)
Extra Knowledge: The **UJALA** (“Unnat Jyoti by Affordable LEDs for All”) and **Gram UJALA Scheme** have together distributed **36 crore+ LED bulbs**, reducing about **40 million tonnes of CO₂** emissions annually.
- The building sector in India already consumes **37%** of the country's total annual primary energy and with construction booming, this could grow **eight-fold by 2050** if unchecked. (Source: IndiaSpend)
Extra Knowledge: The **Energy Conservation Building Code (ECBC)**, and schemes like **GRIHA & LEED-India**, promote green architecture ensuring new buildings use less power and more renewable energy.
- A study predicts that in major Indian cities, the **cooling energy demand** of a typical room might increase by **23 % to 155 % by the 2090's**, depending on the climate scenario. (Source: ArXiv Climate Study)
Extra Knowledge: The **India Cooling Action Plan (ICAP)** by the Government of India aims to reduce cooling energy use by **20–25 % by 2037**, promoting efficient air-conditioning and natural ventilation in buildings.

BEYOND THE CUBICLE

EXPLORING ALTERNATE CAREERS

The Schoolastic Editorial Team



Ever thought your next career move could be hiding in your shoes, your bag, or even your jacket? Welcome to the world of leather, a career path no one told you about, but one that's full of style and skill!

Imagine a career where you can design stylish bags, craft elegant shoes, or even innovate sustainable materials. A career in leather isn't just about working with leather; it's about blending creativity with technology. From transforming raw materials into luxurious and simple products to designing the next trend in fashion accessories, the leather industry offers diverse opportunities.

It's a fascinating field where art meets science and technology. From turning raw materials into smooth, durable leather to designing fashionable accessories, the leather industry is a mix of creativity and innovation.

A career in leather can involve working in laboratories developing tanning processes, designing stylish products, managing production lines, or even creating environmentally friendly alternatives. If you enjoy both practical skills and creative challenges, leather offers an exciting career path for you.

Different Career Paths in the Leather Industry

The leather industry is broad and diverse, with plenty of opportunities to match your interests.

Leather Technologist: You focus on the scientific methods that turn raw hides into finished leather, working with chemicals, machinery, and quality control.

Designer: Whether it's shoes, bags, or belts, designers create products that are stylish, functional, and trendy.

Product Developer: Beyond fashion, this role includes designing leather

products for sports, automotive interiors, or home furnishings.

Quality Inspector: This job ensures that every leather product meets high standards of durability, finish, and safety.

Sustainability Specialist: If you're passionate about the environment, you can work on creating eco-friendly leather or improving green manufacturing processes.

Entrepreneur: Many skilled leather workers start their own brands, crafting unique handmade items that stand out in the market.

No matter your strength, science, art, business, or technology. The leather industry has room for it all.

Leading Leather Education Institutes in India

If you want to build a career in leather, consider these well-known institutes:



Government College of Engineering and Leather Technology, Kolkata: Known for its engineering-focused leather courses, this college offers practical knowledge on leather processing.

Footwear Design and Development Institute (FDDI), multiple locations: FDDI combines design and technology in its courses, preparing students for footwear and leather goods industries.

National Institute of Fashion Technology (NIFT), Delhi and other campuses: NIFT's leather design programs focus on fashion trends and creative product development.

Indian Leather Products Association (ILPA), Kolkata: ILPA offers short courses in leather product design, ideal for quick skill-building.

Dreamzone School of Creative Studies, Kochi: Provides practical training in fashion design with a focus on leather accessories and entrepreneurship.

Entry Qualifications

A 10+2 pass in any stream is needed for design or diploma

courses. To pursue a Bachelors in Indian leather institutes (B.Tech programs), a 10+2 with a minimum score in Physics, Chemistry, and Mathematics (PCM) is required. There are certificate courses, ITI and skill-based courses too.

Here's how you can get a head start:

- Focus on science and art subjects to develop technical and creative skills.
- Attend local workshops or online tutorials to learn basic leather crafting.
- Try small projects like making leather keychains or wallets at home.
- Look for internship opportunities during school holidays in leather factories or design studios.
- Read about sustainable leather practices and innovations to stay updated.
- Research different roles and industries within leather.
- Join workshops and learn leather crafting basics.
- Build a portfolio of small projects.

- Network with professionals and attend industry events.
- Choose educational programs that fit your interest—be it technology, design, or business.

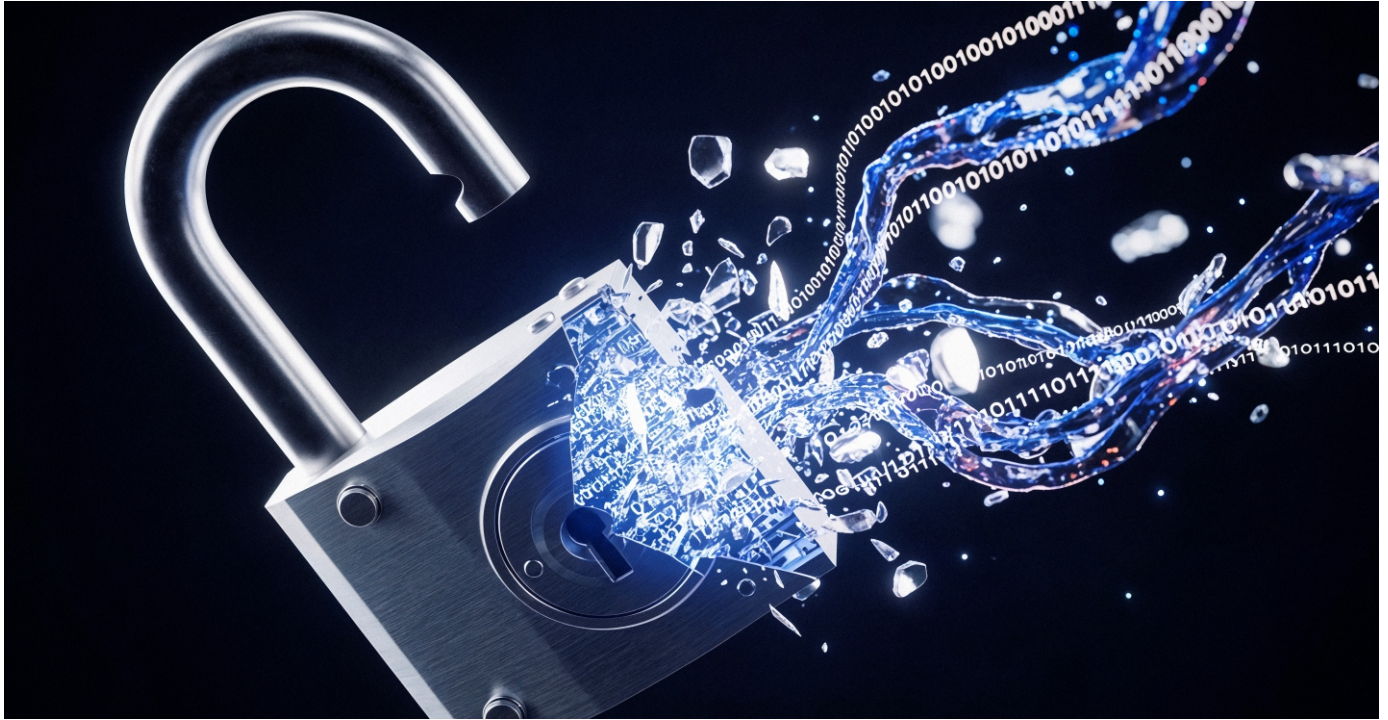
A career in leather suits a wide range of personalities. Individuals who prefer focused, hands-on work will thrive in technical roles such as leather technology and craftsmanship. You can choose from design, marketing, and entrepreneurial positions.

The industry's blend of creativity, science, and business offers diverse opportunities, making it an ideal choice for both detail-oriented and dynamic professionals. Regardless of your strengths or temperament, the leather sector provides a rewarding and flexible career path.



SETTING THE STAGE TO UNLOCK POTENTIAL

Anna Chandy



In this series on unlocking student potential in classrooms, we deep dive in to what makes a conducive environment for teaching learning in our schools. We reflect on the rationale for such an environment, the pedagogical approaches, the skills, and structures to sustain it while pegging the discussion on holistic education, a central idea in our policy documents, to help students thrive in their present and future.

Globally, two significant shifts in the way we think have impacted teaching- learning processes in schools over the twentieth and twenty-first centuries. These are Inclusion and Social and Emotional Learning. Both are byproducts of a world shifting towards democracy and acknowledging equality of opportunity for all people.

Inclusion is a space for all, regardless of their background or ability. It rests

on the premise that this is an environment where equitable opportunities allow everyone to thrive. **Social and Emotional Learning (SEL) / Social, Emotional and Ethical Learning (SEEL)** is a pedagogical method that teaches crucial skills to create an environment of inclusion. Globally, five key areas are considered as drivers of this equitable space- self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This symbiosis between the two thinking creates a synergy making these natural partners in education and society.

SEL/SEEL is the pathway to develop skills to understand and manage emotions, define and realize goals, feel and demonstrate empathy, establish, sustain, and preserve positive relationships, and make responsible decisions. **Social** means skills related to interactions with others, such as

communicating, empathizing, and maintaining positive relationships. It involves being aware of other people's perspectives, feelings, and backgrounds, and learning to interact with them constructively and cooperatively. **Emotional** means the process of recognizing, understanding, and managing one's own emotions and developing empathy for the emotions of others. It involves skills like self-awareness, self-management, and the ability to process feelings in a way that leads to responsible decisions and positive interactions.

When do children learn the skills of social and emotional learning?

According to child development milestones, typically children begin to learn social and emotional skills from infancy and continue to develop them throughout their lives. This process starts with infants developing trust with caregivers. It continues through

early childhood when self-awareness develops. It grows further as children recognize emotions other than their own, leading to more complex skills like empathy, cooperation, and managing emotions in later childhood and adolescence.

In the age band of 2-3 years, they move from parallel play to give and take exchanges and interactions, as adults help them learn about taking turns and considering others. From the age 3-4, they begin to enjoy interactive play, share toys, and take turns. They also begin to show and verbalize an array of emotions and involve in pretend play.

In the age band 4-5 years, there is a move towards increased awareness of their individuality, friendships, and being cognisant of people's thoughts and feelings better. Play and structured and rule-based games with peers leads to discernment of what is right and wrong. Children, most often accompanied by parents/grandparents interact in the home and in the immediate neighbourhood space. Between the age 5-6, the instances of group play, conversations, ability to do tasks independently are apparent. They begin to show empathy, reaching out to a friend with words of comfort, and are aware that everyone has multiple emotions at once and can process it.

The 6+ age band is when children step in to a more diversified world other than home and neighbourhood-school. By the age 7-8 they are more aware of how others perceive them and can distinguish between fantasy and reality. They may form a sense of humour and join clubs or sports teams.

Between the age 6-12, true friendships, a sense of esteem, and confidence develop. Children learn appropriacy, as they learn to manage difficult emotions. The age band of 13-18 or adolescence, teenagers steer

through complex relationships, better regulate their emotions, and work on impulse control as they explore their values and identity.

Why is there an emphasis on inclusion and social and emotional learning now in schools?

School education has historically evolved to be competitive, stressful, and punitive. Being caught up in the rat race, to be successful academically, and professionally often the emphasis is on discipline, rigour, rote, and memorization as a method to nurture future citizens; a one size fits all approach.

This approach goes against the very nature of the child, instead of bringing out their innate developmental need. It is the blurring of this space that adds to the complexities of teaching-learning as we know of it today.

When we peg the purpose of education to this outcome, the process flows in a specific way. The purpose and outcome define what the mechanism to reach it would look like as would the method to measure it.

Education systems around the world are now realising the need to implement social and emotional learning as a key component to build a more peaceful and compassionate world for all.

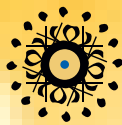
We have child centric, critical thinking, empathy, holistic, multi-perspective jostle with rigid structures weighed in by a cram-heavy curriculum, packed timetables, and unrealistic examinations, tests, assessments to measure competencies. It is not just the curriculum, the extra-curricular pursuits, and the assessment that needs a makeover; the language, gestures, biases, and prejudices, that adults bring as a hidden curriculum into the child's experience itself need

an overhaul. To nurture child centric, critical thinking, empathy, holistic, multi-perspective the classroom and school engagements a child experiences through the 12 years of schooling must be re-examined.

What would a classroom enriched in SEL and Inclusion look like? What would children nurtured in these classrooms dream of? How must adults engage with children across age bands and why do they need to do so are quintessential questions we must deal with urgency.

What does support and training for teachers look like? What must be done to understand what works best for a child to thrive? If this is the question we can reflect upon as educators in the school ecosystem, we are then on our way to building that classroom that unlocks every child's true potential.





FAIRGAZE In Association With
UNLOCKING POTENTIAL



Proudly Presents
**THE WINNERS OF
INDIA AS I SEE, 2025**

Congratulations

Paint India (CWSN)

Grades 3rd -5th

1 Sahana
DAV Gill Nagar, Chennai

2 Kashish
MCD Primary Co-ed School Andrew's Ganj, Delhi

3 Priya Rani
APS Shankar Vihar, Delhi

Power of the Pen

Grades 3rd -5th

1 Navya Yadav
APS Shankar Vihar, Delhi

2 Saransh Goswami
Salwan Public School, Delhi

3 Arush Mishra
Happy Blue Bird Public School, Bulandshahr

1 Saivratesh
The Ideal Mount Litera Zee School Coimbatore,
Tamil Nadu

2 Mannat Pankul Arneja
DLF Public School, Ghaziabad

3 Shreyanvi Singh
Ahlon International school, Delhi

Grades 9th-12th

1 Sparsh Pathania
APS Shankar Vihar, Delhi

2 Riyan Dk
NPS International School, Assam

3 Sayan Maity
Nimpith Ramakrishna Vidyabhavan, Kolkata

Sacred Freedom

Grades 3rd -5th

1 Khushi
MCD Primary Co-ed school, Andrew's Ganj, Delhi

2 Abhishek
APS Shankar Vihar, Delhi

3 Tanvi Rai
APS Shankar Vihar, Delhi

Grades 6th-8th

1 Oishi
Carmel Convent High School, MAMC, West Bengal

2 Vedanshi
St. Jude Academy Narela, Delhi

3 Babli
APS Shankar Vihar, Delhi

Grades 9th-12th

1 Sharvina Joshi
APS Shankar Vihar, Delhi

2 Mahi Raghav
APS Shankar Vihar, Delhi

Akshita Raju
APS Shankar Vihar, Delhi

3 Kavya Bisht
APS Shankar Vihar, Delhi

Paint India

Grades 3rd -5th

1 Rachit Gangwar
Happy Blue Bird Public School, Bulandshahr

2 Debosmita
Holy Cross School

3 Prisha Gupta
APS Shankar Vihar, Delhi

Grades 6th-8th

1 Snigdhanil
Bikash Bharati Bloom Day School, West Bengal

2 Ansh Verma
Happy Blue Bird Public School, Bulandshahr

3 Sanik Jalkan
Devanshu English High School, Mumbai

Grades 9th-12th

1 Kanishka Verma II
Happy Blue Bird Public School, Bulandshahr

2 Aradhya Jaiswal
Happy Blue Bird Public School, Bulandshahr

3 Ramandeep Kaur
Happy Blue Bird Public School, Bulandshahr

Calling all budding student writers, artists, poets, reviewers to send in their submissions

December 2025 Issue

As the year comes to an end, December invites us to reflect on courage, compassion, and discovery. From India's space milestones to everyday acts of kindness, 2025 has been a year of learning and inspiration. What moved you most – a person, event, or experience that changed your view of the world?

Think about

Moments that inspired courage, unity, or kindness. The meaning of human rights and equality in your life. Personal achievements, creative projects, or acts of service. Hopes, lessons, and resolutions for 2026.

Send your articles, poems, stories, or artwork (JPEG preferred) that capture what courage, care, and curiosity meant to you this year.

December Theme: *Reflections of 2025 – Courage, Care and the Sky Beyond*

Deadline: 15 November 2025, 6 pm

Email: Send your submissions to schoolasticeditorial@fairgaze.com

Mention “December Theme” in the subject and include your name, grade, school name, and address.

Book Picks:

Wings of Fire – Dr. A.P.J. Abdul Kalam | The Blue Umbrella – Ruskin Bond | The Diary of a Young Girl – Anne Frank | Ignited Minds – Dr. A.P.J. Abdul Kalam | The Power of Kindness – Piero Ferrucci

January 2026 Issue

January celebrates the International Day of Education and the power of knowledge to shape our world. This edition explores how curiosity, teachers, and new ideas nurture the seeds of change.

Reflect on: What education means to you; a teacher or mentor who inspired you; learning beyond classrooms through stories, hobbies, or experiences, new skills or ideas to explore in 2026; how students can make learning inclusive and fun.

Submit articles, poems, interviews, or artwork (JPEG preferred) that show how learning leads to change.

January Theme: *“Seeds of Change – The Light of Learning”*

Deadline: 15 December 2025, 6 PM

Email: Send your submissions to schoolasticeditorial@fairgaze.com

Mention “January Theme” in the subject and include your name, grade, school name, and address.

Book Picks:

I Am Malala – Malala Yousafzai | Educated – Tara Westover | The Courage to Teach – Parker J. Palmer | What Young India Wants – Chetan Bhagat | The Beautiful Tree – James Tooley

EaseMyTrip Space Quiz

The Climate -Biodiversity Nexus

Think you know the secrets to a sharper mind and a stronger body? Prove it! Take part in our Quiz and stand a chance to win a Rs. 2,700 EaseMyTrip discount voucher! Remember, it is First Come, First WIN!

Only the first student with all correct answers will claim the prize.

Send your entries to: schoolasticeditorial@fairgze.com.

Name It!

- The gradual increase in Earth's average surface temperature due to greenhouse gases.
- The greenhouse gas produced in large amounts from fossil fuels, contributing most to climate change.
- Species that are only found in a specific region and nowhere else on Earth.
- Human-driven process leading to habitat loss and reduced biodiversity.
- Organisms that recycle nutrients by decomposing dead material.
- Species at serious risk of disappearing completely if threats continue.
- International treaty adopted in 2015 aiming to limit global warming to below 2°C.
- Scientific practice of restoring ecosystems to preserve species and habitats.
- The shift in timing of natural events, like flowering or migration, due to climate change.
- Keystone species in African savannahs whose presence shapes ecosystem structure.
- Student-led tree plantation campaigns enhancing local biodiversity in India.
- Energy harnessed from flowing or falling water.
- Coral polyps losing color due to increased sea temperatures and acidification.
- Extreme weather events such as cyclones, heatwaves, and floods intensified by climate change.
- The permanent loss of species from Earth.

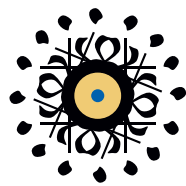


THINKING ALOUD

Mind and Body Matters Quiz!

Answer

- ★ This vitamin is produced in your skin when exposed to sunlight and helps in calcium absorption. » **Vitamin D**
- ★ The biological process by which your body converts food into energy. » **Digestion**
- ★ A mineral essential for strong bones and teeth, abundant in milk and dairy products. » **Calcium**
- ★ Nutrients found in eggs, meat, and legumes that helps build muscles. » **Protein**
- ★ A mineral present in red blood cells that carries oxygen throughout the body » **Iron**
- ★ A natural defence system of the body against diseases and infections. » **Immunity**
- ★ Practice involving controlled breathing and focused attention to reduce stress. » **Meditation**
- ★ An ancient Indian discipline involving postures, breathing, and mindfulness. » **Yoga**
- ★ A chemical in the brain known as the “happiness hormone.” » **Serotonin**
- ★ The organ responsible for controlling memory, thoughts, and decision-making » **Brain**
- ★ Practice writing daily thoughts to reflect, relieve stress, and improve clarity. » **Journaling**
- ★ This proverb by Benjamin Franklin emphasizes the benefits of early sleep and waking. » **Healthy**
- ★ Hormone released during exercise that boosts mood and reduce stress. » **Endorphin**
- ★ Habit of limiting screen time and getting adequate sleep promotes better. » **Health**
- ★ Short periods of deep breathing done intentionally to calm the mind are called » **Pranayama**



FAIRGAZE
UNLOCKING POTENTIAL

FortiSteps

Social and Emotional Learning Programme

Together Today for a Brighter Tomorrow

FortiSteps builds SEL competencies of Self- awareness, Self-management, Social-awareness, Responsible decision-making, and Relationship skills based on globally accepted practice-based research. A Programme that blends structured everyday interactive activities, reflective practices, games and a rich array of curated resources to engage and support students, parents, mentors and school systems in fostering SEL spaces in school, home and the community.

- Aligned to Global Education Focus and Supported by Cutting-Edge SEL Research
- Data Driven Insights and Progress Tracking
- Long-Term Impact on School Culture Enhanced School Reputation

5 MODULE GROWTH STAGES

I AM AN
EXPLORER -
SELF-AWARENESS



Learns to be curious, observe oneself in a context, to understand one's own emotions, thoughts, and values.

I AM A
CONTRIBUTOR -
SELF-MANAGEMENT



Learns to contribute to regulate emotions, thoughts, and behaviours to manage stress, control impulses, and achieve goals. Identify the task one does, and the steps to follow; assess how much can be done on own, when to ask for help, and when to give a pat on back for effort.

I AM A
COLLABORATOR -
SOCIAL AWARENESS



Collaborates to understand social situations, others' perspectives, and recognizes and shows empathy.

I AM A CREATOR -
RESPONSIBLE
DECISION-MAKING



Makes positive choices, considering consequences, and evaluating options. Find ways to encourage good for everybody.

I AM REFLECTIVE -
RELATIONSHIP
BUILDING



Reflects on how to build and maintain healthy relationships with a diversity of people and groups, by listening actively, communicating with clarity and empathy. Finds constructive solutions to conflicts without falling to pressure, and asks for and offers help. Thinks about how to make positive connections with others to establish and maintain healthy, and thriving relationships.



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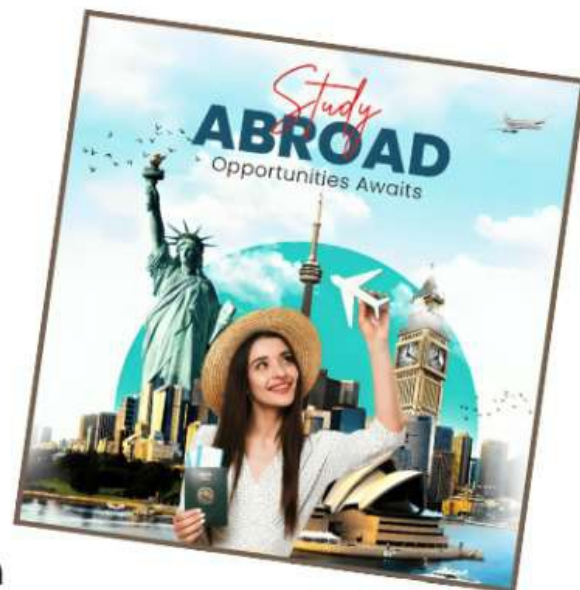
- University of Technology, Sydney
- St. Francis Xavier University, Nova Scotia
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- University of Windsor, and many more!

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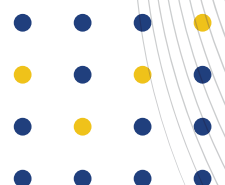
Perks & Benefits

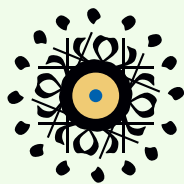
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FAIRGAZE
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INVITES YOU TO AN EXCITING CLIMATE ACTION CAMPAIGN

Zero Toh Hero

FairGaze Zero Toh Hero campaign brings together schools and students to collectively look for practical solutions in their school/ home contexts to reduce human-caused emissions.

The students in their school/ home will brainstorm actionable strategies and steps to bring down carbon emissions and limit global warming and stabilize Earth's climate.



HIGHLIGHTS

Win exciting prizes,
participation certificates

Evaluation by
Dr Anurag Deep, UNESCO

Step

1. Open for Grades 3-12
2. Participate as a school group with 3 Collaborative teams working on the three Focus Areas OR Choose one Focus area as an individual in the context of your Home.
3. Delve, Discuss, Devise, and Demonstrate on the three Focus Areas within School OR Home to Work Towards Net Zero:
 - a. Energy Efficiency, Conservation and Change in Habits (4 points)
 - b. Sustainable Transportation (4 points)
 - c. Waste and Water Reduction, Recycling, Water Conservation (4 points)
4. Make either a single ppt/ reel/ poster/ painting/ drawing/ mind map/ skit to show the challenge and your solution (for all 4 points)
5. A 200-500-word report on justifying your Self-ranking between 4 to 0
6. Upload on the FairGaze website

* Remember to make the **groups inclusive** and **heterogenous** going across grades, ability, and gender. At home work with family members.

** Campaign Starts on **04 November 2025** and Ends on **14 January 2026**

*** Closing Ceremony on **Saturday 26 January 2025**

Visit the website link

<https://sdg.fairgaze.com/> for more details about the campaign





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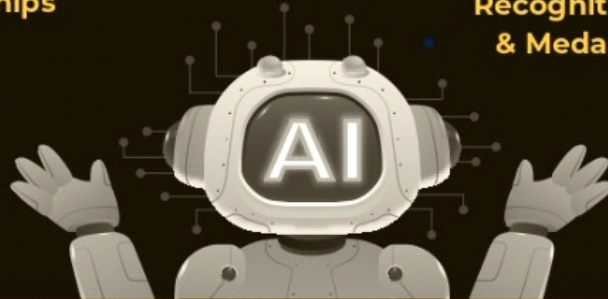
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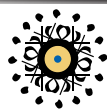
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