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# FAIRGAZE SCHOOLASTIC NEWS

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IMPACT-FOCUSED SCHOOL COMMUNITY MAGAZINE

Theme of the Month: Health – An Integral Part of Life
Student Voice: Rashtriya Ekta Diwas - 31st October
Educator Focus: The Barefoot Way: Learn, Respect, Act and Protect
Educator Interview: Don Bosco High School, Matunga, Mumbai



## OUR WORLD, OUR RESPONSIBILITY

*Learn. Respect. Act. Protect.*

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# Editorial

**Dear Readers,**

Welcome to our November issue, a celebration of learning, responsibility and the power of young minds to shape a better world. This month, we invite you to explore what it means to make "**Our World, Our Responsibility**" through four simple yet powerful values: Learn. Respect. Act. Protect.

Through inspiring stories, thoughtful reflections and engaging features, this issue explores environmental sustainability, inclusive education, innovation, responsible citizenship and the importance of turning awareness into meaningful action.

A special highlight of this issue is our focus on environmental responsibility and community-led change. From discovering the transformative work of Barefoot College to exploring sustainable practices in schools, our stories remind us that protecting the planet begins with everyday choices, practical learning and collective responsibility.

We are also pleased to bring you an insightful conversation with **Ms Sowmya, Director of Barefoot College**, who shares how local knowledge, experiential learning and community participation can empower individuals and create lasting change. Our Educator Interview with Don Bosco High School, Matunga, Mumbai, further highlights how schools can nurture environmentally conscious citizens through initiatives such as waste management, tree plantation and conservation.

For those curious about careers that combine purpose with possibility, our **Beyond the Cubicle** feature explores Sustainability as an emerging career path, opening doors to opportunities in climate action, environmental research, green technology and sustainable development.

This issue also celebrates the spirit of young minds through stories of innovation, leadership and expression. From exploring safer medicines through technology to understanding the responsibilities of a Model United Nations delegate, our features highlight how curiosity, critical thinking and informed action can make a difference. As we mark Children's Day, National Education Day and Constitution Day, we are reminded of the importance of education, equality, childhood and the values that strengthen our society.

As you turn these pages, we hope you discover ideas that inspire you, stories that broaden your perspective and simple actions that encourage you to become a more responsible citizen. After all, a better future does not begin somewhere else; it begins with each one of us.

**Happy Reading!**

Warm regards,

**The Editorial Team**
**FairGaze Schoolastic News Magazine**

# Health – An Integral Part of Life

**Y.S. Rathore (PGT), Aditya Birla Hr. Sec. School, Birlagram, Nagda (M.P.)**

Is there any machine in this world as complicated as the human body? Perhaps there is not. The human body is an extremely complicated machine. No machine can self-evolve and self-recover. But the human body has the unique attributes of self-recovery and self-evolution. It is the only machine that can produce the world's most intricate machines, like supercomputers, and smart systems or technologies like AI. But can it be done vice versa? Indeed not. Obviously, when all such technologies and machines need maintenance from time to time to function properly, why not the most complex machine: the 'Human body'?

The human body is God's gift to us, and when we use it for noble causes, it becomes our gift to God. We must express our gratitude to God by utilising it to its utmost potential. This is not possible unless we keep it healthy in every respect.

Physical fitness demands healthy habits, personal hygiene, proper nutrition and physical exercise. Our biorhythm is at its peak early in the morning; therefore, activity during this period yields better results. Hence, it is imperative to wake up before sunrise. Regularity in all routine activities prolongs lifespan. In Chapter 6, verse 17 of the Gita very appropriately advises us to regulate our habits of eating, sleeping, recreation and work to mitigate all material pains. Similarly, personal hygiene plays a pivotal role in keeping one healthy. In Chapter 17, verse 14 of the Gita, Krishna says, "Austerity of the body consists in worship of the supreme lord, the spiritual master, superiors like father and mother and in cleanliness, simplicity, celibacy and non-violence". For proper nutrition, a balanced diet, which includes 8 to 10 glasses of water, fruit, vitamins and protein, etc., is needed, and to digest all these, everyday proportionate exercise of 20 to 30 minutes is mandatory.

Mental well-being is equally imperative, as a sound mind dwells in a sound body. Stress, anxiety, depression, panic attacks and digital burnout, etc., are the most prevailing or talked-about current problems. Fifteen to twenty years back, these words were scarcely heard or spoken of. We are inviting our own doom through our unwitting lifestyle. Repercussions are encompassing us and affecting social functioning. Dr Radhakrishnan once said, "Mental and physical well-being is an essential part of human well-being." Being part of nature, we have moved away from natural laws. That is the cause of trouble. Gandhi had rightly said, "Perfect health can be attained only by living in obedience to the law of God, i.e. universal laws and defying the power of Satan."

In fact, we are the best friend of our own and the worst enemy of ourselves. A Balance of EQ, IQ, PQ, and SQ must be maintained. Follow the path of righteousness, value values and be happy with what we have, not with what we are. That is how we will be our own friend and master, as William Ernest Henley says:

"It matters not how strait the gate,
How charged with punishments the scroll
I am the master of my fate
I am captain of my soul."

# Diabetes – A Silent Disease

**Divya Jalal, Teacher, Happy Blue Bird Public School, Bilsanda (Pilibhit)**

Diabetes is a condition where the level of sugar (glucose) in the blood becomes too high. It happens when the body either does not make enough insulin or cannot use it properly. Insulin is a hormone made by the pancreas that helps sugar enter our cells for energy.

**Types of Diabetes**

1. **Type 1 Diabetes:** The body makes no insulin. Usually starts in childhood. The patient needs insulin injections daily.
2. **Type 2 Diabetes:** The most common type (90% of cases). The body makes insulin but cannot use it well. Linked to lifestyle, obesity, and family history.
3. **Gestational Diabetes:** Happens during pregnancy and usually goes away after delivery.

**Common Symptoms**

i. Frequent urination, especially at night
ii. Excessive thirst and hunger
iii. Feeling very tired
iv. Blurred vision
v. Slow healing of wounds
vi. Unexplained weight loss

**Causes and Risk Factors**

i. Family history
ii. Overweight and lack of physical activity
iii. Unhealthy diet (junk food, sugary drinks)
iv. Stress and high blood pressure

**Prevention and Control**

1. **Healthy Diet:** Eat green vegetables, whole grains, and fibre. Avoid sugar, sweets, and oily food.
2. **Regular Exercise:** At least 30 minutes of walking, yoga, or exercise daily.
3. **Weight Control:** Maintain healthy body weight.
4. **Regular Check-up:** Check your blood sugar level regularly.
5. **Smoking and Alcohol:** Avoid them.

**Prevention of Diabetes in Children**

Diabetes in children is increasing very fast these days. Earlier, it was seen only in adults, but now, because of junk food, mobile phones, and a lack of outdoor games, children are also being affected. We can prevent it with some simple habits.

**How to Prevent Diabetes in Children**

1. **Healthy Eating Habits**
   i. Avoid having cold drinks, chips, burgers, pizza, and chocolates daily.
   ii. Have tiffin with home-made food – roti, sabzi, fruits, sprouts.
   iii. Say no to extra sugar in milk and tea.
2. **Be Active – 60 Minutes Daily**
   i. Encourage 1 hour of outdoor play like cricket, football, cycling, skipping.
   ii. Reduce screen time (mobile, TV, video games) to less than 2 hours a day.
3. **Maintain Healthy Weight**
   i. Overweight children have a higher risk. Regular exercise keeps weight under control.
4. **Drink More Water**
   i. Make children drink water instead of sugary juices and soft drinks.

5. **Good Sleep**
   i. Children need 8–10 hours of sleep. Less sleep increases diabetes risk.
6. **Regular Health Check-up**
   i. If diabetes is in the family, get the child's sugar and weight checked once a year.

**Conclusion**
**"Prevention is better than cure."**

If we teach children good habits from the start – healthy food, an active lifestyle, and less junk food – we can protect them from diabetes. Diabetes has no permanent cure, but it can be having fully controlled with a disciplined lifestyle, medicine, and regular doctor's advice.

# A Better World Begins with Us

**Mannat Pankul Arneja, Class IX, DLF Public School, Ghaziabad**

We often dream of a world filled with clean air, green forests, peaceful communities, and people who respect one another. But have we ever wondered what we are doing to make this world a reality? The truth is that creating a better world is not just the responsibility of governments or environmental activists. It begins with the everyday choices we make.

Our planet provides us with everything we need, yet pollution, deforestation, and waste continue to threaten its future. We cannot expect nature to remain healthy if we keep treating it carelessly. Simple actions like saving water, avoiding single-use plastic, planting trees, and reducing food waste can make a meaningful difference when millions of people practise them.

However, responsibility goes beyond protecting the environment. It also means respecting others, standing against bullying, helping those in need, and treating everyone with kindness. A better world requires not only a cleaner environment but also a more compassionate society.

As students, we may not be able to solve every global problem, but we can certainly influence the world around us. We can keep our surroundings clean, encourage sustainable habits, spread awareness, and lead by example. We do not have to wait until adulthood to become responsible citizens.

Our actions today shape the future we will inherit tomorrow. Awareness matters, but action creates change. Instead of simply sharing messages about protecting the Earth, we must practise what we believe. We cannot change the entire world overnight, but we can begin by changing ourselves. A cleaner street, a kinder classroom, and a greener future all begin with individual choices.

Our world is our shared home, and protecting it is a responsibility we all share. The future we dream of depends on the choices we make today.

# Rashtriya Ekta Diwas - 31st October

Ananya Rajan, Class XI, Modern School, Barakhambha Road, New Delhi

On 31 October 1875, a man was born in Nadiad, Gujarat, who would eventually inherit a country that did not yet fully exist.

Today, on his birth anniversary, we observe Rashtriya Ekta Diwas — National Unity Day — in memory of Sardar Vallabhbhai Patel. We often call Patel the Iron Man of India. But perhaps the more interesting question is: what exactly required so much iron?

Because when India became independent in 1947, the challenge was not simply to govern a new country. India was a political patchwork. Alongside British-administered territories were 562 princely states, each with its own ruler and political interests. Some were tiny; others were larger than European countries. The question was not merely where to draw India's borders, but whether these different political units would accept a common future.

Patel, working with V. P. Menon, approached that problem through an extraordinary mixture of persuasion, negotiation and, when necessary, firmness. Hyderabad, Junagadh and Kashmir presented particularly difficult questions. Yet within a remarkably short period, the overwhelming majority of these states had acceded to the Indian Union.

Patel later described the integration of the states as a "bloodless revolution." That phrase is worth pausing over. A revolution usually means destruction before reconstruction. Patel's achievement was to make political integration possible largely through negotiation, convincing rulers that the future was larger than the territories they controlled. And that gives us a more interesting way to understand unity.

Unity is not a feeling. It is an achievement.

A country does not remain united simply because a flag flies over it. It requires institutions that people trust, laws that apply beyond communities, and citizens willing to accept that their interests cannot always come first.

This is particularly significant in India because our diversity is not an obstacle we somehow survived. It is part of the country's identity.

We have hundreds of languages and dialects, enormous religious and cultural diversity, radically different regional histories, cuisines, customs and political opinions. India has never been a country where everyone naturally agreed. Our remarkable achievement has been learning to disagree without making disagreement impossible. And that challenge has changed since Patel's time.

In 1947, the danger was political fragmentation — whether hundreds of territories would become one Union. Today, the challenge can be much quieter.

A rumour forwarded without checking. A joke about someone's language or region. A stereotype repeated often enough that it starts sounding like fact. An online argument where disagreement quickly becomes hostility.

None of these seems like a matter of national importance.

But nations are held together by more than constitutional documents. They are held together by millions of ordinary interactions between people who may have very little in common.

One line from Patel deserves more attention. He said, "Manpower without unity is not a strength unless it is harmonised and united properly."

That is more than a patriotic quotation. It is a lesson in leadership.

A country can possess an enormous population, resources, talent and ambition. But if those forces pull against one another, strength becomes friction. The real power lies in coordination.

And perhaps that is what Patel's legacy asks of our generation.

Not to eliminate our differences. Not to agree on everything.

But to develop the maturity to understand that being different and belonging together are not contradictory ideas. So today, when we hear the phrase 'National Unity', let us think beyond ceremonies and slogans. Think of the person whose language sounds unfamiliar.

The classmate whose opinion irritates you. The student from a completely different background. The person you may disagree with tomorrow — but whose right to disagree you will still defend today.

"Patel helped consolidate all these diverse parts into one union"

And a union is powerful precisely because different parts choose to hold together.

"A new India is what we now have to build keeping this diversity intact"

**Jai Hind.**

*Quiz*

## World Diabetes Day Quiz: Learn, Know, Prevent



- Which hormone is primarily responsible for lowering blood glucose levels?
- Which organ produces insulin in the human body?
- What is the medical term for persistent high blood glucose?
- Which type of diabetes is most associated with insulin resistance?
- Which nutrient is broken down into glucose and is a major source of energy for the body?
- Which major blood vessel complications of diabetes can affect the eyes and kidneys?
- Which condition occurs when blood glucose falls abnormally low, particularly in someone taking glucose-lowering medication?
- On which date is World Diabetes Day observed each year?
- Which scientist is closely associated with the discovery of insulin along with Charles Best?

1. Insulin 2. Pancreas 3. Hyperglycemia 4. Type 2 5. Carbohydrate 6. Microvascular 7. Hypoglycemia 8. November 14 9. Banting

# Dear Adults, Please Let Us Be Children Again

Gunjan Rathore, Class IX, Aditya Birla Higher Secondary School, Nagda, MP

Bachpan, bachpan, bachpan! You might have heard that song, "Woh din bhi kya din the." But have you ever wondered why those days feel so special now? Maybe because those days are slowly becoming memories, and our childhood is getting trapped inside a little screen called a phone. I can hardly believe a one-year-old can open YouTube and scroll through reels. Seriously, what are we doing? Children who once cried to go outside and play now cry for a phone. Playgrounds are getting quieter, while screens are getting busier. And the funniest part? Even I, the person writing this article, sometimes feel as if I cannot spend an entire day without my phone.

Imagine that! A device that is not even necessary for survival has somehow become part of our daily breathing. We reach for it whenever we are bored, happy, and sometimes even when we have nothing to do. But when did we become so dependent on a screen that a day without it feels incomplete?

However, I do not think we can blame children alone. After all, the world around us has changed, and "Samay ke saath parivartan zaroori hai." Change is necessary, but does every change make things better? Technology has made learning easier, communication faster, and information more accessible. We can attend lectures, learn new skills, and explore the world without even leaving our rooms.

But somewhere between educational videos and endless scrolling, we have started confusing using technology with being controlled by it. The problem is not the phone itself; it is what we are slowly letting it replace. A screen can show us a thousand beautiful places, but it cannot replace the feeling of actually running around with our friends, laughing until our stomachs hurt, or coming home with stories to tell. We are gaining convenience, but are we losing the little experiences that made childhood beautiful?

And then comes Children's Day! Honestly, isn't it like a little festival made especially for us? The excitement begins even before the day arrives. Why? Because, for once, school feels less like a place of homework, tests, and deadlines and more like a place of laughter and celebration. I sometimes wonder if this is the one day when almost every child genuinely feels excited to go to school! I still remember my primary-school days when I would eagerly wait for Children's Day because there would be functions, chocolates, and so much excitement. Those little things meant everything to us. We did not need expensive gifts or grand celebrations; a chocolate, a performance, or simply a day full of laughter was enough to make us happy.

Perhaps that is the magic of childhood: finding happiness in things that adults might consider too small to matter. And now, when I look back, I realise that the moments we barely thought about back then are the very moments we wish we could experience once more. But growing up has another side we do not talk about enough: being a teenager. Everyone tells us that we are growing up, but very few people understand what it actually feels like. We are expected to behave maturely, make sensible decisions, focus on our future, and understand responsibilities, even when we are still trying to understand ourselves.

One moment, we are told that we are too young to make decisions; the next, we are expected to act as if we know exactly what we want from life. And honestly, how are we supposed to know everything when we are still learning? Sometimes, we do not need another lecture about our future. We need someone to ask us how our day went and actually listen to the answer. We need room to make mistakes, learn from them, and grow without feeling that every little mistake will disappoint someone.

Behind Every "I am fine" is a teenager trying. Trying to meet expectations, trying to keep up with studies, trying to understand changing emotions, and trying to become someone they can be proud of. A smile does not always mean everything is alright, and silence does not always mean there is nothing to say. Sometimes, we do not know how to put our feelings into words.

Dear adults, we understand that you want the best for us. Your advice often comes from experience, and your expectations may come from love. But sometimes, in trying to prepare us for the future, you forget that we are living in the present, too. We do not want to escape our responsibilities; we want to enjoy our age without feeling guilty for being young. We want to study, but we also want to play. We want to succeed, but we also want to make memories. We want guidance, but we want to be heard, too.

Dear adults, you were children too once. You must remember the excitement of small things, the freedom of playing without checking the time, and the happiness of having no bigger worry than tomorrow's schoolwork. So, before telling us to grow up, perhaps remember the child you once were. We are not asking you to stop us from growing. We know that childhood cannot last forever, and we cannot remain children our whole lives.

We are simply asking you not to make us rush through it. Let us enjoy the present while preparing for the future. Let us have conversations that are not always about marks, careers, and achievements. Sometimes, let us be imperfect without being corrected immediately.

After all, we are human beings before we are future doctors, engineers, officers, or anything else the world expects us to become. One day, we will grow up, and these school days,

Children's Day celebrations, silly jokes, and little moments will become memories. We will probably look at old photographs and smile at the people we used to be. We may even find ourselves saying, "Woh din bhi kya din the." But I hope that when we look back, we do not feel that we were so busy preparing for adulthood that we forgot to enjoy our childhood. I hope we remember a childhood filled with laughter, friendship, freedom, and the courage to dream.

So, dear adults, I have just one request: please let us be children again. Not because we do not want to grow up, but because we do not want to miss the beauty of growing up. Let us put our phones down sometimes, step outside, make memories, and enjoy the little things while they are still a part of our lives. The world will always have expectations, deadlines, and responsibilities waiting for us. But childhood? Childhood comes only once. We are growing up, dear adults. Please do not make us grow up so fast that we forget what it feels like to be children.

# November 14 - Birth Anniversary of Pandit Jawaharlal Nehru

Payal Gupta, Activity Teacher, Happy Blue Bird Public School, Bilsanda (Pilibhit)

As we all know, on 14th November we celebrate Children's Day every year with great joy and happiness across the whole country. We celebrate this day on the birth anniversary of our first Prime Minister, Pandit Jawaharlal Nehru.

Our first Prime Minister, Pandit Jawaharlal Nehru, was a great leader, a great writer and a true lover of children. He was the symbol of truth, peace and innocence. Children lovingly called him "Chacha Nehru" because of his deep love and affection for them.

Chacha Nehru loved children very much. He believed that children are the real heart of our nation. He always wanted to spend time with children, play with them, talk to them and listen to their innocent talks. He had an unbreakable love and bond with children, so his birthday on 14th November is celebrated as Children's Day to honour him and his love for children. Nehru ji always believed that today's children will construct tomorrow's India. He used to say, "The children of today will make the India of tomorrow. The way we bring them up will determine the future of the country."

He always said that the children are the real strength, real property and real future of our nation. If we want to brighten the future of the country, if we want to make our country a superpower, then we must give our children good education, good health, good values, good culture, and good manners. Only then will our country progress in the right direction and shine in the whole world.

Friends, Children's Day is not just a festival or a day of celebration and getting gifts. It has a very deep meaning. It reminds us that every child is special, every child is unique, and every child is a gift of God. Every child has the right to be loved, protected, cared for, and to get a good education without discrimination. As parents, teachers, and society, it is our duty to protect their innocence and give them a safe, happy, and healthy childhood. We should not put too much pressure on them. Even today, sadly, many children in our country cannot go to school due to poverty, child labour and lack of awareness. They are forced to work at a small age. On this Children's Day, we must take a strong pledge not to deprive any child of education. We should help those children as much as we can, encourage them to study and bring them to school.

Today's kids are growing up in a world of mobile phones, internet, social media, and Artificial Intelligence. It is good that they have an ocean of knowledge at their fingertips within seconds. They are smart and talented, but we need to show them how to use this technology the right way. We must teach them to use mobile for learning, not just for games and reels. We must teach them to make friends with books, because books are our best friends. We must teach them to respect elders, obey their parents and teachers, help people experiencing poverty, keep our surroundings clean, and love our country from the heart.

A good child is disciplined, kind, honest and hardworking.

As we all know, schools have many programs on this day - fancy dress competition, speech competition, drawing competition, sports, dance and cultural programs. Children wear colourful dresses; they become Chacha Nehru, give speeches, and perform on stage.

Teachers also perform for children to make them happy. Children participate with great enthusiasm, energy and joy. These programs are not just for fun; they expose children's hidden talents, build confidence, reduce stage fear, and give them a platform to express themselves freely.

In the end, I would like to say that kids are like flowers. Just as a flower needs sun, water, air and proper care to blossom beautifully, in the same way children need love, freedom, care, encouragement and proper guidance to blossom in life. If we give them love, they will give us a beautiful future.

LET'S TAKE A PLEDGE ON THIS CHILDREN'S DAY TO BRING A SMILE ON THE FACES OF ALL CHILDREN, TO SUPPORT EVERY CHILD, TO EDUCATE EVERY CHILD AND TO MAKE THEIR FUTURE BRIGHT AND COLOURFUL BECAUSE THE FUTURE OF OUR COUNTRY IS IN THE HANDS OF THESE SMALL HANDS.

"Children are the real wealth and future of the country; we have to take care of them to take care of the country." - *Jawaharlal Nehru.*

**Happy Children's Day to all!**

# Constitution Day Of India- 26 NOVEMBER – Samvidhan Diwas

Dharna Sharma, Class IX, Happy Blue Bird Public School, Bilsanda (Pilibhit)

"Our Constitution, Our Pride, Our Identity"

India celebrates Constitution Day every year on 26 November. On this day in 1949, the Constituent Assembly adopted the Indian Constitution, which came into effect on 26 January 1950 and is celebrated as Republic Day.

The Indian Constitution is the supreme law of our country. Dr B.R. Ambedkar, the chairman of the Drafting Committee, played a major role in its preparation and is widely known as the father of the Indian Constitution.

The Constitution guarantees justice, liberty, equality, and fraternity to all citizens. It protects our Fundamental Rights, explains our Fundamental Duties, and provides rules for the proper functioning of our democracy. It also protects the rights and dignity of adults and older adults. It teaches us to respect others, live peacefully, and treat everyone equally.

Schools celebrate Constitution Day through speeches, quizzes, debates, essay-writing competitions, and reciting the Preamble. As responsible citizens, we should respect the Constitution, obey laws, protect public property, and promote unity and brotherhood.

The Indian Constitution is the foundation of our democracy and the pride of our nation. We must follow its values and fulfil our duties for a peaceful, equal, and developed India.

"Respect the Constitution, Strengthen the Nation."

# NATIONAL EDUCATION DAY

## Education: The Light That Leads Us Towards a Better Future

Seerat Kaur, Class IX, Happy Blue Bird Public School, Bilsanda (Pilibhit)

Education is not merely about reading books, passing examinations, or getting good marks. It is about learning to think wisely, understand the world, and become a better human being. It gives us the confidence to face challenges and the courage to turn our dreams into reality.

With this importance in mind, India celebrates National Education Day every year on 11 November. This day marks the birth anniversary of Maulana Abul Kalam Azad, the first Education Minister of independent India. He was a great freedom fighter, scholar, and visionary who believed education was the foundation of a strong, progressive nation.

His contribution to the Indian education system is remembered with great respect. The main purpose of National Education Day is to spread awareness about the importance of education and encourage every child to learn. Unfortunately, even today, some children are deprived of proper educational opportunities due to poverty and other difficulties. This reminds us that education should not be a privilege for a few; it should be a right and an opportunity for everyone.

In today's world, education has become more important than ever. Science, technology, and artificial intelligence are rapidly changing our lives. To keep pace with these changes, students need not only bookish knowledge but also creativity, practical skills, discipline, and critical thinking. True education teaches us how to contribute positively to society.

On this day, schools and educational institutions organize speeches, debates, quizzes, and essay writing competitions to highlight the value of education. These activities remind students that learning is a lifelong journey and that every new lesson brings an opportunity to grow. However, the responsibility of educating a nation does not belong to teachers and schools alone. Parents, society, and the government must work together to ensure that every child gets a fair chance to study and succeed.

We must also respect our teachers, because they do much more than teach lessons; they help shape our character and guide us towards a brighter future. As students, we should understand that education is not a burden, but a powerful tool that can change our lives. Instead of studying only for marks, we should focus on gaining knowledge, developing good values, and using what we learn to help others. In conclusion, National Education Day is not just a day of celebration; it reminds us of our responsibility to build an educated India.

A nation becomes truly powerful not merely through its wealth or technology, but through the knowledge, wisdom, and character of its people. "When education reaches every child, it lays the foundation for a stronger India. Let us promise ourselves that we will never stop learning and will do our part to make education accessible to all. After all, an educated mind can shape a better future, and an educated nation can change the world.

# Innovation for Safer Medicines

## INSPIRE-MANAK: 12th National Level Project Exhibition and Competition

Anya Khare, Class XI, Ryan International School, Faridabad

Innovation begins with observing everyday problems and finding practical ways to solve them. The INSPIRE-MANAK scheme, an initiative of the Department of Science and Technology (DST), Government of India, implemented in collaboration with the National Innovation Foundation–India (NIF), encourages school students to develop original scientific ideas and transform them into innovative solutions.

Under the scheme, students selected at the school level receive financial support of ₹10,000 upon reaching the district-level selection stage to help develop their ideas. Outstanding innovations can progress through subsequent stages to the National Level Project Exhibition and Competition (NLEPC).

The 12th edition of NLEPC brought together young innovators from across the country at Bharat Mandapam, Pragati Maidan, New Delhi. A total of 16 students from Haryana were selected, with Anya Khare being the only selected student from Faridabad. Before the national-level exhibition, participating students attended a mentorship workshop at IIT Delhi to refine their projects and strengthen their innovative thinking. The event was graced by Dr. Jitendra Singh as the Chief Guest.

A compendium was also prepared featuring the innovative ideas of students participating in NLEPC. Anya Khare's project was included in this compilation, documenting her innovative concept alongside those of other young innovators from across the country.

Micro QR Code to Identify Expired Medicines

A common problem when purchasing medicines is that pharmacy owners often cut medicine strips into smaller portions. This can remove or damage important information, particularly the expiry date. Sometimes, when a tablet is taken from the section where the expiry date is printed, the remaining packaging may no longer provide a clear way to verify the medicine's validity.

The proposed innovation, "Micro QR Code to Identify Expired Medicines," offers a digital solution to this problem. The idea is to place a micro QR code behind every individual tablet on a medicine strip. By scanning the code with a smartphone, users could access essential details, including the manufacturing date, expiry date and other relevant information about the medicine.

Even when printed details are cut off or become unreadable, the QR code could provide access to the corresponding digital information, helping users check the medicine's expiry status and make more informed decisions before use.

This innovation demonstrates how a simple technological concept can address a practical healthcare concern. Through INSPIRE-MANAK, young innovators are encouraged to identify real-world challenges, think beyond conventional solutions and apply scientific knowledge to everyday problems.

True innovation lies not only in developing new technology, but also in using it to solve problems that matter.

**"जो सपना आपके ख़यालों में है, उसे हक़ीक़त बनाने का हौसला रखिए।"**

# The Barefoot Way: Learn, Respect, Act and Protect

Sidhi Arora

What if a school were not merely a place for rote learning from textbooks, but a dynamic environment where individuals develop practical skills, address real-world challenges, and work collectively toward a more sustainable future? In Tilonia, Rajasthan, Barefoot College has embodied this vision for decades. Established in 1972 by Sanjit "Bunker" Roy, the organisation redefines education by prioritising experiential knowledge, community engagement, and self-reliance. Its initiatives encompass education, renewable energy, water conservation, healthcare, and sustainable livelihoods, illustrating how learning can drive tangible improvements in daily life.

A defining feature of Barefoot College is its conviction that knowledge extends far beyond classrooms, formal credentials, or textbooks. People learn through experimentation, shared experiences, and by addressing challenges in their communities. This philosophy is most evident in the institution's pioneering efforts to train rural women—many of whom lack formal education—to become solar engineers. Through immersive, hands-on instruction, these women gain the expertise to install, maintain, and repair solar energy systems, thereby fostering energy independence and resilience in their communities. This model powerfully shows how practical education can disrupt prevailing social norms, create new livelihood opportunities, and empower individuals whose potential might otherwise go unrecognised.

Education at Barefoot College also goes beyond acquiring technical skills. Its Solar Digital Night Schools leverage solar-powered lighting and digital learning platforms to support children in remote villages, especially in areas where traditional schooling is inaccessible. The organisation's Children's Parliament initiative actively involves children in decision-making, fostering discussion on community issues and nurturing responsibility. Such initiatives reflect a pedagogical perspective that regards children not merely as passive recipients of information, but as active contributors capable of generating ideas and effecting meaningful change within their communities.

Barefoot College's initiatives are grounded in the principles of equality, dignity of labour, self-reliance, and respect for indigenous knowledge. Drawing inspiration from Gandhian philosophy, the organisation acknowledges that communities possess valuable skills and experiences that, when integrated with modern technologies, can effectively address local challenges.

This approach seamlessly links education with environmental stewardship. Renewable energy, water conservation, and sustainable resource management are not abstract subjects; rather, they form the foundation of practical, participatory learning that drives real change. This holistic model is particularly salient in an era marked by pressing issues such as climate change, resource depletion, and persistent inequalities in access to opportunity.

What makes this approach particularly compelling is its seamless integration into daily life. For instance, a solar energy system serves not only as a vital infrastructure but also as a practical context for exploring scientific and engineering concepts. Water conservation projects can synthesise lessons in ecology, mathematics, and community planning, while kitchen gardens introduce children to soil health, nutrition, biodiversity, and environmental stewardship.

When students participate in waste segregation, composting, or energy conservation, environmental education moves beyond theory to become an authentic, embodied experience. Notably, these initiatives do not require significant financial investment or complex resources; instead, they show how existing school spaces and materials can serve as platforms for inquiry, experimentation, and cultivating responsibility.

Barefoot College stands as a persuasive model of education that links theoretical knowledge with practical application. Its initiatives prompt a critical reflection on the broader aims of education: How can learning cultivate not only academic proficiency, but also resilience, independence, and a sense of social responsibility? Achieving this need not require a complete institutional overhaul; even modest interventions—such as a school garden, a student-led water conservation project, a community craft workshop, or classroom activities utilising local resources—can foster the spirit of experiential learning. Ultimately, the goal is to give students opportunities to observe and apply their knowledge in real-world contexts, deepening both understanding and engagement.

To further examine this educational philosophy, we interviewed Ms Sowmya, Director of Barefoot College, to gain direct insight into the organisation's methods, lived experiences, and pedagogical strategies.



Through this dialogue, we seek to show how these principles manifest in practice and what they reveal about education's potential to become more experiential, inclusive, and environmentally attuned.

Barefoot College reminds us that education need not be confined to the boundaries of a lesson or school day. When learning connects to genuine needs, purposeful work, and environmental contexts, it not only deepens our understanding of the world but also empowers us to contribute meaningfully to society and advance a sustainable future.

**ST: Barefoot College believes that valuable knowledge and skills already exist within rural communities. As Director, how does this philosophy shape your approach to education, and what can schools learn from it?**

**Ms Sowmya:** This belief is the foundation of Barefoot College. For over fifty years we have worked on the conviction that rural communities already hold knowledge and skills that no university teaches. A farmer who reads the weather, a woman who stretches a household budget through a drought, a mason who builds with local stone: these are all forms of expertise. We simply refuse to treat people as "unqualified" because they have not been to school.

It shapes how we teach. Our Barefoot Teachers come from the communities they teach in. Most do not hold formal degrees. They are trained through peer learning and learning by doing, and they teach in plain language, using examples from children's own lives.

They encourage children to ask questions and find answers for themselves. Our night schools have reached more than a lakh of children who work in the fields or graze animals by day and cannot attend regular school. Many of those children have gone on to join mainstream schools.

The same belief runs through our other work. Women who cannot read or write are trained as solar engineers, and our children's parliaments give young people their first experience of democracy and leadership. What links them is trust. We assume that people are capable, and then we give them the tools and the responsibility.

Schools can take three things from this. First, recognise what every child already brings, whether it is the language they speak at home, the skills they pick up from their families or what they know about the place they live in. Second, treat every child and every family as someone who has something to contribute. Third, make sure that what is learned in the classroom connects to real life outside it. Literacy means reading and writing, but education also comes from family, community and the environment around us.

**ST: At Barefoot College, learning often happens through practical experience rather than classrooms and textbooks alone. Could you share an example of how learning by doing has helped a community solve a real-life problem?**

**Ms Sowmya:** The clearest example is our Solar Mamas. Many of the women who come to Tilonia to to be trained as solar engineers have never been to school and cannot read or write. We do not hand them a textbook. Over six months they learn to assemble, install, repair and maintain solar lighting systems by working with real components. Where language is a barrier, we teach through demonstration, sign language and colour codes. Then they go home and electrify their own villages. A Solar Mama is expected to light at least 50 homes in her village.

Through this programme, women who were told they could not learn technology have lit tens of thousands of homes, which means children study after dark, shops stay open longer, and families stop breathing kerosene smoke. The knowledge also stays in the village, because the person who maintains the system lives there.

Learning by doing works the same way for our hand-pump mechanics, water testers, barefoot health workers and craftswomen, and even for our own campus, which was built by barefoot architects, masons and craftspeople using local materials and is powered by the sun. The lesson for any student: the problem in front of you is often the best classroom. When people learn by solving a real problem, they remember it, and the solution lasts.

**ST: Barefoot College places local knowledge and community wisdom at the centre of development. How can young people learn to respect the knowledge, traditions and experiences of rural communities while also embracing scientific and technological progress?**

**Ms Sowmya:** I would first say that this is not a choice between "old" and "new." At Barefoot College we use modern technology all the time: solar power, reverse osmosis water plants, digital learning, even tablets and solar projectors in our night schools. But we use technology in the hands of the community, not instead of the community. A solar lantern is a modern invention. A village woman trained to build and repair it, and who knows exactly which families need it, is what makes it work.

Rural wisdom works the same way. Over generations, villagers have learned how to harvest rain, share grazing land, store grain, and make things last. Good science often confirms this wisdom, and good technology becomes far more useful when it respects it. Our Tilonia community radio, for example, broadcasts in Hindi and Marwari, so that information reaches people in the language they think in.

To young people I would say: go and spend time in a village. Ask questions and listen to the answers. Do not assume that someone who has not been to school has nothing to teach you. Respect the knowledge and ask how science can make it stronger. The people most affected by a solution should be the ones who help shape it.

**ST: Women from rural communities have been trained as solar engineers through Barefoot College. What have their journeys taught you about challenging stereotypes, recognising people's abilities and creating equal opportunities for everyone?**

**Ms Sowmya:** These women have taught us more than we have taught them. Since the late 1990s, thousands of women from dozens of countries have trained with us as barefoot solar engineers. Our first woman solar engineer, Kamala Devi, was trained in 1997. Many of the women who have followed are semi-literate or cannot read or write. Many are older, and many have never left their villages. Society told them that technology belongs to men, that a woman's place is at home, and that someone without a degree has nothing to offer. They have proved otherwise.

Women are at the centre of our work for a reason. In rural communities, women carry water, collect fuel and care for families. This work keeps communities going, yet it is often unpaid and the voices of those doing it are often the least heard in decisions. When a grandmother becomes the person her village depends on for light, something changes: the

family listens to her differently, the community looks at her differently, and she begins to see herself differently. Many have gone on to earn their own income, take part in village decisions and inspire other women to do the same. It also changes how boys and men see women. When a son or husband watches a woman repair a solar system, his idea of what women can do changes too.

Equal opportunity does not mean treating everyone identically. It means finding and removing the specific barriers in each person's way. It also means valuing the work women already do and widening the choices open to them, so that a woman can be a mother, a farmer, a caregiver and an engineer, if she wishes.

**ST: Barefoot College works with communities on practical solutions such as solar energy, water conservation, ecological restoration and sustainable waste management. Could you share a particularly inspiring example of a community taking the lead in creating positive environmental change?**

**Ms Sowmya:** One example I am particularly proud of is the community-led waste management initiative in Kakalwada. Like many villages, Kakalwada had no formal waste management system, and people routinely dumped or burned their waste. This clogged drains, polluted water sources, and posed a serious threat to cattle that often ingested discarded plastic.

We worked with the village to establish a low-cost, decentralised waste management system involving door-to-door collection, segregation of wet and dry waste, composting wet waste for local farmers, and recycling dry waste. We trained waste workers and families to ensure the system could be managed locally.

But what inspires me most is what happened next: the community took ownership. Families began segregating waste at home, recognising that the system could only work if everyone played their part. The Panchayat also stepped in to help sustain the initiative, making waste management a shared responsibility rather than an externally driven project.

Equally important was the change in how waste workers were perceived. Many came from marginalised communities, and their work was often undervalued. Through the initiative, they began to be recognised, highlighting the dignity and importance of their contribution.

We helped establish the system, but it was the community that made it sustainable. Kakalwada shows us that environmental solutions do not always require expensive technology or large-scale infrastructure. They require collective responsibility, local leadership, and a willingness to change everyday practices. What began as a response to a waste problem became a shift in community attitudes: waste was no longer someone else's problem, but something the entire village could address together.

**ST: Many students want to protect the environment but feel that their individual actions are too small to make a difference. What are three meaningful actions students can begin taking in their schools, homes or neighbourhoods today?**

**Ms Sowmya:** I would say that no action is too small if it is repeated by many people. Here are three that students can begin right now.

1. **Value water** - Fix leaking taps, switch off the tap while brushing, and ask your school to harvest rainwater. Across our work, rainwater harvesting in schools has meant that children have safe water close to where they learn. Students can map where their school's water comes from and where it goes, and test it. Real data makes a stronger case than good intentions.
2. **Manage your waste** - Say no to single-use plastic, carry your own bag and bottle, and separate wet and dry waste at home and in school. Compost kitchen and garden waste. In Nalu, about 200 school students cleared litter and planted 104 native saplings in one drive. That is exactly the scale at which change begins.

3. **Grow and care for something living** – Plant native trees, start a kitchen garden or a school nursery and importantly, look after what you plant. Save energy too: switch off lights and fans, and ask whether your school can use solar. And then add a fourth: share what you do. Habits spread through example, and your family and neighbours are watching you.

**ST: Climate change and environmental challenges affect communities differently, particularly those with limited resources. What can we learn from rural communities about adapting to environmental challenges and using local resources responsibly?**

**Ms Sowmya:** Those who have contributed least to climate change often feel its effects first and hardest. A failed monsoon, a falling water table or a heatwave is not an abstract idea in a Rajasthan village. It decides whether there is food and drinking water. This is why rural communities are such good teachers. Resilience has been a way of life for them for generations.

Here is what we can learn. They take only what they need and waste little: what is broken is repaired, and what is left over is reused. They manage shared resources such as ponds, wells, grazing land and grain stores together, because they know that nobody survives alone. They harvest every drop of rain and recharge groundwater. At Barefoot, we have seen cattle dung feed a biogas plant that replaces LPG cylinders, solar cookers built by village women, kitchen gardens grown with organic compost and very little water, and grain banks that help families through hard times.

I would also say that the solutions we need must be local. A solution that suits the desert will not suit the coast. Governments and institutions should therefore involve rural communities in decisions on climate, rather than just deliver solutions to them. When we listen to those who live closest to the land, we make better decisions for everybody.

**ST: If you could leave students with one message under the theme "Our World, Our Responsibility: Learn. Respect. Act. Protect.", what would you want them to remember, and what is one action you would encourage every student to take after reading this interview?**

**Ms Sowmya:** My message is that you do not need a degree, a title or anyone's permission to make a difference. The women who became solar engineers did not wait for someone to tell them they were capable. They learned by doing, they were respected for what they already knew, they acted, and in doing so they protected their families and their environment.

Learn from everyone, especially from those whose knowledge is not written in books. Respect every person, irrespective of their language, background or education, and respect the natural world we share. Act, even if your first step is small, and do not wait for the perfect plan. Protect what belongs to all of us: water, air, soil, and each other.

My request is this. In the next week, choose one thing that you can do to protect the environment around you, such as saving water, segregating waste or planting a tree. Do it every day. Then ask one friend, one family member or one person in your neighbourhood who may know more than you about the land and the water to share their way of doing it. Learn from them, and invite them to join you. That is the Barefoot way: change begins with ordinary people who trust each other.

# Don Bosco High School, Matunga, Mumbai

By The Schoolastic Editorial Team

Established in 1941, Don Bosco High School, Matunga, Mumbai, is an institution with a rich legacy of academic excellence, holistic education and value-based learning. Run by the Salesians of Don Bosco, the school has, over the decades, remained committed to shaping young minds into responsible, compassionate and socially conscious citizens.

In an era marked by pressing environmental challenges, the school's emphasis on sustainability and sensitivity towards the environment assumes even greater significance. Climate change is no longer a distant concern; it is a reality that calls for awareness, collective responsibility and meaningful action. Through education and dialogue, young people can become powerful advocates for a greener and more sustainable future.

It is in this spirit of awareness and responsibility that we present this interview with Ms. Shikha, the in charge of Eco club of Don Bosco High School, an opportunity to explore the challenges facing our planet, understand the importance of sustainable choices and inspire the next generation to become active participants in protecting the environment.

At Don Bosco, the belief remains that today's learners are tomorrow's changemakers, and that building a better world begins with the values we nurture today.

**ST: What does "Our Environment, Our Responsibility" mean to you, and how would you describe your school's environmental vision?**

**Ans:** "Our Environment, Our Responsibility" means that protecting nature is not someone else's duty; it is the responsibility of each one of us. At Don Bosco High School, Matunga, we aim to develop environmentally responsible students and teachers, who respect nature, adopt sustainable practices and inspire others through their actions. We believe that small steps taken by every individual can bring about a significant change.

**ST: What have activities such as rainwater-harvesting awareness sessions and the "Best Out of Waste" competition taught you about sustainability through hands-on learning? How can other schools introduce similar activities with limited resources?**

**Ans:** The "Best Out of Waste" activity encourages creativity, reuse and responsible waste management. It teaches us that children learn best through practical experiences. Schools can introduce similar activities using readily available materials such as waste paper, cardboard and plastic bottles.

Simple demonstrations, classroom projects and nature walks can help students understand environmental issues and develop eco-friendly habits without requiring expensive resources.

Projects catering to environmental conservation can be integrated to various subjects including water security to sensitise the students and making them responsible citizens who ensure no harm is done to the environment.

**ST: How can schools work collaboratively with parents and the local community to encourage sustainable practices beyond the school campus?**

**Ans:** Parents and the local community play a vital role in the successful implementation of environmental initiatives. The Parent-Teacher Association (PTA) of each class can also be a valuable support in organising environmental awareness sessions and activities. Schools can involve parents and the community through plantation drives, e-waste collection campaigns, plastic-free initiatives and cleanliness activities.

Recently, our school organised a tree plantation campaign in which students received support from their parents. Last year, our students conducted an "Avoid Single-Use Plastic" awareness campaign, reaching out to vegetable vendors, shopkeepers, neighbours and senior citizens. They distributed paper bags and encouraged people to reduce plastic use and adopt sustainable practices.

**ST: What are the Eco Club activities done in the school that make students more responsible towards the environment?**

**Ans:** Our Eco Club provides students with opportunities to learn about environmental protection through practical activities.

**Some of our initiatives include:**

i. **E-waste collection drives:** Students collect old mobile phones, batteries, chargers, cables and other electronic waste for responsible disposal.
ii. **Avoid Single-Use Plastic campaign:** Students create awareness in the local community and distribute newspaper bags to encourage alternatives to plastic bags.
iii. **Tree plantation initiatives:** Through Ek ped ma'am ke naam 3.0.Students are encouraged to plant saplings in their societies and neighbourhoods.
iv. **Making the Best Out of Waste:** During class assemblies, students creatively reuse materials such as cardboard and cut-outs for decorations and backdrops. Large chart papers are reused by turning them over and using the blank side, and class charts are reused in the same way. These simple practices help students understand the importance of reducing waste, conserving resources and making the best use of available materials.
v. **Cleanliness and Awareness Campaigns:** Students are encouraged to maintain cleanliness, beginning with their own classrooms and extending to the entire school campus. Every day, after school, students collect waste from their classrooms and dispose of it in the dustbins. They also pick up any litter they find on the campus and motivate others to do the same. To encourage healthy habits and a sense of responsibility, we recognise and reward the cleanest class. This initiative motivates students to maintain cleanliness consistently and understand that keeping their surroundings clean is everyone's responsibility.
vi. **Waste Segregation and Responsible Disposal**: Students are encouraged to segregate waste into appropriate categories, such as wet waste, dry waste and recyclable materials.

Our aim is not merely to teach environmental concepts but to encourage students to practise them in their daily lives.

**ST: How do you plan to keep the Eco Club's momentum going through the rest of 2026–27?**

**Ans:** We plan to sustain the Eco Club's momentum by making environmental responsibility a continuous practice rather than limiting it to special occasions.

We will continue our e-waste collection drive, encourage tree plantation and sapling care, promote the use of reusable materials and conduct awareness activities on water conservation and waste management. We also plan to involve Student Council members in coordinating activities and motivating their classmates. Most importantly, we want every student to take responsibility for at least one eco-friendly action and practise it consistently throughout the year.

Along with awareness, schools should involve students in practical, continuous activities such as tree plantation, waste segregation, water conservation, and reducing the use of plastic. The main aim is to move from awareness to action and from action to habit. When students understand the importance of protecting the Earth and see the impact of their efforts, environmental responsibility becomes a part of their daily lives rather than just a one-time school activity.

**ST: How can school leaders turn one-time environmental activities into lasting habits and encourage students to take ownership?**

**Ans:** Schools can form student-leader environmental teams, assign responsibilities to different classes, conduct regular waste-segregation activities and recognize students who demonstrate genuine commitment. Forming eco-clubs, assigning environmental responsibilities to student leaders and encouraging students to monitor their own progress can help develop a sense of responsibility towards the environment.

Remember just following the above will not be enough. Children should be made aware of the actual environmental conditions our Earth is facing today like real-time information about climate change, global warming, pollution, deforestation, and the loss of biodiversity. (Awareness through class assembly, class discussion, morning talk etc) Students then understand how these problems can affect all living organisms and what the consequences could be for future generations.

When students understand the importance of protecting the Earth and see the impact of their efforts, environmental responsibility becomes a part of their daily lives rather than just a one-time school activity.

The main aim is to move from awareness to action and from action to habit.

**ST: What values and skills will children need to become responsible citizens in a world facing climate change and biodiversity loss? What one action would you encourage every student to take after reading this interview?**

**Ans:** Children need empathy, responsibility, critical thinking, teamwork, leadership and problem-solving skills. They must understand how their everyday choices affect the environment and learn to make informed, sustainable decisions.

They should also develop respect for all forms of life and recognise the importance of conserving water, protecting biodiversity, reducing waste and avoiding single-use plastic.

My message to every student is simple: Start with one small action like put off the fan or light when not in use, close the tap, etc.if you think something wrong is being practiced, meet the higher authority and try to rectify it. Carry a reusable water bottle, carry a jute bag to market,save water, plant and care for a sapling.

Let us remember that protecting, preserving and nurturing the earth to make it a greener, happier and healthier planet to inhabit is our collective responsibility.

**Say no to single use plastic**










**Tree plantation**





**E-waste collection**





# The Country You Represent vs. The Opinions You Hold

Vansh Tyagi

Imagine representing a portfolio whose position directly contradicts your personal beliefs. You disagree with its policy, understand the opposing arguments, and believe another approach would be better. The Chair recognizes your placard. What do you say?

In Model United Nations, your responsibility is not to present your opinion as national policy. It is to represent your assigned country's established position accurately, understand the interests behind it, and identify solutions that the country could realistically support.

But how do you do that when you disagree with the position yourself?

**1. Research the Position, Not Just the Country**

Before drafting your speech, answer three questions:

- **What does my country believe?** Find official government statements and relevant UN speeches.
- **Why does it believe this?** Examine its security, economic interests, political priorities, and international commitments.
- **What has it done?** Check relevant voting records, agreements, and previous policy decisions.

Use official sources wherever possible. Do not assume that a country opposes an entire policy simply because it has criticized one part of it.

**2. Explain Without Falsifying**

Let us suppose you represent a country that opposes a proposed international enforcement mechanism. Personally, you believe stronger enforcement is necessary.

- **A weak response would be:** "My country is right, and the opposing countries are wrong."
- **A stronger response would be:** "Our delegation recognizes the need for international cooperation. However, we believe the proposed enforcement mechanism requires further consideration, particularly regarding national sovereignty and implementation. We encourage the committee to explore an alternative that addresses the issue while respecting these concerns."

Use this approach only if it accurately reflects your country's position.

The objective is to explain your country's reasoning, not to invent facts or pretend that every policy is flawless.

**3. Find the Negotiable Part**

Disagreement does not always mean a proposal must be rejected entirely. Separate the objective from the method. Before opposing a clause, ask:

- Do we disagree with the goal or only the mechanism?
- Can the wording be amended?
- Is there an alternative that protects our country's interests?

For instance, a delegation opposing compulsory contributions might support voluntary funding or technical assistance instead, provided those alternatives are consistent with its actual policy.

This allows you to negotiate without abandoning your country's position.

**4. Use the Three-Question Test Before Every Speech**

Before speaking, ask yourself:

- Am I representing my country's actual position?
- Can I support my argument with credible evidence?
- Does my proposed solution align with my country's interests?

If you cannot answer these questions confidently, revisit your research before making the argument.

**The Real Lesson**

MUN is not a test of whether you agree with every position you represent. It is a test of whether you can understand a different perspective, defend it accurately, and negotiate within its constraints.

You do not need to abandon your personal beliefs to become a better delegate. You need to distinguish between your convictions and the responsibilities of your assigned role. **Because a delegate does not simply speak for a country. A delegate understands the country well enough to speak on its behalf.**

# South, Central & West India Interschool Model United Nations 6.0

30th August 2026 | Online Conference | Academic Partner: FairGaze Skills Pvt. Ltd.

**Introduction**

FairGaze Skills Pvt. Ltd. conducted the South, Central and West India Interschool Model United Nations 6.0 on 30th August 2026. The conference provided young delegates from schools across India an opportunity to come together, discuss pressing global issues, exchange perspectives, and explore the complexities of international diplomacy.

With participation from schools representing regions such as Rajasthan, Madhya Pradesh, Maharashtra, Tamil Nadu, and Delhi, the conference encouraged students to step into the roles of diplomats and policymakers, look beyond national boundaries, understand diverse viewpoints, and work toward constructive solutions to contemporary challenges.

The conference aimed to develop essential 21st-century skills, including research, critical thinking, public speaking, negotiation, leadership, and decision-making. Through the Model United Nations format, students experienced the importance of informed debate, collaborative problem-solving, and responsible global citizenship.

**Committees and Agendas**

The South, Central and West India Interschool Model United Nations 6.0 featured two committees, each addressing a significant issue in international affairs.

The United Nations Human Rights Commission (UNHRC) deliberated on State Surveillance vs. the Right to Privacy in the Digital Age. Delegates examined the growing role of digital surveillance, its implications for individual freedoms, and the need to balance national security with protecting fundamental human rights. The discussions encouraged students to consider how governments and international institutions can safeguard privacy while addressing emerging technological challenges.

The Special Political and Decolonization Committee took up the agenda, The Invisible War: Shadows of Proxy Armies – Dismantling State-Sponsored Terrorism, Narco-Crypto Financing, and Intelligence Operations Fueling Middle East Chaos. Delegates explored the complex dynamics of proxy conflicts, the financing of armed groups, and the role of intelligence operations in regional instability. The committee focused on understanding international security challenges and identifying approaches to accountability, cooperation, and lasting peace.

**Academic Engagement**

The conference offered delegates an opportunity to engage deeply with contemporary global concerns through research, discussion, and diplomatic negotiation. Students were encouraged to understand their assigned country positions, examine different perspectives, and build arguments supported by facts and policy considerations.

Through committee deliberations, delegates explored the relationship between human rights, national security, technology, and international cooperation. The discussions challenged them to think critically, communicate their

ideas confidently, and consider solutions that reflected both national interests and broader global responsibilities.

The conference also highlighted the importance of listening to opposing viewpoints, finding common ground, and working collectively towards practical resolutions. By participating in the simulation, students gained a better understanding of how international forums function and how dialogue can contribute to addressing complex challenges.

**Participating Schools**

The conference witnessed participation from students representing the following schools:

1. Army Public School, Alwar, Rajasthan
2. Bal Bharati Public School, Delhi
3. Chettinad Vidyashram
4. Delhi Public School, Kolar Road, Bhopal
5. Delhi Public School, Srinagar
6. Euro International School
7. Kundan Vidya Mandir School
8. PM SHRI Kendriya Vidyalaya, Sector 24, Noida
9. Podar International School, Navi Mumbai
10. Prudence School, Ashok Vihar Phase-II, Delhi
11. St. Mary's School, Pune

**Conclusion**

The South, Central and West India Interschool Model United Nations 6.0 served as an engaging platform for young delegates to explore the challenges of international diplomacy and global governance. Through discussions on digital privacy, state surveillance, proxy conflicts, and international security, students gained a deeper understanding of the complexities involved in addressing contemporary world issues.

The conference encouraged participants to think critically, express their ideas confidently, and appreciate the value of dialogue and collaboration. It also reinforced the importance of informed decision-making, mutual respect, and responsible leadership in building a more peaceful and equitable world.

By bringing together students from diverse schools and regions, FairGaze Skills Pvt. Ltd. helped nurture a generation of thoughtful, confident, and globally aware young leaders, equipped to engage with tomorrow's challenges.

# Love the Planet? Make it your Career

## An Introduction to B.A./B.SC Degrees in Sustainability

Biljy Lonappan

**WHAT IS SUSTAINABILITY?**

Sustainability means meeting today's needs without harming future generations' ability to meet their own needs. It asks big questions:

1. How do we stop climate change?
2. How can cities, farms and factories waste less?
3. How do we protect forests, rivers and wildlife while still helping people earn a living?

A degree in Sustainability teaches you to answer these questions using science, economics, policy and teamwork. It is one of the newest and fastest-growing courses in Indian colleges.

Several prominent universities in India offer specialised degree courses in sustainability. These range from undergraduate programmes focusing on environmental science and policy to postgraduate and executive management paths.

**Duration**

Most are 4-year Honours degrees under NEP 2020, offered mainly by private universities. Very few government colleges offer a degree titled "Sustainability."

**Eligibility**

Most programmes accept students from any Class 12 stream (Science, Commerce or Arts), usually with 50% or more marks. BSc variants that are lab-heavy may prefer a science background.

**Entrance exams to prepare for**

CUET-UG (Azim Premji, UPES, TERI SAS), JSAT or SAT (OP Jindal), interviews (XIM, UPES, Azim Premji, OP Jindal), JEE Advanced (IIT Indore BTech).

**Helpful skills and interests**

Curiosity about climate and society, basic maths and statistics, writing and comfort with fieldwork. Geography, Biology, Economics or Environmental Science in Class 11-12 help, but are not required.

**Course Cost**

Fees vary widely. Some cost about ₹80,000 a year (Rungta, Bhilai). Premium private universities charge ₹2–3.5 lakh a year in tuition, plus more for hostels.

**Where can you study it in India?**

- O.P. Jindal Global University, Sonipat: BA and BSc in Environment and Sustainable Development
- Azim Premji University, Bengaluru and Bhopal: BSc Environmental Science and Sustainability
- XIM University, Bhubaneswar: BSc Sustainable Development
- UPES, Dehradun: BA Environmental and Sustainability Studies
- TERI School of Advanced Studies, New Delhi: BSc Environmental Studies
- Rungta International Skills University, Bhilai: BSc CSR and Sustainability
- IIT Indore (for JEE students): BTech in Environmental Economics and Sustainable Engineering, new from 2026-27

**Subjects of study**

Climate change and climate policy; ecology and biodiversity; environmental economics; SDGs and sustainable development; water and waste management; ESG, BRSR and GRI reporting; CSR law (Section 135, Companies Act); carbon accounting; GIS and remote sensing; environmental impact assessment (EIA); green finance; food systems; urban sustainability; environmental ethics and justice. Most programmes include field visits, internships, environmental audits and a final-year dissertation or research project.

**Why would you study Sustainability as a course?**

India could create about 35 million green jobs by 2047, and companies are already short of trained people. Here are some careers:

- Sustainability Officer: helps a company cut waste and pollution
- ESG Analyst: checks how "green" and responsible a company is
  1. Climate / Carbon Analyst: measures and reduces carbon emissions
  2. Urban Planner: designs greener, smarter cities
- Environmental Consultant / Researcher: studies projects and their impact on nature
- NGO or CSR Programme Officer: runs projects that help communities and the environment
- Renewable Energy Professional: works on solar, wind and EV projects
- Environmental Journalist or Communicator: tells the world about the planet's stories

**Who Hires:** Big 4 and consulting firms (ESG advisory), large listed companies, banks and ESG rating firms, renewable energy companies, NGOs and CSR foundations, think tanks, government agencies and pollution control boards and international organisations.

**Higher studies after the degree:** MSc Environmental Science / Climate Science; MA Development / Public Policy; MBA Sustainability Management (e.g. XIM, Symbiosis); Master's in Climate Change and Sustainable Practice (IIHS); Master's abroad (UK, Netherlands, Germany, Australia are popular).

**Conclusion**

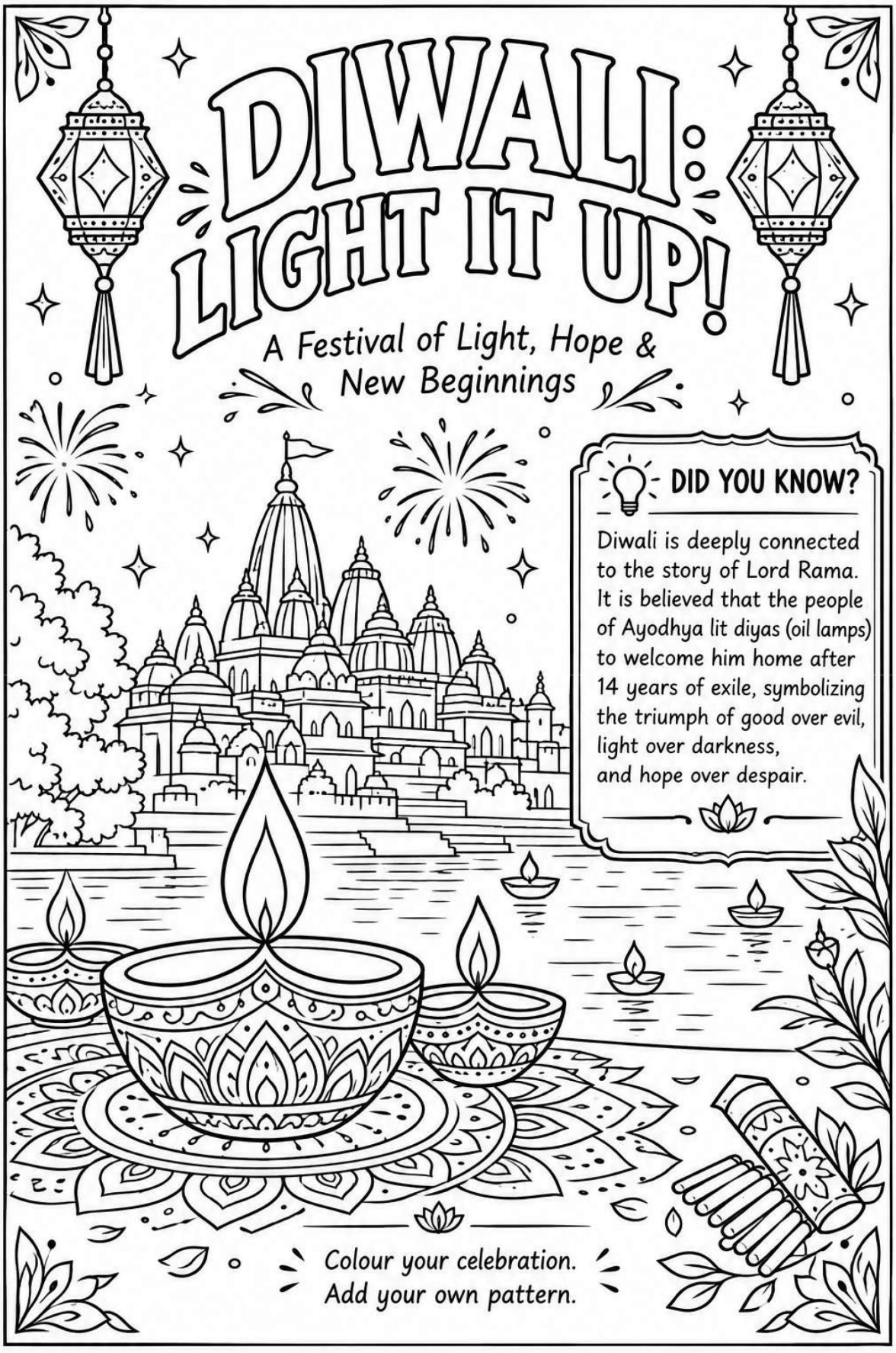
Our planet needs help, and you could be the one to give it. Climate change and environmental damage are among the biggest challenges of our time, and India needs young people who can tackle them. A BA or BSc in Sustainability builds exactly those skills by combining science, economics and policy with real fieldwork. The field is still new, so students should choose their college carefully and build practical skills along the way.

Are you a person who cares about the planet and wants a career with purpose? Sustainability is a choice worth making. The future is green. Why not be a part of it?

# Diwali: Light it up

The Schoolastic Editorial Team

Credit: AI Generated



# DIY Tin - Can Solar Lantern

The Schoolastic Editorial Team

Credit: AI Generated



# CALLING FOR SUBMISSIONS
# December 2026 Issue

Learn. Respect. Act. Protect.

Thank you for being a part of FairGaze Schoolastic! Every month, your stories, ideas, artwork, and thoughtful perspectives remind us that young people are powerful changemakers. This December, we invite students and educators to reflect on the year gone by, celebrate the spirit of kindness and generosity, and explore how small actions can create meaningful change in our lives and communities.

From spreading awareness about health and human rights to celebrating the spirit of volunteering, caring for our environment, and sharing the joy of the festive season, your voice can help inspire a better future. As the year comes to a close, we also encourage you to pause and reflect: What did you learn this year? What is one experience that changed your perspective or made a lasting difference in your life? How can you carry those lessons into your life next year.

**Theme**
The Month We Make a Difference

**Deadline**
15th November 2026

**Email**
schoolasticeditorial@fairgaze.com

Write on any one of the ideas below and give your submission an original title.

**Write, Create & Share**

- **World AIDS Day (1 December):** Create a poem, story, awareness poster, or comic promoting care, empathy, inclusion, and understanding. How can young people help replace stigma with compassion and support people living with HIV?
- **Indian Navy Day (4 December):** Write a letter to naval personnel, create a drawing, or share a story imagining a day in the life of someone serving at sea. What can we learn from their courage, discipline, teamwork, and dedication?
- **International Volunteer Day (5 December):** Share a volunteer diary, a photo collage, or a "One Act of Kindness" story. Tell us how helping someone, supporting a community, or caring for the environment taught you the value of service and generosity.
- **Armed Forces Flag Day (7 December):** Express gratitude to India's armed forces through thank-you letters, poems, bravery stories, or artwork celebrating courage, sacrifice, and service to the nation.
- **Human Rights Day (10 December):** Create a comic, poster, story, or opinion column exploring equality, dignity, freedom, inclusion, and justice. How can students stand up for the rights of others and help build a fairer, more compassionate world?
- **National Energy Conservation Day (14 December):** Share energy-saving tips, creative projects, illustrations, or reflections encouraging responsible energy use. What small changes can we make at home and school to conserve energy and protect our planet?
- **Christmas (25 December):** Celebrate the spirit of love, hope, generosity, and togetherness through festival stories, poems, DIY decorations, or photo diaries. How can we make our celebrations more inclusive, meaningful, and environmentally responsible?
- **New Year's Eve (31 December):** Reflect on the year through personal essays, poems, resolutions, or hope-inspired artwork. What are you grateful for? What did you learn? What is one thing you want to change or achieve in the coming year?
- **A Year That Changed Me:** Look back at the year and share one experience, person, challenge, or moment that changed your life or perspective. What did it teach you, and how has it influenced the person you are becoming? You may express your thoughts through a personal reflection, diary entry, poem, letter to your future self, or photo story.





## Thinking Aloud – December Recommendations

**For Young Readers**

◊ Madan Mohan Malaviya: A Biography for Young Readers
◊ Human Rights Stories in India – Illustrated Edition
◊ Eco-Warriors of India – Youth Edition

Explore these books for inspiration on leadership, equality, human rights, environmental responsibility, and individuals' power to make a difference. Let your reading inspire you to reflect on your own experiences, share your perspectives, and imagine positive changes for the year ahead.

**We Welcome**

Original (NOT AI-generated) articles, stories, poems, interviews, reflections, artwork, photographs, comics, illustrations, and personal year-end reflections.

**Please include:**

- Student/Teacher Name
- Grade/Class (for students)
- School Name
- Complete School Address

The end of the year is an opportunity to celebrate how far we have come, recognise the lessons that shaped us, and consider the difference we can make in others' lives. Whether through a kind gesture, a thoughtful reflection, a commitment to human rights, or an effort to protect our planet, every action counts.

The future belongs to those who reflect with honesty, care with compassion, give with generosity, and inspire others through their actions.

**Keep learning. Keep creating. Keep making a difference.**







FAIRGAZE
UNLOCKING POTENTIAL

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