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The Light of Learning**

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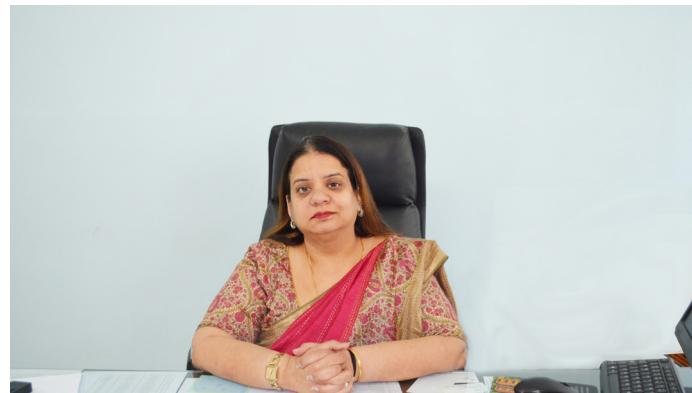
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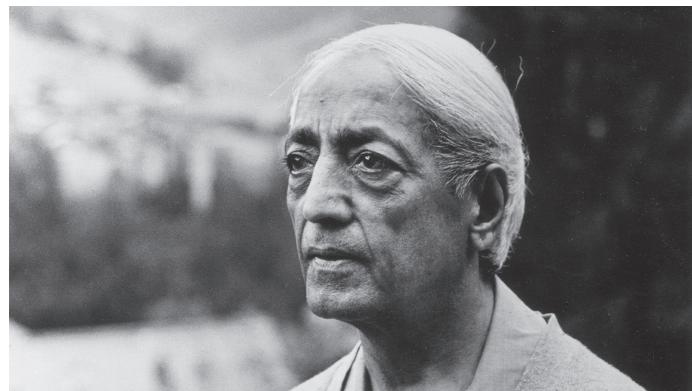
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Editorial

Dear Readers,

Welcome to this edition of FairGaze Schoolastic News, where learning is viewed as a journey shaped by curiosity, reflection, and growth. As we turn these pages, our theme, "Seeds of Change – The Light of Learning," invites us to pause and recognise how small ideas, thoughtful questions, and everyday learning moments quietly shape meaningful transformation.

In this edition, our **Theme of the Month** brings together articles that explore how education acts as a catalyst for change. When Curiosity Switched On The Light reflects on the power of questioning in learning, while From Segregation to Inclusion: Education for All examines India's evolving approach to inclusive education. Alongside this, Digital Learning: Transforming Modern Classroom highlights how technology is reshaping access, engagement, and opportunity in today's classrooms. Together, these pieces show how learning continues to grow in both thought and practice.

Our **Student Voices** offer honest, imaginative, and deeply personal reflections. Articles such as What Education Means To Me – A New Idea for 2026 capture students' evolving understanding of learning and purpose. Creative pieces like My Family in 2050 encourage futuristic thinking, while contributions on More than Textbooks and Classrooms and Learning For Real Life show how education thrives beyond textbooks and timetables.

This month's **Educator Interview**, The Art of Participative Learning, features Dr. Monika Mehta, who shares insights on creating engaging, student-centred classrooms. Complementing this, our **Educator Focus** on J. Krishnamurti's Idea of Education reminds us that true education nurtures awareness, balance, and independent thinking.

Our **FairGaze Initiatives** section highlights the FairGaze MUN Orientation, where students developed leadership, global awareness, and democratic values through dialogue and debate. These experiences reaffirm that schools today are spaces for shaping responsible and thoughtful citizens.

This issue also explores creative career pathways in **Careers Beyond the Cubicle**: Shaping Dreams in Clay, and brings joyful learning through a **DIY Origami Craft**, an **Engaging Quiz** and prize winners work from **India As I See Contest 2025**.

As we close this edition, one message echoes through every page: change begins small. When curiosity is nurtured and learning is guided with care, the seeds we plant today grow into a brighter, more inclusive tomorrow.

Warm regards,

The Editorial Team
FairGaze Schoolastic News Magazine

When Curiosity Switched On The Light

Aaditya Raj Choudhary, Class VIII, Saint Joseph's School, Bhagalpur



“Classrooms are more than four walls; they are gardens where young minds bloom.” I used to hear this sentence in our school assembly every Monday, but it quietly passed by my ears. For me, studying meant memorising pages, copying definitions, and racing for marks.

I thought that knowing the textbook by heart was enough to succeed. I never stopped asking “why”. Curiosity felt like a distraction when all that mattered were numbers on a report card.

My notebooks were filled with perfectly drawn diagrams and colourful headings, but inside, I was only chasing grades, not growing. Whenever a teacher asked a different question or gave life-based examples, I grew nervous. I realised I had been storing facts in my mind without lighting any

spark of understanding. Learning had become routine, not discovery.

Everything changed one cloudy afternoon in Class 8. Our science teacher, Mrs. Prabha, walked in with a gentle smile and said, “Books tell us what, but the world teaches why.” She led us outside where the rain had drawn tiny streams in the muddy ground. “Why do these lines form?” She asked. Nobody answered. Then she told us to observe, think, and find reasons for ourselves.

We noticed uneven soil, water paths, and small puddles forming patterns. That small discovery felt magical. It was the first time we learned by exploring rather than memorising.

That day became the turning point of my life. I began keeping a small diary called my Wonder Book. Whenever I noticed something curious like how soap bubbles showed

colours or how electricity made fans spin, I wrote it down to explore later. I started spending more time in the library, joining the science club, and performing small home experiments. Gradually, my marks improved, but what truly changed was my attitude.

I started learning with joy and purpose. Curiosity also changed how I saw people. I began asking “why” before judging others and discovered that understanding brings kindness. Learning stopped being about competition and started becoming about connection.

When I remember that rainy day now, it feels like the moment a light turned on inside me. Because once curiosity sparks within, it doesn’t just brighten your mind, it lights the whole world around you.

Segregation to Inclusion: Education for All

Mangla Dwivedi

“A good education is not just about who learns; it is about who gets the chance to learn together.”



Education is undergoing a quiet but powerful revolution, and it has been a long but arduous journey. For decades, schools focused on uniformity: the same books, the same lessons, and the same expectations for every child.

Today, however, a new idea is reshaping classrooms across the country for **inclusion**. It is the belief that every child deserves to learn, grow, and belong, regardless of ability, background, or learning pace. This shift did not happen overnight.

It is the result of years of policy changes, research, and the determination of teachers, students, and communities world over, to build schools where no one is left out. India's education policy too has over the decades been a part of this global journey.

From Separation to Inclusion

When Students Studied Separately (Segregation – pre-1980s)

In earlier decades post-World War II, children with disabilities were often educated in separate special schools. Although they received care, they remained distant from mainstream classrooms. Schools believed it was easier to separate learners than to redesign education for everyone.

When Students Entered, but Schools did not Change (Integration – 1980s–2000s)

Policies such as the National Education Policy (1986) encouraged children with disabilities to attend regular schools. However, classrooms, teaching styles, and mindsets largely remained unchanged. Students were admitted but not fully included. It was a step forward, yet still incomplete.

When Schools Began to Transform (Inclusion – after 2009)

In India, the major turning point came with the Right to Education Act (RTE, 2009) and NEP 2020. We were already signatories to the UN agenda of Education for All. The RTE and the policy stated that

inclusive education is a right, not a favour. In 2025, we have moved a step ahead where the focus is on not just bringing all children to school, better infrastructure and resources, but also focuses on changing how we teach, how classrooms are designed, and how people treat one another, and a quality education for all.

Building Inclusive Schools

Extensive research globally and in India by researchers, teachers, and universities have studied inclusive education. Their findings highlight four key ideas:

Strong Policies Help, but Implementation Matters

Programmes such as the RTE Act, NEP 2020, and Sarva Shiksha Abhiyan promote accessible classrooms, flexible teaching, and trained educators.

However, schools still require time, resources, and community support to implement these policies effectively.

Teachers are at the Heart of Inclusion

Many studies show that teachers are willing to support diverse learners but need more training, adaptable teaching strategies, and emotional support.

Accessibility Makes Learning Possible

Ramps, railings, resource rooms, Braille books, and sign-language support are not luxuries - they are essential tools that allow students to learn with dignity.

Clean running water, toilets, a safe way to reach and go back from school, differentiated instruction and learning scaffolds are some of the many ways to accessibility.

Inclusion Is Social, Emotional, as Well as Academic

Peer friendships, group work, and classroom circles help children accept differences, respect one another, and develop understand. Inclusive classrooms nurture

kindness, patience, and empathy, perseverance, resilience, and respect. It is common for the children to be engaged individually or in a group in learning; asking questions, clarifying thoughts without fear.

The Big Shift for Students and Teachers

For students, inclusion means learning alongside classmates who think, move, and experience the world differently. This fosters empathy and teamwork skills more valuable than any examination score. It is support and visibility for all students irrespective of gender, ability, and social, cultural and economic differences.

For teachers, inclusion encourages creativity in teaching through visuals, activities, storytelling, group projects, and differentiated tasks. Many teachers report that inclusive classrooms are more engaging, dynamic, and joyful.

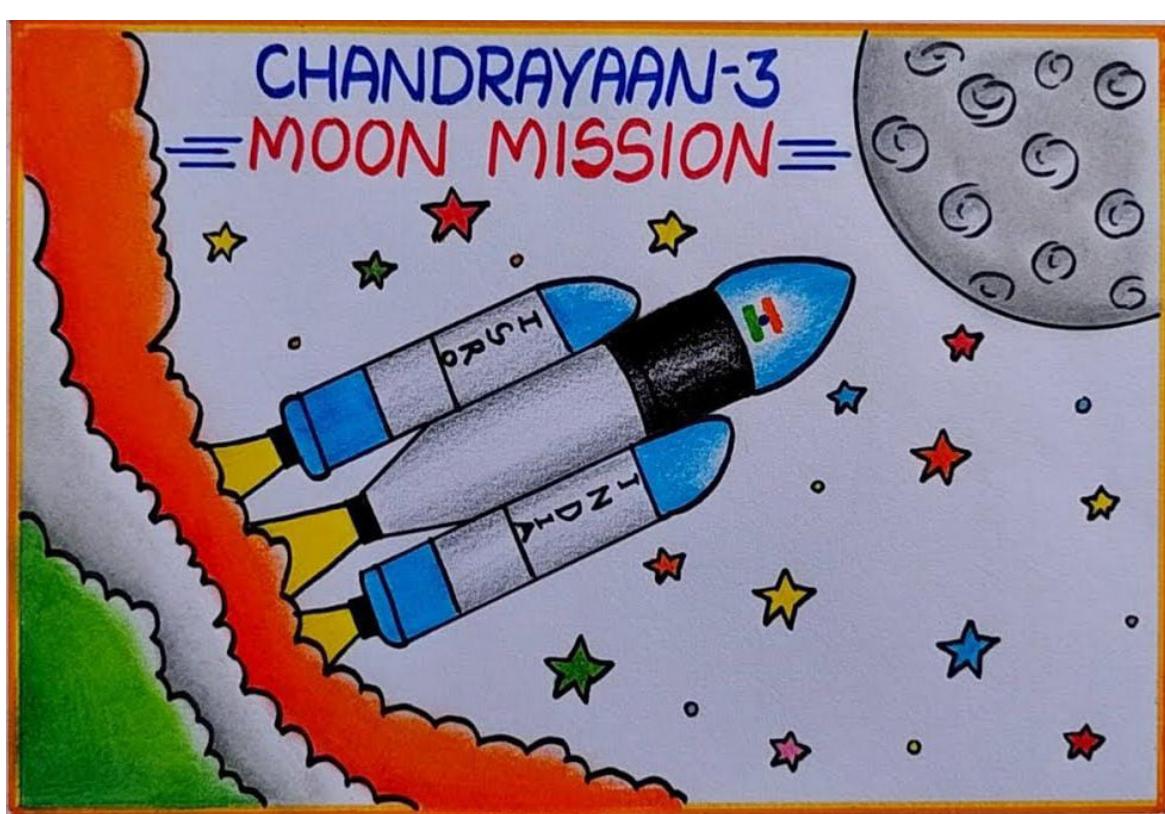
The Road Ahead

India has made significant progress, but challenges remain, including unequal resources, a shortage of teachers trained in inclusion, special educators, counsellors, social stigma, and overcrowded classrooms.

Nevertheless, the direction is clear. India is moving towards a system that values diversity of thought and action. Inclusive education is not merely a policy; it is a promise a promise that every child, regardless of ability, deserves to share the same classroom, the same playground, and the same dreams.

A Final Thought

As schools, students, parents, and teachers, each of us have a role in this transformation. A kind word, a supportive group activity, a flexible lesson, or a welcoming smile can open the door to inclusion. Because at the heart of education lies a simple truth: "When everyone learns together, everyone learns better."



India As I See Contest 2025 Class 9th to 12th category, Paint India
Aaradhya Jaiswal, Class IX, 2nd position, Happy Blue Bird Public School

Digital Learning Transforming Modern Classroom

Muskan Srivastava, Gyanyog Public School, Pihani, Hardoi



As a teacher, I see audio visual learning as a game changer. In today's classroom, digital learning breathes life into lessons. With tools such as interactive videos, audio resources, gamified quizzes and puzzles, learning becomes more engaging. Knowledge sticks better and feels more like an adventure than a lecture.

Students are always excited to attend classes because they find the videos interesting and enjoyable.

Even an LKG child does not cry when coming to school, as they know digital learning is far more

creative than staying at home and playing with toys. Many students in my school come from rural areas, and audio visual learning has been extremely helpful for them in reading, writing and understanding new concepts.

Digital learning also transforms teachers' lives by enhancing their skills. It is based on modern pedagogy and updaed resources, making teaching more creative and time saving.

I believe that in the coming years, every school should choose

digital learning alongside traditional education, and every parent should introduce their child to this method of learning.



“Can Do Better”: A Case for Defining Effort

Anna Chandy

In an age of digital media, virtual worlds, AIs and instant messaging, connections and networking in isolation is an ironic reality. Sometimes, it translates to in person connects, especially the school and college alumni groups. Some years back, in one such meet up a few of us schoolmates wandered into a discussion on report cards, PTMs, and its unchanging nature. “Can do better” was something we could recollect as a standard phrase in our report cards, and something I had seen in my children’s report cards as well two and a half decades later. We did come to an understanding that the teacher perhaps saw the potential in each of us, and wanted us to put in more effort to score well.

We agreed as we parted that we did do better, by trial and error, by facing failures, picking up ourselves from rock bottom, learning, unlearning, and relearning. The question that lingered on was did we have to spend so much time figuring it all out. What could have been done by that teacher, what was that skill I needed to

understand the effort to apply it?

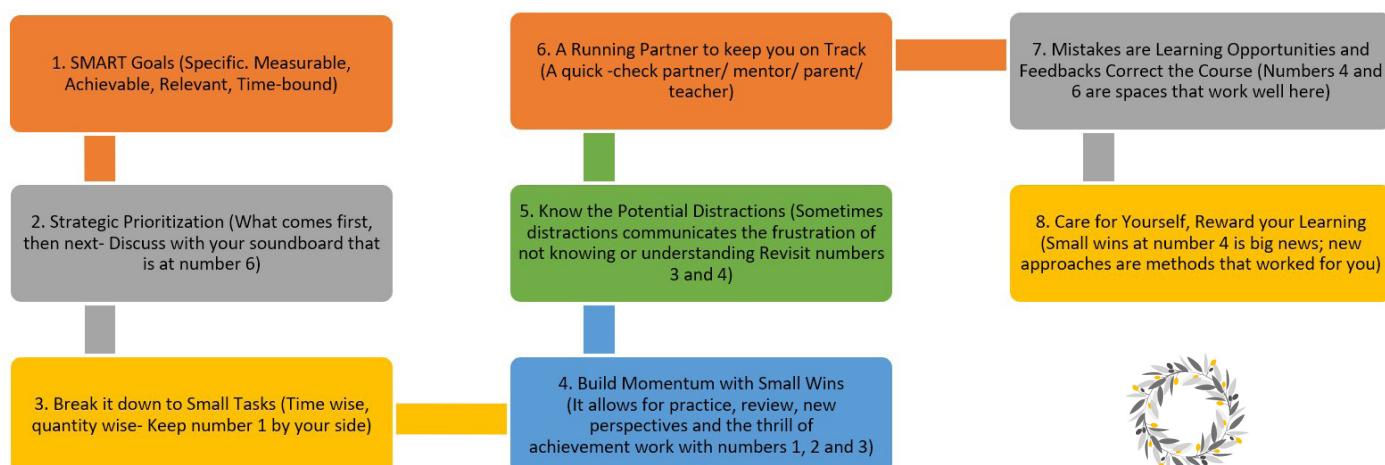
A quick look at the dictionary says that effort can be defined by actions that are full of vigour and persistence. A steadiness and single-mindedness to pursue without giving up. Effort then, is the multidimensional methods we use in the process of learning to achieve mastery; not just the showcasing and celebration of mastery. The stress that builds up for the performance or outcome at the end, reduces the process of learning. What if the teacher was able to support, scaffold and nurture effort in the classroom? Would the classroom be a space for joy?

If you closely listen to Parent-Teacher conversations it is mostly about the ‘cannot dos’—lack of motivation, need to put in the effort, not interested, be consistent, put in disciplined hard work. However important these words maybe, it needs a solid action plan to be useful for the child. Is the classroom a space that has inbuilt systems to foster clarity, consistency, do-able actions, work on distractions, set measurable

and relevant goals, and practical time management? Since these are things that make effort visible, enjoyable, and fruitful.

Effort is a learnt skill that sits firmly in the social and emotional learning (SEL) realm. It strides three crucial aspects of SEL, which are self-awareness, self-management, and responsible decision-making. It is learnt every day, with scaffolds, praise, and joy. Here are a few practical tips you can, as a parent, teacher, mentor or student, build in to make effort worth the while. Do remember that effort needs to be joyful, do-able, rewarded and practiced little by little every day for it to be a routine and a mindset.

Technology will grow by leaps and bounds, however, the work of an educator, mentor, parent is a given when it comes to emotional and social grounding—it is unique, it is human, and shapes what the future holds. Surely, we can do better if we make that effort to know our next Gen for who they are and what they can possibly be.



What Education Means to Me - A New Idea For 2026

Kenisha Gupta, VIII, Ryan International School, Sector-31 Gurgaon



For many, education means the four walls of a classroom and the report and grades of our school, including all the exams and competitions held. Everyone is running after victory and success, but very few know that to reach the gateway entrance and climb the steps of success., Good marks can brighten up the scoreboard of your report card, but good knowledge can brighten up the scoreboard of your life.

Education describes learning, which consists of the word earning; meaning that if you emphasize your learning power on encountering the world, inculcating, implying and implementing indigenous values and skills, automatically earning will reach you through the way of your

learning. That is why there is a proverb learning never has a destination.

For me, to get the best education is from your mistakes and learning from the world around you. However, as we step into 2026, we should form a resolution must be , not for the sake of resolution of New Year, but for good, advanced and acquiring knowledge.

There are distinct ideas to achieve education in a better way. Education cannot be defined in one or two sentences, but we may describe it tentatively as the education which, that starting with the past, and making full use of the present to builds up a great nation.

For me, Education must be available,

accessible, acceptable and adaptable. In the coming year, my goal is to embrace “learning beyond classrooms”. I want to explore how technology can be used not just for entertainment but as a bridge to make education more inclusive for students who do not have the same resources as I do. True learning happens when we share what we know.

As we celebrate the International Day of Education this January, let us remember that the ‘light of learning’ is the brightest when it inspires us to act. Let 2026 be the year where our curiosity leads to contribution, and our seeds of thought grow into a forest of change.

My Family in 2050

Abhishek, Class V, APS Shankar Vihar (2nd position, India As I See)

In the year 2050, my family lives in a modern and peaceful world filled with amazing technology and freedom. Our home is powered by solar energy, and we travel in flying cars.

Robots help with cooking, cleaning and even teaching us at home. Life is easier and faster, but the most important thing in our family is still love, respect, and freedom.

My parents always say "Freedom is scored" and that words have great power, they teach us to speak kindly, to share our thoughts honestly, and to others with respect.

In our home, everyone is free to express their ideas. We have family

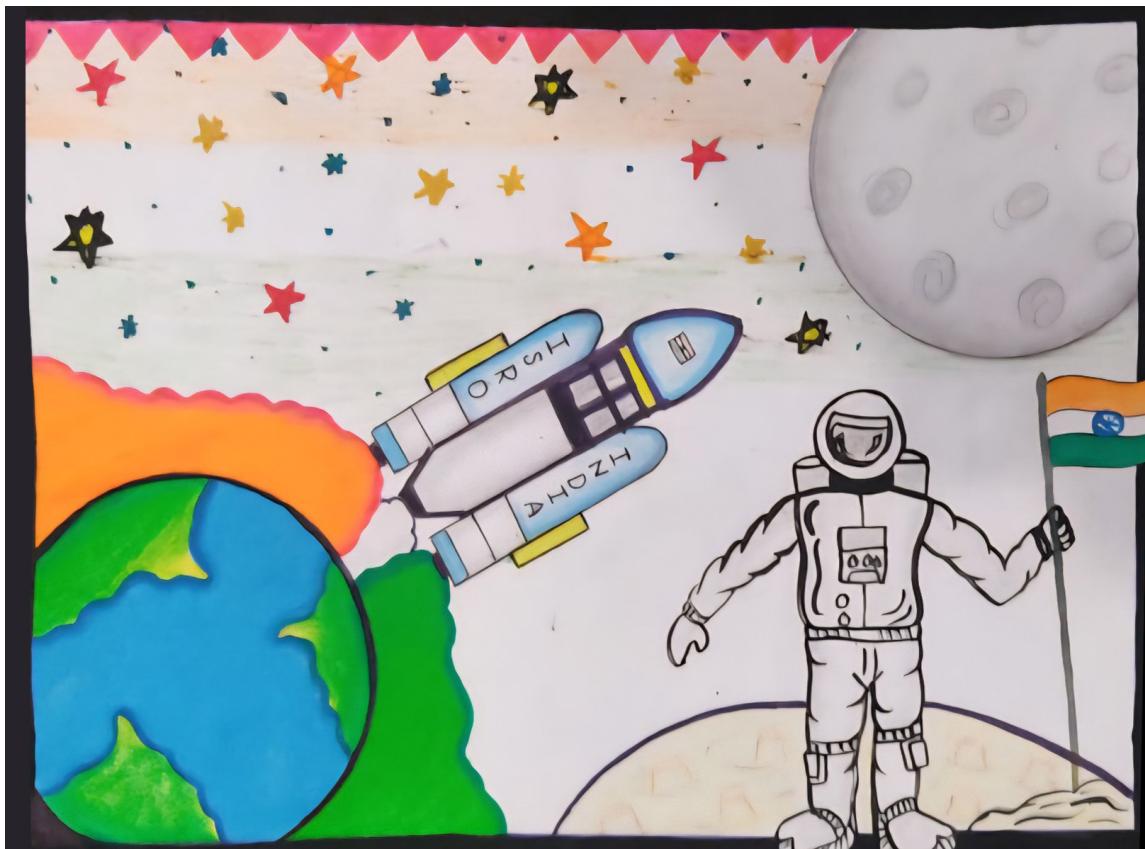


talks, where we discuss our dreams, problems and goals. Even my little sister writes stories about peace and friendship.

My grandparents remind us how hard people worked in the past to earn freedom, they tell us that we must protect it by using our words to help,

not hurt.

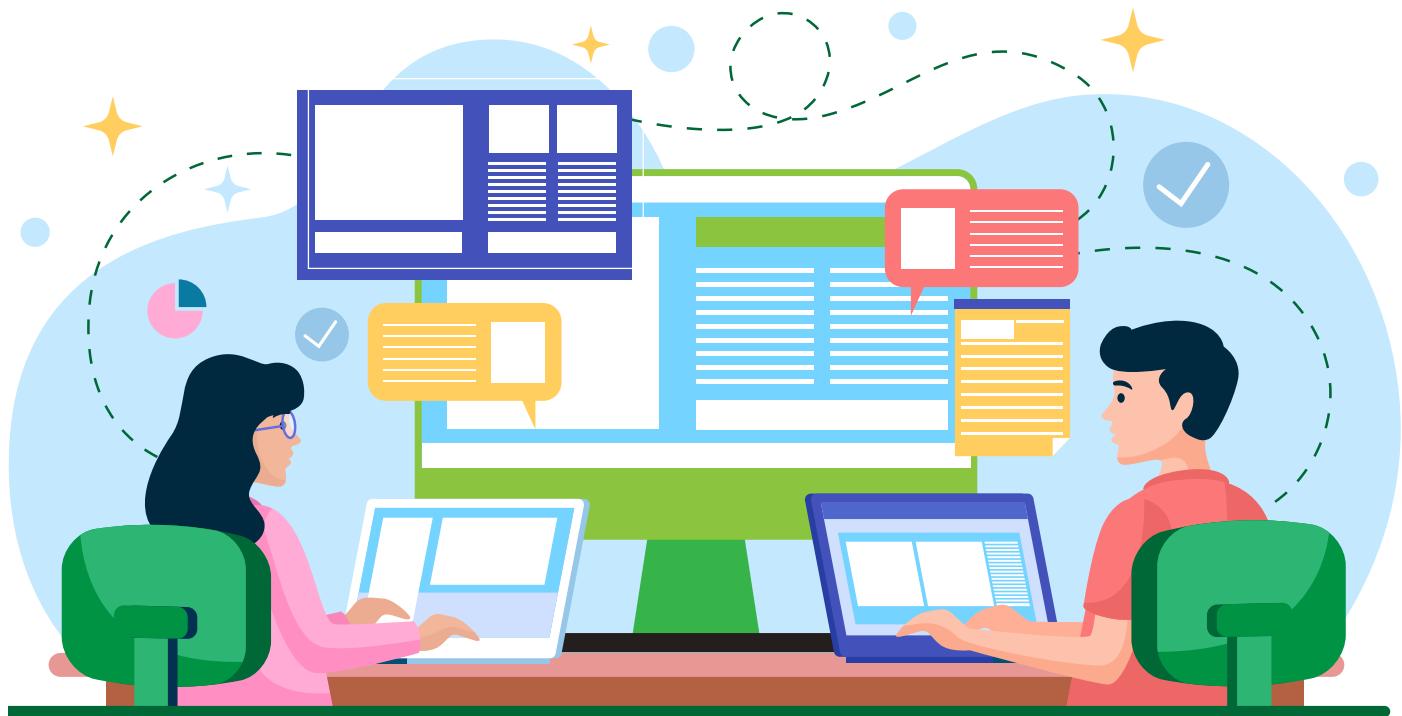
In 2050, freedom means more than just being free, it means using our voice to spread love and truth. My family believes that with kind and powerful words, we can make the world a better place for everyone.



India As I See Contest 2025 Class 9th to 12th category, Paint India
Ramandeep Kaur, Class IX, 3rd position, Happy Blue Bird Public School

More than Textbooks and Classrooms

Debutha Banerjee, VIII, Ryan International School, Sector-31, Gurugram



The 21st century education is about developing “C” skills like **collaboration**, **creativity** and **critical thinking**. It is important to prepare students about the outside world. The learning process has to be made more exciting so that students understand new concepts without difficulty and makes the class interactive.

Books do not always answer all the questions. A student may have books, however, only by letting the student meet the world beyond books and classrooms will true learning be possible. If a student experiences new and exciting situations, understanding the concepts practically will build up student's curiosity and help them learn in an exciting way. For understanding new concepts of Banking, a school can organize an educational tour to a bank for a better way to learn new skills in the field of commerce. To

teach the students about the environment, students can go for a nature walk and understand the importance of a healthy environment and also learn the related terms not from books but by an interesting educational trip outside the classrooms.

Thus, a future leader of the 21st century must know about developing world. By nurturing young minds to lead the country ahead,

let them understand, not always by reading books, but by experiencing new things in real life that are some important opportunities to improve yourself in every endeavor.



Learning For Real Life

Tani Mudgil, Class VIII, Ryan International School, Sector 31, Gurugram



Ever wondered what skills you could master outside school that would change your life?

It is when your curiosity meets opportunity. Learning cannot only be done in schools, but they can also be seen in the outside world. For me, one of the most interesting examples is how people pick up skills like photography, coding, acting or even cooking and end up with a successful career.

Some students are forced by their parents to study even though they are good at other skills. We must remember that beyond textbooks there is a beautiful world where learning derives from passion.

Everyone is different and we must also remember that everyone's skills/talent also differs. I know edu-

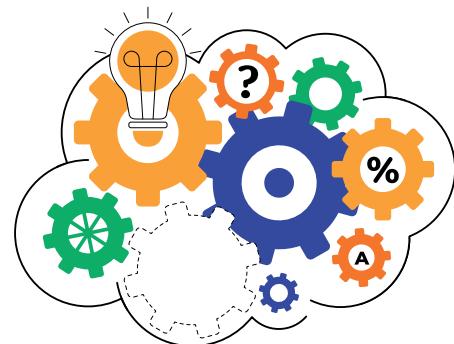
tion is necessary in a certain field, but that is not true all the time.

Let us take an example. There was a girl who was always used to top in her school in every class till the 12th. However, she did not have the skill instead memorized the words from her textbooks and copy-pasted the same in the exams without deriving any meaning from that text. So, what do you think will help her become a doctor or engineer? Though she topped, neither did she have general, and basic knowledge nor did she have a skill so at the end it is all a zero.

Some cricketers such as Sachin Tendulkar did not pursue higher studies but he is a perfect example of how we can overtake our education with "Skills." The fact is that every one of us has some or the other skill,

but the main thing is that we must recognize it and polish it so that we can be perfect at it!

We must always remember that studying will not always help us but having a skill does. Always give yourself a chance and one day you will change the world. The main thing is remembering there is a world beyond textbooks also.



The Art of Participative Learning: In Conversation with Dr. Monika Mehta

A Report by the Schoolastic News Editorial Team



To gain an insight into meaningful and participative learning in schools, we interviewed **Dr. Monica Mehta, Principal of Ryan International School, Sector 31, Gurugram.**

A research-driven educationist and visionary leader, **Dr. Mehta** shared her perspectives on creating student-centred classrooms that encourage collaboration, inquiry, and real-world connections.

She spoke about empowering teachers through professional development and trust, integrating subjects through interdisciplinary and project-based learning, and nurturing creativity through open-ended tasks.

Dr. Mehta also emphasized the importance of balancing imagination

with curriculum goals and highlighted the role of education in shaping confident, thoughtful learners and the future of the nation.

Q1. As a school leader, how do you envision meaningful and participative learning situations in your classrooms?

Dr. Mehta: I envision classrooms where students actively engage through collaboration, inquiry, and real-life connections, with teachers acting as facilitators to encourage voice, choice, and inclusive participation.

Q2. How do you empower your teachers to take this vision forward?

Dr. Mehta: I empower teachers through continuous professional development, autonomy in pedagogy,

and a culture of trust, collaboration, and reflective practice.

Q3. There is much scope today for integration of subjects how is your school exploring this?

Dr. Mehta: We design interdisciplinary projects and theme-based learning experiences that connect subjects meaningfully and reflect real-world contexts.

Q4. How do you encourage students to create things that are unique and do not already exist?

Dr. Mehta: By nurturing curiosity, encouraging risk-taking, and providing open-ended tasks where imagination and originality are valued over right answers.

Q5. How difficult or possible is it to

balance imaginative thinking with curriculum standards and assessment?

Dr. Mehta: With thoughtful planning, creativity and curriculum can coexist by aligning innovative tasks with learning outcomes and formative assessments.

Q6. As a research-driven school leader, how do you envision meaningful and participative learning environments?

Dr. Mehta: I envision evidence-based classrooms where inquiry, collaboration, and student voice guide instruction and continuous improvement.

Q7. From your research and experience, what are the key potentials and challenges in interdisciplinary learning?

Dr. Mehta: Interdisciplinary learning builds deeper understanding and transfer of knowledge, though it requires careful planning, teacher readiness, and time alignment.

Q8. Can you share an example of a research-based initiative or pedagogical shift at Ryan International School?

Dr. Mehta: Project-based learning and experiential programs at Ryan have strengthened critical thinking, collaboration, and real-life application of concepts.

Q9. For teachers across the diverse landscape of India, what is your one statement of encouragement?

Dr. Mehta: Every classroom in India is a space of possibility-teach with purpose, empathy, and belief that you are shaping the nation's future.

Closing Note by Schoolastic Team

Our interaction with Dr. Monika Mehta offered valuable insight into the mind of an education leader who is actively shaping the future of learning. Her thoughts highlight that true education goes beyond lessons and assessments it lies in fostering curiosity, confidence, collaboration, and a love for learning. By emphasizing student voice, teacher empowerment, and thoughtful innovation, Dr. Mehta reinforces the idea that classrooms are spaces where ideas are explored, identities are formed, and possibilities are created.

Her vision serves as a reminder that progress in education begins with leaders who are willing to question convention and inspire meaningful change.



India As I See Contest 2025, Class 6th to 8th category, Paint India
Ansh Verma, Class VI, 2nd position, Happy Blue Bird Public School

FAIRGAZE MUN ORIENTATION: Global Thinking and Responsible Citizenship

A Report by the Schoolastic News Editorial Team



On 6th November 2025, Shanti Niketan Public School, Bhadra (Hanumangarh, Rajasthan) became a vibrant space of dialogue, ideas, and global awareness as it hosted the FairGaze MUN Orientation. Designed as an immersive learning experience, the session aimed to introduce students to the philosophy, structure, and transformative potential of Model United Nations while nurturing skills essential for leadership in the 21st century.

The orientation began by situating with the Model United Nations within the larger framework of global governance and international cooperation. Students were helped to understand how MUNs simulate real United Nations proceedings, enabling young participants to step into the roles of diplomats, policymakers, and negotiators. Rather than viewing MUNs as

mere academic events, the session emphasized them as platforms where critical thinking, empathy, and informed debate intersect.

A detailed explanation of the MUN structure followed, familiarizing students with different committees, agendas, and country allocations. The concept of representing a nation's foreign policy even when it differs from one's personal views was discussed at length, encouraging students to develop objectivity, adaptability, and respect for diverse perspectives. This exercise in perspective-taking was

highlighted as one of the most powerful learning outcomes of MUN participation.

The academic rigor of MUNs was another key focus area. Students were introduced to the Rules of Procedure, learning how formal debate is guided by structure, discipline, and mutual respect. The trainers explained the significance of research, guiding students on how to study international issues, analyze reliable sources, and understand geopolitical contexts. Special attention was given to position papers, not just as formal documents but as reflections of a delegate's clarity of thought, depth of research, and analytical ability.

The session also explored the process of resolution drafting, explaining how debate ultimately leads to solution-oriented thinking. Students were shown how resolutions are built through





collaboration, negotiation, and compromise, reinforcing the idea that global challenges demand collective effort rather than individual dominance.

Beyond technical knowledge, the orientation placed strong emphasis on personal and interpersonal skill development. Public speaking was presented as a tool for confident self-expression, while teamwork and negotiation were highlighted as essential for building consensus in diverse groups.

Students were encouraged to view disagreement not as conflict, but as an opportunity for dialogue and learning. Critical thinking, leadership, and decision-making emerged as recurring themes throughout the session.

The orientation was led by **Vansh Tyagi**, Lead Trainer, whose structured and student-centric approach helped simplify complex MUN concepts. His session was complemented by Guest Trainer **Mr. Mansvi Bangarh**, who shared practical insights from real MUN experiences, motivating students to actively participate and embrace challenges with confidence. Their combined guidance helped bridge the gap between theory and practice,

making MUNs appear both accessible and impactful.

Learning Beyond Debate: Community Engagement and Social Responsibility

In keeping with its commitment to holistic education, the FairGaze engagement extended beyond academic and intellectual learning. On the occasion of Armed Forces Flag Day, the school organized a donation drive to honour the courage, sacrifice, and service of India's armed forces. The FairGaze team actively participated in this initiative, standing in solidarity with the school community to support the welfare of soldiers, veterans, and their families.

The drive served as a meaningful

reminder that true citizenship involves gratitude and responsibility towards those who safeguard the nation. Students were sensitized to the values of patriotism, empathy, and collective duty, understanding that national service can take many forms ranging from defending borders to contributing through compassionate action.

Education with Purpose: FairGaze's Vision in Action

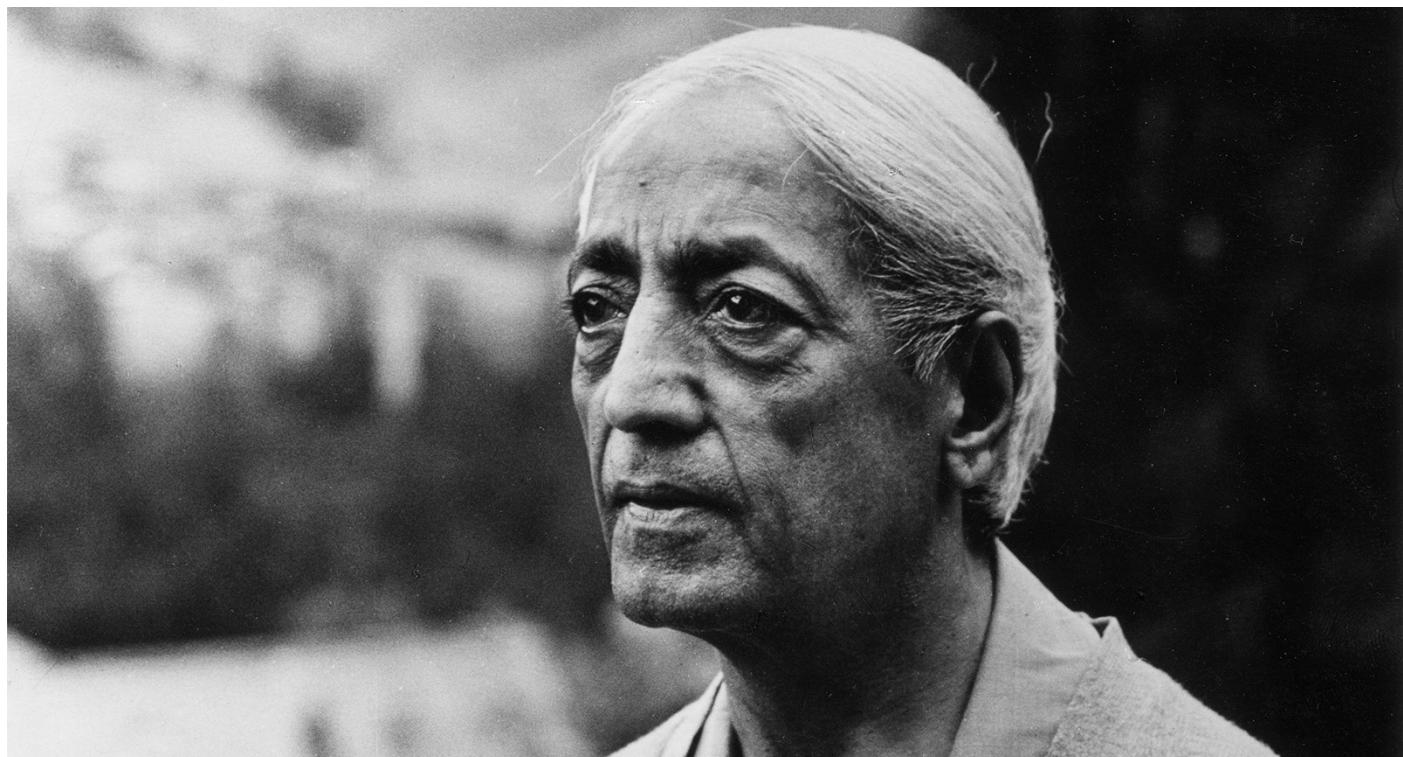
The participation in the Armed Forces Flag Day donation drive reflected FairGaze's broader vision of education with purpose where knowledge, awareness, and social responsibility go hand in hand. By engaging students in such initiatives, FairGaze reinforces the idea that leadership is not limited to global forums and debates, but is equally expressed through respect, service, and civic consciousness.

As the FairGaze MUN Orientation concluded, it left behind more than an understanding of diplomacy and debate. It inspired students to grow into informed thinkers, empathetic citizens, and responsible changemakers for individuals who are prepared to engage with global issues while remaining deeply connected to the values of service, unity, and nation-building.



Observe, Question, Explore: Jiddu Krishnamurti's Idea of Education

Sidhi Arora



What if school felt less like a race and more like an adventure?

What if learning happened not just in classrooms, but in forests, beside rivers, on quiet hillsides, or simply by observing your own thoughts or in a school where learning feels like discovering secret pathways in your own mind, where teachers are not strict bosses, and marks are not everything. A place where you learn about nature, friendship, fears, dreams, and who you really are.

This is the spirit behind the schools inspired by **Jiddu Krishnamurti**, one of India's most original thinkers on education. Born in 1895 in the quiet town of **Madanapalle**, Andhra Pradesh. As a young boy, people believed he would

become a great spiritual leader as some leaders of the Theosophical Society trained him, educated him, and even built an organization around him. But Krishnamurti surprised everyone, he refused to be treated like a guru. Instead, he travelled the world speaking about freedom, understanding the mind, and living without fear. His central idea was simple but powerful: "*Real learning happens when the mind is free to observe, question, and explore*". And that is exactly the kind of education he wanted for young people.

Krishnamurti believed that education should help human beings understand themselves instead of just passing exams. He believed, a student's mind is not a container to be filled with facts, but a living, curious, sensitive space that

must be encouraged to grow freely. He felt that learning becomes meaningful only when it helps us notice how we think, why we feel certain emotions, and how we treat the world around us. According to him, Fear and competition block real understanding. When children constantly worry about marks or comparison, they stop being curious. For Krishnamurti, freedom was essential in a classroom, freedom to question, to observe, to explore, and to learn without fear. This did not mean doing whatever one wants, but rather discovering responsibility through awareness, not punishment.

"The whole life, from the moment you are born to the moment you die, is a process of learning."

Krishnamurti also believed in

Integrated Education, and his commitment to it took shape through the establishment of numerous schools and study centres across India and abroad, including Oak Grove School in Ojai, Brockwood Park in the UK, Rishi Valley and Rajghat Besant School in India, The Valley School in Bangalore, Sahyadri School in Pune, and several others.

All these schools follow the concept of holistic education (the education which aims to develop a person's mental, physical, social, emotional, Ethical, Moral, and Spiritual) approach in the spirit of Krishnamurti's pedagogical vision and for the cultivation of a deeply conscious and sensitive mind.

He showed humanity in his schools and reserved 10 per cent seats for the poor who could not pay the school fees. His main objective in establishing these schools was to provide children adequate opportunities and freedom to develop self-discipline, to grow up without the prejudice of caste, or race, which are the main reasons for rising violations between people. This will bring the development of a

holistic personality and harmonious being and help promote integrity in society.

His idea of "**Right Education**" is a complete reimagining of what learning should achieve, focusing not on academic performance but on the awakening a child's inner clarity and freedom.

He believed true education begins with self-awareness, helping students understand their own thoughts, fears, and emotions because a mind that knows itself can relate intelligently to the world. Instead of conditioning children to compete, obey, or conform, he argued that education should free them from psychological pressures and societal molds, encouraging curiosity, inquiry, and independent thinking.

For Krishnamurti, knowledge alone is not enough. He emphasized that learning thrives in relationships based on mutual respect rather than authority, where teachers and students explore questions together. Ultimately, he saw education as a means of transforming society

by nurturing individuals who are compassionate, aware, and inwardly free, capable of living without fear and contributing to a more harmonious world.

A true school, in his view, encourages observation without bias, fosters appreciation for beauty, nature, and art, and guides learners to live without inner conflict. To achieve this, he advocated creating schools grounded in affection, freedom, simplicity, and closeness to nature.

Ultimately, the purpose of education is to help each child grow in love, goodness, and right relationship with people, ideas, and life itself so that a new generation may emerge with minds capable of ending conflict within and around them. In essence, Krishnamurti believed that transforming society requires transforming the human mind, and education is the most powerful means to begin that transformation.

"Education is not the mere acquisition of knowledge but the cultivation of intelligence and sensitivity"



India As I See Contest 2025, CWSN , Paint India
Kashish, Class V, 2nd position, MCD Primary Co-ed.

Shaping Dreams in Clay: Your Fun Guide to Ceramics & Pottery

A Report by the Schoolastic News Editorial Team

If you have ever touched a lump of clay and felt a strange urge to squish it into something beautiful, congratulations, you might be destined for ceramics! This field is a magical mix of art, science, fire, and a little bit of chaos (especially when your pot collapses on the wheel).

Ceramics and pottery blend creativity, craft, and science. From handmade pottery to high-tech ceramic materials used in electronics and medicine, this field offers many exciting career paths.

What began thousands of years ago to create simple vessels has grown into a vast field that includes artistic pottery, ceramic design, industrial ceramic manufacturing, and even high-tech applications like biomedical implants and aerospace components. Ceramics play a big role in today's global art world.

As more people look for sustainable, handmade items, ceramic artists are gaining worldwide opportunities. A ceramics degree teaches you technical skills, creativity, cultural understanding, and helps you build valuable connections. It prepares you for a career that blends tradition with modern technology.

Being a ceramic artist means using your imagination, mastering your craft, and even becoming an entrepreneur all while shaping a career as unique as your creations and it is divided into two awesome paths.

The Artsy Path: Pottery and Ceramic Design

This route is perfect if you dream of shaping clay, designing décor, or running your own pottery studio with plants hanging everywhere and mugs you swear are "rustic, not uneven."

What you study:

- Wheel throwing
- Hand-building
- Glazing & firing
- Design, form, and colour
- Studio practice

Degrees you can pursue:

- BFA (Bachelor of Fine Arts) – ceramics or sculpture
- B.Des (Bachelor of Design) – ceramic & glass design
- Diploma/Certificate courses in pottery
- Workshops or apprenticeships

Careers you can choose out of it:

Studio potter, ceramic artist, décor designer, craft entrepreneur, teacher or the owner of the coolest handmade pottery brand.

The Science and Tech Path:

Ceramic Engineering

This is for the curious minds who enjoy the "why" behind materials, why some ceramics survive 1,000°C, why glass melts, or why tiles crack.

What you study:

- Material science
- Clay chemistry
- Industrial manufacturing
- Firing & sintering
- Technical ceramics used in electronics, medicine & aerospace

Degrees you can pursue:

- Diploma in Ceramic Engineering (after Class 10 or 12)

- B.Tech / B.E. in Ceramic Engineering (PCM required)
- M.Tech / Ph.D. for research superheroes

Careers you can choose out of it:

Industrial ceramic engineer, materials scientist, research associate, product developer, quality control engineer. Basically, the people who create the things your mugs could only dream of becoming.

What You Really Learn:

Across both paths, you will discover:

- How clay behaves (it has moods)
- How heat can transform materials
- How design and function blend
- How to fix things when they explode in the kiln (special high temperature oven used to fire (heat) clay objects until they become hard, strong, and permanently solid.)
- How your hands can make something people will genuinely treasure.

5 Important ways to begin your ceramic journey:

1. **Pick your path:** Artistic or technical?

2. **Choose your course:**

- Art/design degrees for pottery lovers
- Engineering degrees for material-science fans

3. **Build real skills:** Join workshops, internships, or studio training.

4. **Create a portfolio** (for art students).

5. **Keep practising:** Every master potter started with wobbly pots.

Ceramics and pottery are not just careers; they are adventures in creativity and science. If you are willing to explore, experiment, and occasionally laugh at your own clay disasters, this field can take you places you never imagined.

Clay isn't just mud.

In the right hands, it becomes art, innovation, and a career worth shaping.

An Interview with Ceramic Artist Ms. Rekha Goyal

To gain a deeper understanding of **Ceramics and Pottery**, we had the opportunity to interview **Ms. Rekha Goyal**, a distinguished ceramic artist and educator with extensive experience in this field.

Known for her innovative approach and dedication to the craft, she has spent years exploring the artistic and technical dimensions of ceramics, creating works that range from intricate pieces to large-scale installations.

Ms. Goyal shared her thoughts on our questions in a clear and practical manner, guiding us through the materials, techniques, and artistic significance of ceramics and pottery. Her insights not only helped us grasp the technical aspects but also highlighted the creative and expressive potential of this ancient yet evolving art form.

Q1. Your career shows that creativity can become a full-time profession. What turning point made you realize ceramics was the path you wanted to build your life around?

Ms. Goyal: Growing up, art was always a part of my life. Not with the intention of converting it into a profession; simply because art can inculcate values unlike anything else.

It teaches us ways of life in a creative and meaningful way, how to see, how we would like to be. The decision to go to art school for my undergraduate studies emerged from this; it felt like a natural extension of the foundation and values art had given me.

Q2. How did your personal journey from your education to creating large installations shape the artist you are today?

Ms. Goyal: The journey of learning is a gradual and ongoing process that requires constant observation, mindfulness, and a willingness to absorb knowledge every single day. It is essential to understand that learning is never truly complete; it continues throughout life.

To grow effectively, one must approach this process with consistent rigour, dedication, and diligence, ensuring that each step is undertaken thoughtfully and purposefully.

Q3. Many people think pottery is just a hobby. What would you tell students to help them understand the real professional scope of this field?

Ms. Goyal: Art is far more than just a hobby; it is a way of life that enriches our experiences and shapes who we are. Everyone can benefit from having some form of art in their lives, as it imparts essential life skills and values that are often not taught through other avenues.

Although transforming art into a professional career may present challenges, the path is attainable for those who approach it with dedication, patience, and consistent effort just as with any meaningful pursuit in life.

Q4. Does working with clay feel like

science, magic, or both? Since you mention both process and emotions in your work.

Ms. Goyal: Working with clay involves a remarkable blend of elements. It engages the mind through science and mathematics, challenges the body with strength and control, and nurtures the spirit through emotion and creativity. At the same time, it demands patience, precision, and unwavering rigour, making the process both intellectually and physically enriching.

Q5. You also work on community projects. How can art and pottery help people express themselves or feel better emotionally?

Ms. Goyal: Engaging in hands-on work is an inherently therapeutic process that offers a deep sense of fulfilment and satisfaction. There is a unique joy in bringing something into existence from scratch, watching it take shape through one's own effort and creativity.

Beyond the tangible results, working with your hands also cultivates focus and mindfulness, allowing us to be fully immersed in the present moment and experience a sense of calm and centeredness that is both refreshing and restorative.

Ceramics and pottery beautifully bridge the worlds of art, science, tradition, and innovation. As explored through this feature and enriched by the insights of Ms. Rekha Goyal, working with clay is not merely about creating objects, it is about cultivating patience, creativity, discipline, and a deeper understanding of materials and self.

Whether pursued as an artistic practice or a scientific discipline, ceramics offers a fulfilling and meaningful career path for those

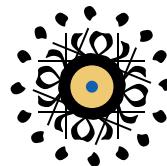
willing to learn, experiment, and grow. For students interested in taking this journey forward, India offers several strong educational pathways.

Aspiring ceramic artists and designers can explore institutions such as Kala Bhavana (Visva-Bharati University, Santiniketan), Sir J.J. School of Art, Mumbai, College of Art, Delhi, and National Institute of Design (NID). Those inclined toward the science and technology side of ceramics may consider Banaras Hindu University (IT-BHU), Aligarh Muslim University, Anna University, and institutes offering Ceramic Engineering and Materials Science programs.

Ultimately, ceramics is more than a career, it is a lifelong process of learning, making, and meaning. With curiosity in the mind and clay in the hands, this field invites students to shape not just objects, but identities, ideas, and futures.



India As I See Contest 2025, Class 3rd to 5th Category, Paint India
Rachit Gangwar, Class IV, 1st position, Happy Blue Bird Public School



FAIRGAZE
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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.



+91 9717023501 (Monday to Friday-10am-6pm)

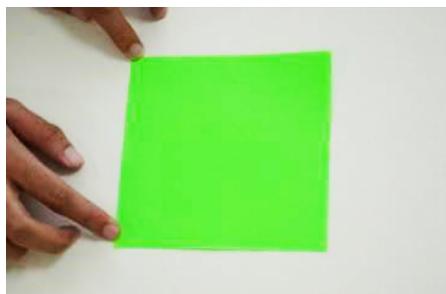


fortisteps@fairgaze.com

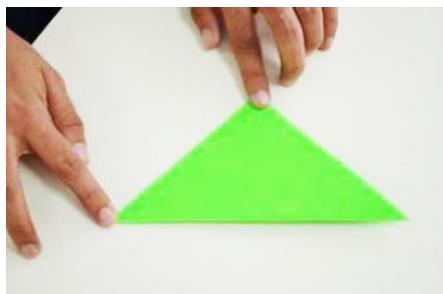
From Crease to Creature: Make an Origami Crane

Bhrigu Banerjee

Ever wondered about transforming a simple paper into a wish? Origami as an art has existed since the idea of paper came into being. Across cultures and over centuries, this art has been developed to a perfection. This month we bring you the steps to making a paper crane. Try it out and write to us how the process was for you.



1. Start with a Square Sheet of Paper.



2. Fold Diagonally (Both Directions).



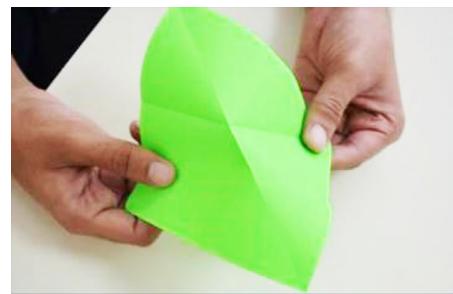
3. You now have two diagonal crease lines forming an "X".



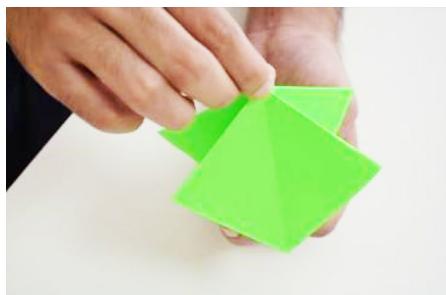
4. Fold Horizontally.



5. Fold Vertically.



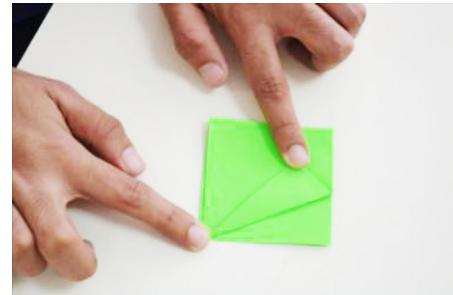
6. Collapse into a Square Base (Preliminary Base). Hold the paper at the sides and bring the left and right creases inward.



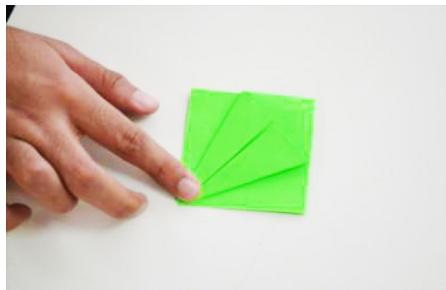
7. The paper will naturally collapse into a diamond shape with a point at the top.



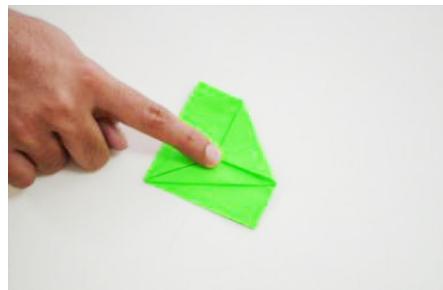
8. Flatten it neatly. This is called the square base (or preliminary base).



9. Take the right lower flap and fold its outer edge toward the center crease—creating a long triangle ("kite shape").



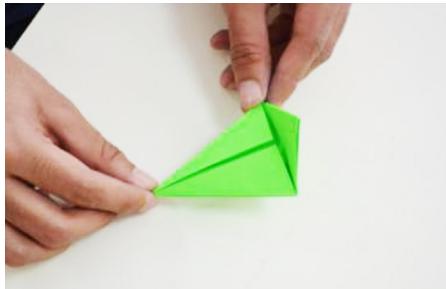
10. Repeat with the left lower flap.



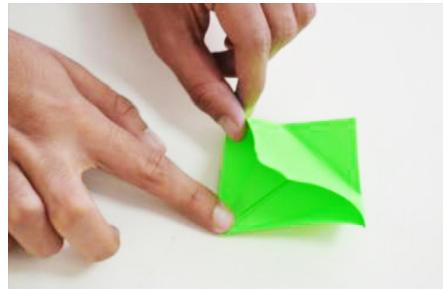
11. Fold the top triangle (small flap) down over these folds to create a



12. Unfold all three folds you just made.



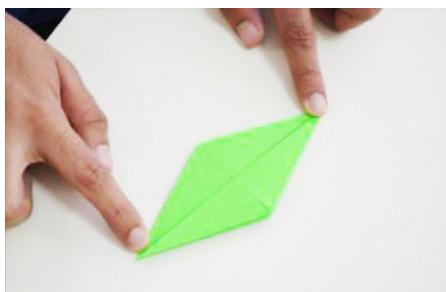
13. Lift the bottom corner (the single top flap).



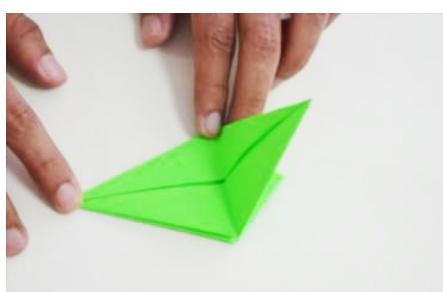
14. Gently pull it upward while guiding the side creases inward.



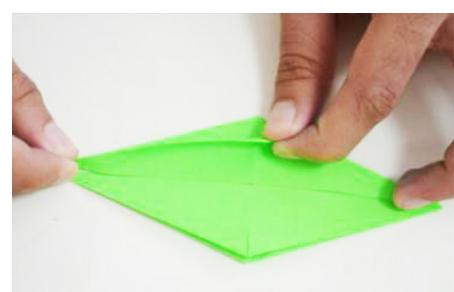
15. Flatten it into a long diamond shape.



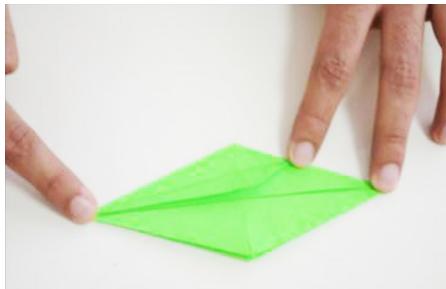
16. Flip the model over and repeat the same process on the back side. Position the model so the long pointed ends face down.



17. You now have something like this shape (a long diamond with two thin "legs"). The two thin flaps at the bottom will become the neck and tail.



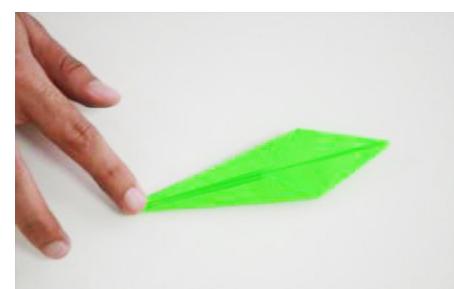
18. Perform the same inside reverse fold.



19. Push its tip inside along the crease.



20. Flatten it so it angles outward, and is matching the first side.



21. Repeat on the other side too.



22. Your model should now have two long flaps pointing outward in opposite directions. Lift one of the bottom pointed flaps upward as shown.



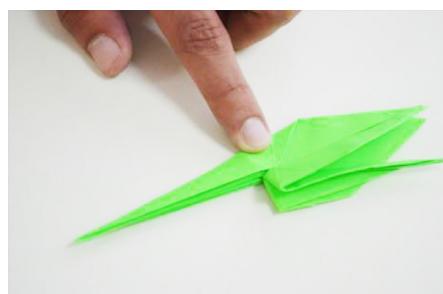
23. Now you have two long flaps pointing outward in opposite directions.



24. Make an inside-reverse fold and open the flap slightly with your fingertips.



25. Push the point inside along the existing crease.



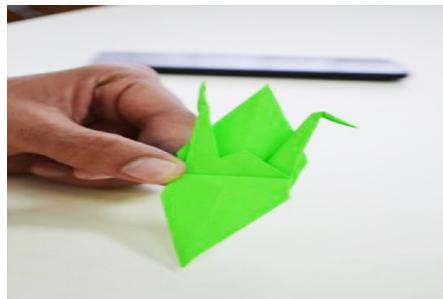
26. Flatten it so it stays angled upward.



27. Repeat on the other flap (tail).



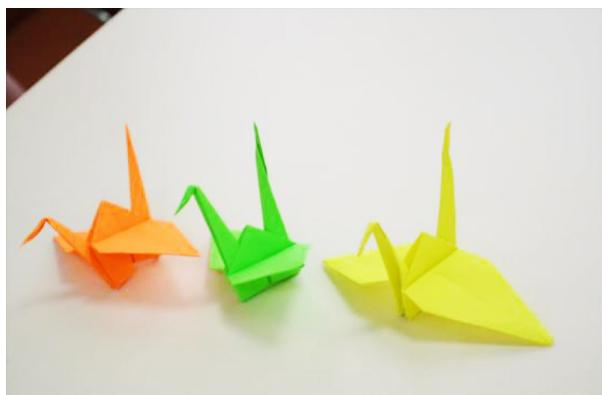
28. Make a small inside reverse fold downward to form the crane's head.



29. Hold both wing flaps (the large top layers). Pull them gently downward until they sit horizontally.



30. Your crane is ready to fly!

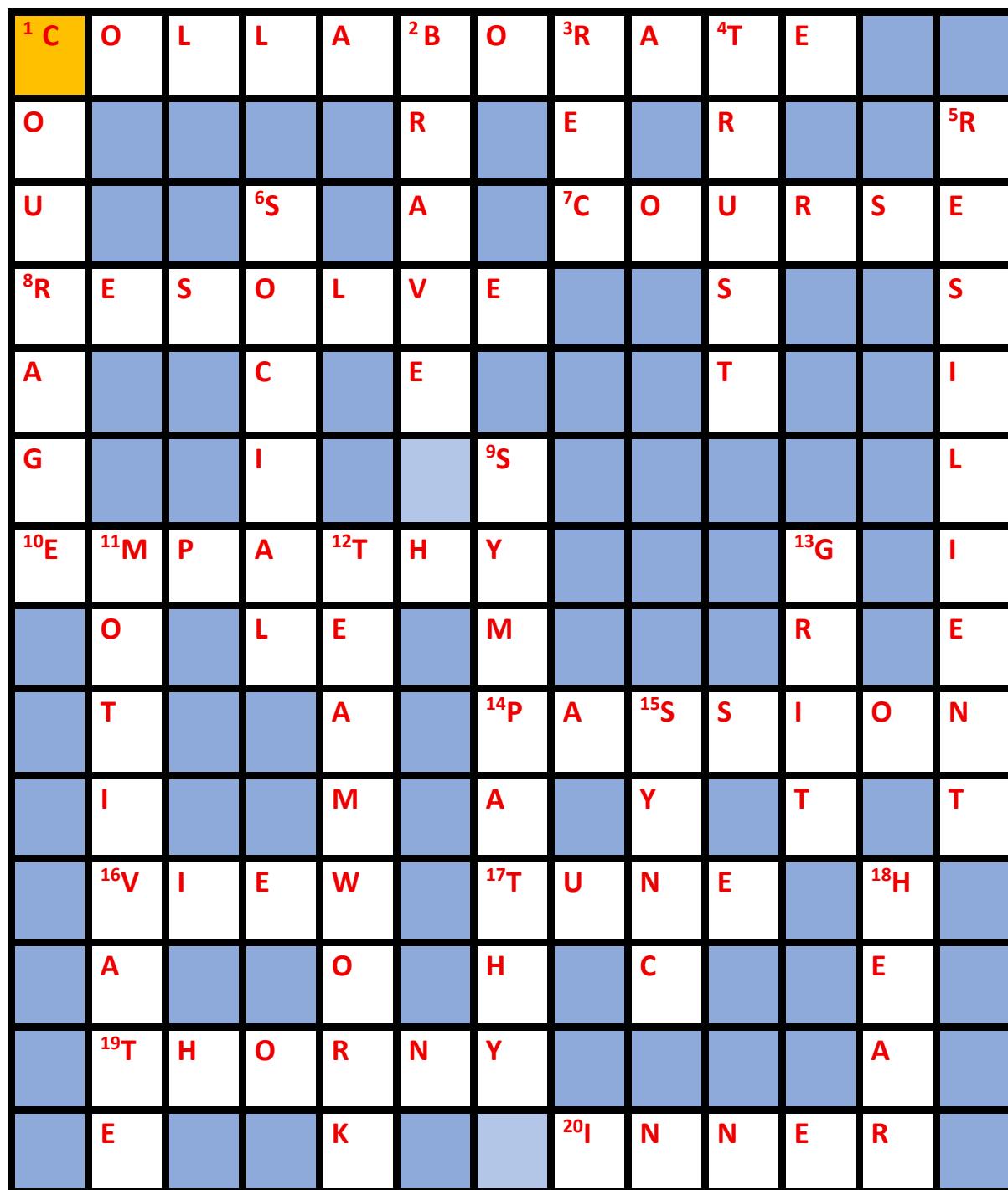


If you have made an origami craft, send us the picture and steps in the same format as above.

Email us at: schoolasticeditorial@fairgaze.com

Happy Crafting!

Schoolastic Crossword 1 : Answer



Quiz

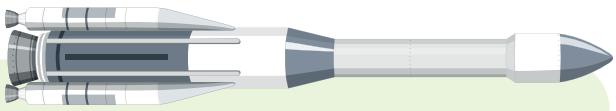
Seeds of Change

The Light of Learning



- 💡 On which date did the Indian Constitution come into force?
- 💡 Which constitutional article makes education a Fundamental Right in India?
- 💡 Who was the Chairman of the Drafting Committee of the Indian Constitution?
- 💡 Which part of the Constitution contains the Fundamental Duties related to scientific temper and learning?
- 💡 Which Indian education commission laid the foundation for modern higher education in colonial India?
- 💡 Which national mission launched in recent years aims to improve foundational literacy and numeracy in India?
- 💡 Which historical movement led by Jyotiba Phule focused on education as social transformation?

DECEMBER QUIZ ANSWERS



- ❖ The Japanese city that became the first to host a fully carbon-neutral Olympics
- ❖ Answer: Tokyo
- ❖ The third known interstellar object passing through our Solar system and baffling scientists?
- ❖ Answer: Sputnik
- ❖ The first artificial satellite ever launched.
- ❖ Answer: Sputnik
- ❖ The Indian state declared first 'plastic-free' in 2025.
- ❖ Answer: Himachal
- ❖ The international organization responsible for global climate agreements.
- ❖ Answer: UNFCCC
- ❖ The largest known land animal, often a symbol of conservation efforts.
- ❖ Answer: Elephant



CALLING FOR SUBMISSIONS

February 2026 Issue

Thank you for being part of our creative journey. Your stories, artwork, and reflections continue to make Schoolastic News a platform filled with young voices, thoughtful ideas, and meaningful conversations. As we move into February, let us celebrate understanding, empathy, and unity.

Theme

Voices of Harmony – Celebrating Diversity

Deadline

15 January 2026, 6 pm

Email

schoolasticeditorial@fairgaze.com

February celebrates the spirit of togetherness by embracing differences in cultures, languages, ideas, abilities, and identities. This edition highlights how diversity and fraternity strengthens school communities and how harmony grows through respect, kindness, and inclusion.

You may write on any of these topics: A moment when diversity, or fraternity or inclusion inspired you; how friendships grow across different backgrounds; school events or traditions that celebrate multiple cultures, or how it helped you bond as a group; why is respecting differences is important today; acts of kindness that brought harmony in your community, or how students can help build a more diverse, collaborative and inclusive school environment.

Send us your original articles, poems, short stories, or artwork (JPEG preferred). You may also share photographs of cultural celebrations, group activities, or initiatives that showcase unity and harmony in your school.

Please mention “February Theme” in the subject line and include your name, grade, school name, and address.

THINKING ALOUD – February 2026 Book Suggestions



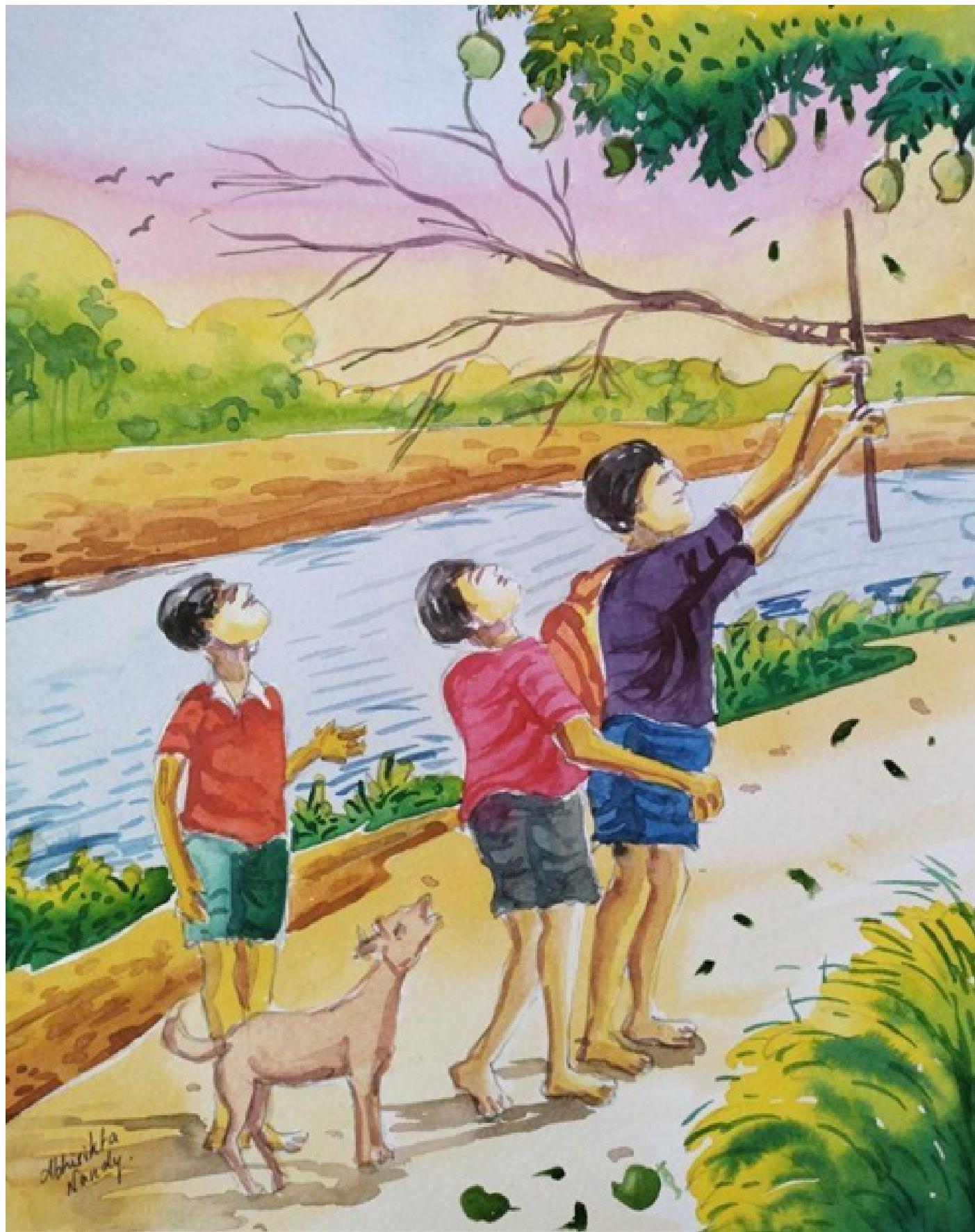
Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning - by Debbie Silver

Ginny Series - by Vinita Krishna

Wishing all our readers a month filled with understanding, respect, and togetherness.

Keep reading, keep writing, and keep celebrating harmony!





**India As I See Contest 2025 Class 9th to 12th Category, Paint India
Kanishka Verma, Class X, 1st position, Happy Blue Bird Public School**



APPLICATION UNI

AI-powered ed-tech company

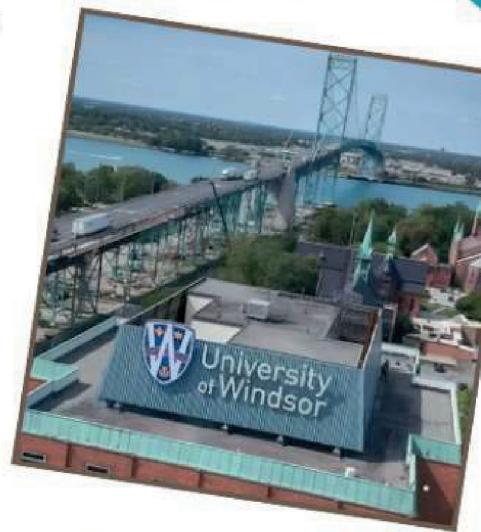
✈ International Educational Tours

- 📍 **United Nations Study Visit**
- 📍 **AI Certification Programs – UK | Australia | Canada**
- 📍 **Vietnam Cultural & Educational Tour**
- 📍 **Singapore – Certification from National University of Singapore (NUS)**
- 📍 **China – Industrial Visits & Academic Engagements**



💻 Online AI Certificate Programs

- **University of Technology, Sydney**
- **St. Francis Xavier University, Nova Scotia**
- **Regent American University**
- **University of Bradford**
- **University of Manitoba**
- **Korea University**
- **University of Windsor, and many more!**



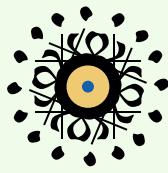
🌐 Overseas Education Guidance

- **Assess student profiles & recommend best-fit universities**
- **Build academic & professional profiles**
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Batch Size: 30

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UNLOCKING POTENTIAL

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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UNLOCKING POTENTIAL

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