

FAIRGAZE

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# SCHOOLASTIC NEWS

IMPACT-FOCUSED SCHOOL COMMUNITY MAGAZINE

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Origin and Construction  
of the Golden  
Temple in Amritsar  
No More Exam Fear

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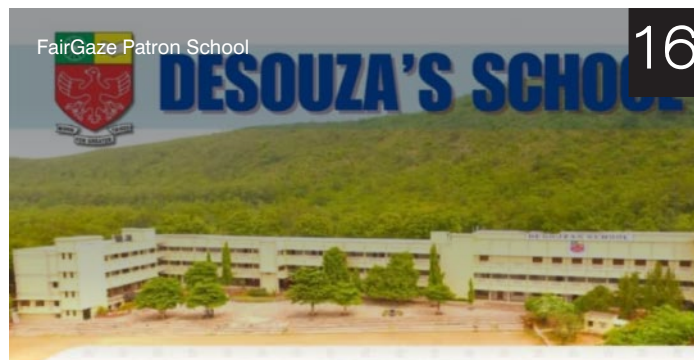
EDUCATING FOR IMPACT:  
**LEARNING IN  
A GLOBAL WORLD**

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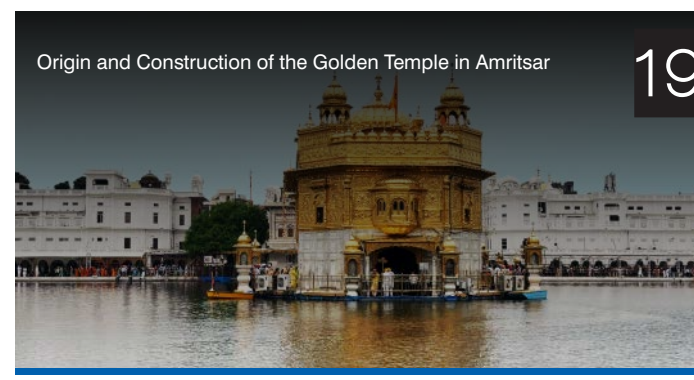
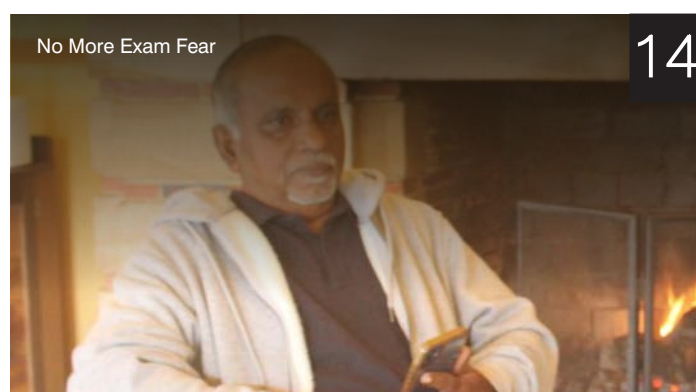
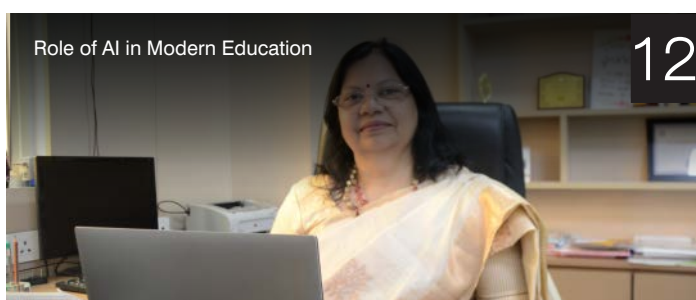
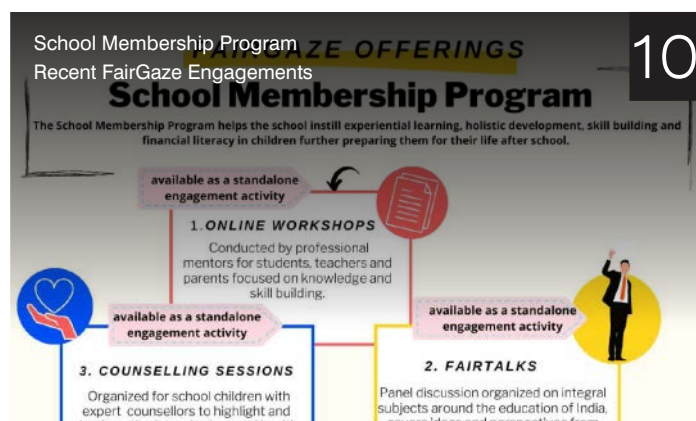


# Content

Editor's Note..... 3



## FairGaze Offerings



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# Editorial Lead

Dear Schoolastic Readers

Welcome to the November issue of Schoolastic News! As we move further into the school year, we're excited to bring you a refreshed edition filled with engaging perspectives, inspiring stories, and a celebration of the impressive work happening across our dynamic Schoolastic community.

In this issue, we feature highlights from recent events, including a captivating performance by **Lenin Tamayo, Q-POP Artist**, hosted by the **Peru Embassy**, and the creatively enriching **Art Beat** festival, organized by **NK Bagrodia Public School** in Dwarka. These events showcased not only remarkable talent but also the powerful role of art in bridging cultures and celebrating global diversity.

We're also delighted to share an exclusive interview with **Ms. Renuka Rautela, National Project Officer at UNESCO MGIEP**, who offers insights into education, inclusion, and the future of learning through her inspiring work.

In the realm of thought leadership, this issue features an impactful piece from **Ms. Sonu Kundra, Principal of Modern School, Ghaziabad**, on the "Role of AI in Modern Education." Her article delves into the transformative potential of AI and its growing significance in shaping the future of education. Additionally, **Mr. V.K. Anil Kumar, Director of Anil's Career Guidance, Certified Global Career Counsellor (UCLA Extension), Motivator and Author**, shares a heartfelt article, "No More Exam Fear." Through his empathetic approach, Mr. Kumar provides reassuring advice to help students overcome test-related stress.

This November edition is a testament to the creativity, curiosity, and passion of our contributors. Each story, article, and interview reflects the vibrant energy of our school community. We are especially proud to feature the voices of our student writers, whose insights and perspectives add an authentic dimension to this magazine.

As you journey through these pages, we hope you'll find inspiration, new ideas, and a shared spirit of collaboration. A heartfelt thank you to everyone who contributed to making this edition a success.

Happy reading, and may November be a month of learning, growth, and discovery for us all!

Warm regards,

**Bhavna Sharma**  
Editorial Lead  
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# EXCLUSIVE INTERVIEW WITH MS. RENUKA RAUTELA, NATIONAL PROJECT OFFICER, UNESCO MGIEP

Introducing Ms. Renuka, a dedicated National Project Officer at UNESCO MGIEP, whose expertise lies in Global Citizenship Education, Social and Emotional Learning (SEL), and Digital Pedagogy. As a key member of the Capacity Building team, she leads the design, implementation, and management of large-scale hybrid programs aimed at promoting peace education and global citizenship for both adolescents and teachers. Her work is deeply collaborative, partnering with education departments and government agencies to craft adaptable SEL solutions tailored to the unique needs of various countries.

With a strong foundation in pedagogy and assessment, Ms. Renuka seamlessly blends her passion for education with a research-driven approach to foster innovative practices. Before her current role, she pursued studies in Physics and Education and served as a high school educator in India. During this time, she played an instrumental role in integrating SEL into STEM education, helping to revise school textbooks and curricula to better equip students for the future.

In this interview, we delve into Ms. Renuka's journey, her contributions to global education, and the impact of SEL on today's learners.

**Read the excerpt below to learn more about her through our Journalist, Ms. Swati Priya.**

## • What are some of the most challenging aspects of designing and implementing large-scale hybrid programs for peace education and global citizenship?

Understanding the challenges of the stakeholders and tweaking interventions based on them. Sometimes, we work with regions where we do not have access to devices and a stable internet connection. Given that our online courses are an essential part of our work, such challenges inspire us to think creatively and find ways to implement the training programs.

Agreeing on timelines and processes—One of the biggest challenges while designing and implementing large-scale programs is ensuring that all key stakeholders fully agree with the project's purpose, timelines, and all processes that are integral to the project's success. Often, there are some nuanced details like school vacations, training facilities, and other stakeholders that can significantly impact the program. Their voices are really helpful in navigating the issues, and therefore, it is important that the project cycle is kept transparent with the stakeholders.

In particular to the themes of peace education and GCED, it might happen that the project's content may interfere with the local values and sensitivities of the participants. This is quite common as these ideas change drastically based

on the political, economic, ecological, social, and religious realities of the target audience. It is important that the project designer is familiar with these sensitivities before designing the intervention.

Despite ensuring all parameters are in place, it so might happen that the implementation realities look much different than planned. At such a time, the team is subjected to re-working the design of the intervention, and therefore, proper monitoring of all key steps becomes necessary.

Collecting Data is one of the biggest challenges. For the work at MGIEP, which is evidence-based, it is important that we conduct surveys, assessments, and FGDs. Unfortunately, it so happens that participants forget to complete these at the right time, and that may lead to impacting the research elements of the project.

Ensuring equal excitement and interaction in both the online and offline modalities. While most learners have moved to online learning during the COVID-19 times, there is online fatigue. From the global data, we know that less than 10 % complete online courses and this impacts us as well. Most participants prefer in-person training, which is resource-intensive. One of the challenges is how to keep participants motivated to learn.

• **Social and Emotional Learning (SEL) is a significant part of your**



**work. How do you approach integrating SEL into educational programs, especially in diverse cultural contexts?**

We recognise that stand-alone programs of any kind create undue pressure on schools as schools need to calendarize them. Additionally, given that the cultures, values, and goals might look different for different schools and communities, it might so happen that the learnings from these programs may not be fully aligned with the schools. Bearing this in mind, while we as an institute develop stand-alone SEL programs for schools, we encourage schools to integrate the learnings from these programs into their curriculum. This could look like integrating SEL competencies into the subjects or introducing them as part of the school values and principles, creating circle times around it, or even integrating them in school assemblies. The objective is that teachers understand the essence of SEL and can prioritize what competencies fit well into the needs of their students and teachers and adapt them to serve their needs. To support teachers on this, while we design the programs, we include these frameworks to integrate SEL in schools.

**Your work involves conducting research on education programs. Could you share some insights into the research methodologies you use to evaluate the impact of these programs?**

At the institute, we use a variety of research methodologies depending on the goals, context, and scale of the program. Currently, we are using quantitative methods like Surveys and Questionnaires for needs assessment, understanding the perspectives of our participants, and gauging any changes in attitudes, knowledge, or behaviors. We also use pre and post course assessments to check any change in knowledge and understanding of the key concepts on the course. When the



programs have diverse offerings in addition to the online courses, we also aim to use pre and post-program qualitative assessments. RCT is still the

gold standard for measuring causal impact, and some programs may use this research methodology. Additionally, we are also looking at qualitative

methodologies like interviews and FGDs with stakeholders and classroom observations to understand experiences, perspectives, and underlying reasons for the success or challenges of a program. Growingly, we are moving to a mixed methods approach. Combining the best

tracking of student engagement, participation, and performance through digital platforms, which can assess the program's impact on student learning and behavior. Participatory-action research has also been used to involve key stakeholders as co-researchers. The

#### school textbooks and curriculum?

Integrating Social and Emotional Learning (SEL) into STEM education presents both challenges and opportunities, especially when it comes to revising school textbooks and curriculum. Having been a Science



of quantitative and qualitative methodologies, mixed-methods research offers a more comprehensive view of a program's impact by capturing both the "what" and the "why." We are also using our own platform's learner analytics. Learning analytics allows for real-time

objective is to not only evaluate but also improve the program in real-time.

• **What were some of the challenges and opportunities you encountered while integrating SEL into STEM education, particularly in revising**

student myself for a long part of my education journey has made me appreciate both the cognitive aspect of Science and Math training and the social and emotional aspects, particularly those of empathy, collaboration, and problem-solving. For me, science and





invention cannot begin without the core understanding of the person/specie without empathising with them.

In my current work, I have contributed to guidebooks for curriculum developers, textbook writers, and

teachers on the value and benefits of having an SEL approach to STEM Education.



One of the biggest challenges is the myopic view of STEM as a content-focused, objective field where the technical skills are more relevant than those of SEL. Some educators and stakeholders may see SEL as irrelevant to STEM goals. It is a continuous process to show that SELs are critical competencies and important for doing well in careers or relationships and being global citizens. But eventually, you do see a movement.

I think that this view has often stemmed from the lack of training opportunities on SEL for STEM. Teachers and curriculum developers often feel unequipped to integrate SEL in lessons. This implies a growing need for SEL training as part of pre-service and in-person teacher training. Frequent and correct dosage of SEL is the need of the hour for teachers. Exemplars of good lesson plans that integrate SEL not just in writing but in action have been seen as helpful.

While talking about the opportunities, I have encountered many of them, and more so in discussions and agreements with STEM educators. The idea is to strengthen what is already there while understanding the limitations. For instance, Resilience and perseverance are important SEL competencies that are critical to STEM Education. Failure is a natural part of scientific discovery, and SEL can help students develop a growth mindset and learn from their mistakes. So, one of the ways that we are trying to address this is by revising STEM curricula to include reflection exercises where students analyze their failures in their learning journey and play close connection to their different emotional, mental, and physiological states and reactions associated with failing. Awareness of these states is a great first step to navigating them and building the importance of resilience and adaptability. Additionally, Empathy, communication, problem-solving, and Integrating SEL in STEM educators focus on ethical questions and real-world

problem-solving that considers not only technical solutions but also their social and environmental impacts.

• **What inspired you to specialize in Global Citizenship Education and Social and Emotional Learning?**

Before my current role, I worked as a school educator, working closely with students. During this time, I saw firsthand how important it was to focus on academic achievement and the development of students' emotional intelligence, empathy, and global awareness. I realized that many of the challenges students faced—such as conflict resolution, collaboration, and understanding diverse perspectives—were directly linked to their social and emotional skills and their ability to see themselves as part of a global community.

This experience inspired me to specialize in Global Citizenship Education (GCE) and Social and Emotional Learning (SEL). I became passionate about creating educational environments where students could develop a sense of responsibility toward the world and learn how to navigate social complexities with empathy and emotional resilience. These fields combine my love for education with my desire to contribute to a more inclusive, peaceful, and interconnected world.

**Could you share a personal story or experience that had a significant impact on your career path and your approach to education?**

There are plenty of experiences that have shaped my approach to education, and I love the fact that I often come close to these. They help me re-assess my understanding of Education. I think one of the earliest experiences that I remember was when I started working at school. I was a confident young educator and understood my core subject well. However, when I went into the class, I was growingly concerned with how Education and textbooks were designed for a few and not all. I was

deeply moved by the challenges some of my learners faced. While some of these challenges were related to learning, many of them were also rooted in the emotions. I felt challenged but worked my way through their lives and realized how little we are taught and trained on aspects of well-being in pre-service and, many times, even later. I think that was a crucial part of my life when I decided that I should be driving my energies on Well-being in Education.

## FAIRGAZE OFFERINGS

# School Membership Program

The School Membership Program helps the school instill experiential learning, holistic development, skill building and financial literacy in children further preparing them for their life after school.

available as a standalone engagement activity

### 1. ONLINE WORKSHOPS

Conducted by professional mentors for students, teachers and parents focused on knowledge and skill building.



available as a standalone engagement activity

### 3. COUNSELLING SESSIONS

Organized for school children with expert counsellors to highlight and destigmatize important mental health issues



available as a standalone engagement activity

### 2. FAIRTALKS

Panel discussion organized on integral subjects around the education of India, covers ideas and perspectives from eminent panel of educationists.



available as a standalone engagement activity

### 4. SUSTAINABLE DEVELOPMENT GOAL CAMPAIGNS

Led by eminent educationists and esteemed judges. Intricately designed to promote and implement UN SDGs in the school community.



### 5. CUSTOMIZED ONLINE SCHOOL NEWSLETTER

Covers all school activities, events and achievements of the school, engages children to fetch stories/content of the school further furnished and designed by FairGaze.



### 6. MODEL UNITED NATIONS & VARIOUS EVENTS & CONTESTS

FairGaze organizes MUN for students of member school who role-play as UN delegates and simulate a session.

Children get opportunities to show case their talent in various creative contests by FairGaze.



available as a standalone engagement activity

### 7. STUDENTS' JOURNALISM TRAINING & SCHOLARSHIP PROGRAM

FairGaze trains students on journalistic skills, hosting webinars, hosting MUN, audience management etc.



### 8. SCHOOL'S MEDIA COVERAGE & PRPOMOTIONS

FairGaze brings the schools' activities, events highlights, mission and vision of the school leaders outside to the entire K-12 fraternity.



### 9. BRAND EXPOSURE

FairGaze has partnered with Dabur, Decathlon, Fortis, etc to bring sponsorships and organize students' focused engagement activities & contests.





# Recent FairGaze Engagements



## 🎵 Lenin Tamayo Concert: A Night of Enchanting Peruvian Music! 🎵

An unforgettable evening hosted by the Peru Embassy with FairGaze as the media partner! Lenin Tamayo's vibrant performance celebrated Peruvian culture, connecting hearts through soulful melodies and rhythmic beats.



Lenin Tamayo is a talented Peruvian singer known for his powerful voice and dedication to promoting Peruvian and Latin American music. With a passion for his cultural heritage, Tamayo blends traditional and contemporary styles, creating a vibrant fusion that resonates with audiences around the world. His music often reflects the soul of Peru, weaving in influences from folklore, Andean rhythms, and Latin genres, making him a standout ambassador for Peruvian culture through his captivating performances.

## Annual Art Exhibition - ART BEAT

The Annual Art Exhibition, Art Beat, was organized at NK Bagrodia Public School, Sector - 4, Dwarka, in collaboration with FairGaze as the media partner. The event was graced by the esteemed Chief Guest, Mr. Jimmy Trujillo, Third Secretary of the Embassy of Peru.

Students showcased their creativity with the full support of senior management, presenting a range of artwork, including paintings, pottery, and various other forms of art.







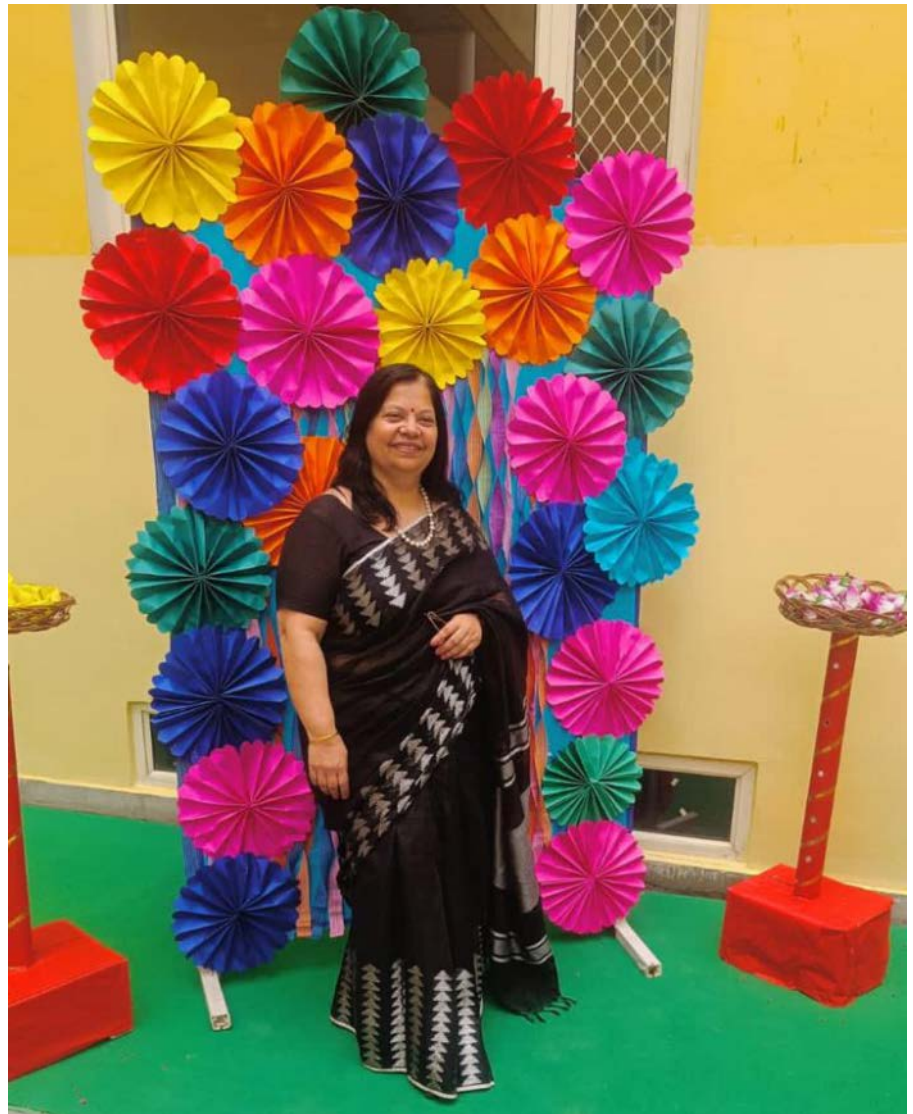


# ROLE OF AI IN MODERN EDUCATION

MS. SONU KUNDRA, PRINCIPAL, MODERN SCHOOL, GHAZIABAD

Recently, Artificial Intelligence (AI) has emerged as a significant tool in transforming education. AI has brought revolution to learning and teaching process that both learner and the learned have personalized experience while learning. The multifaceted role of AI in modern education, cannot be ignored as it has facilitated personalized learning. Traditional classrooms set up sometimes fails to understand individual needs, but AI systems can analyze individual learning requirements, preferences and dislikes. AI tools has made classrooms alive with interactive tool and dispelled the boredom of lecture method. AI technologies are also contributing extensively in the education and engagement of students has multiplied with the use of gamified learning tools. An automated grading system can free up educators and save their time and energy. In fact, it reduces the burden on natural resources by minimal use of paper. With the evolvement of AI in administrative work it has really increased the efficiency of educational institutions. It can develop software for assessment of the students based on different parameters making it more interesting and reliable source for both the teachers and students.

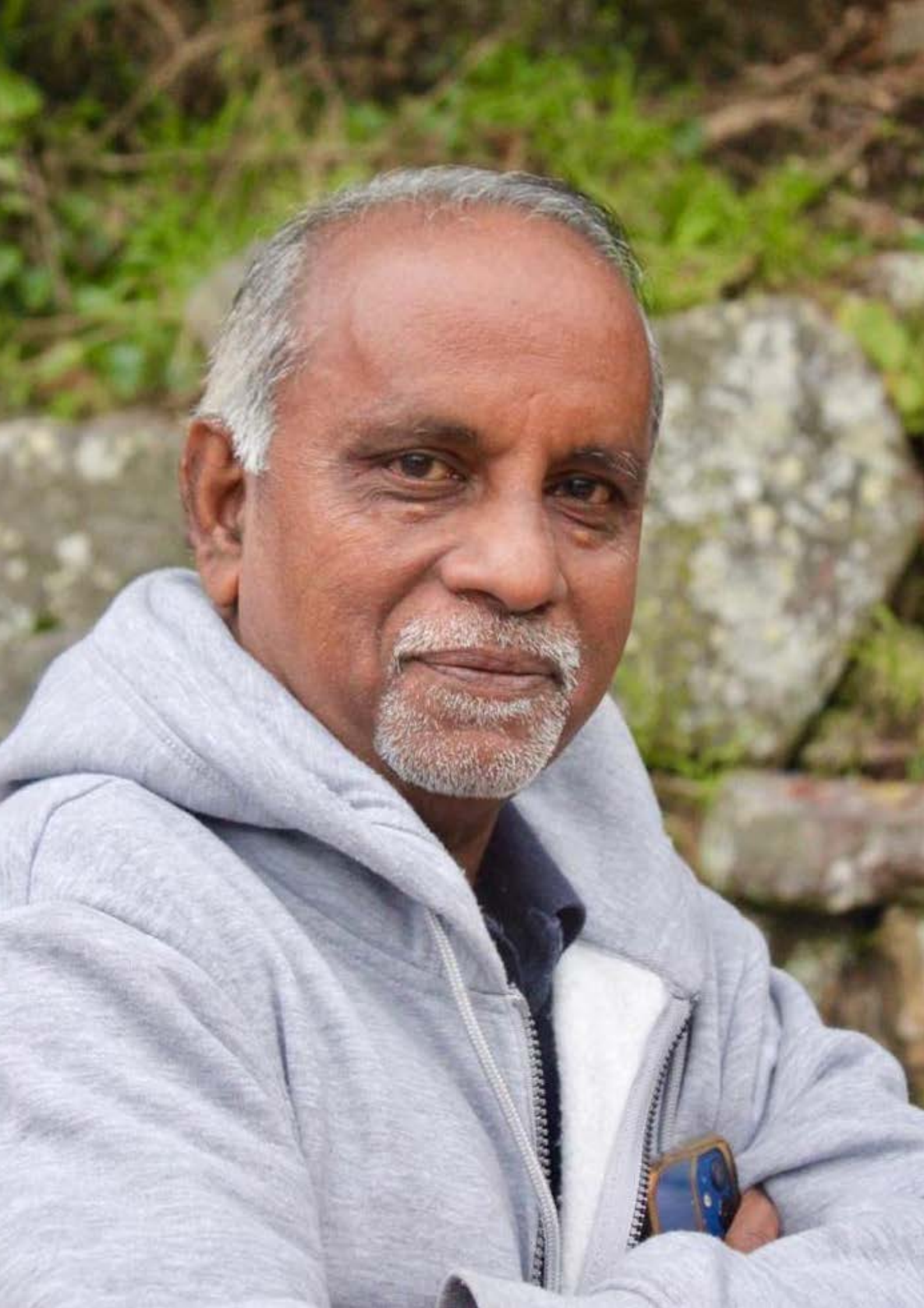
Furthermore, AI can streamline administrative processes, reducing the burden of administrators and help them focus on learning environment. AI plays a crucial role in promoting accessibility and inclusion in education. Tools like speech recognition, chatbots, intelligent tutoring systems, translation services can assist the students who are physically impaired and enable them to be a part of mainstream. AI provides a learning



environment that fosters learning with diverse experience.

Though AI has innumerable advantages, but it comes with certain challenges and limitations. Since it misses that human touch and act as a barrier in the learning process. It requires data for processing

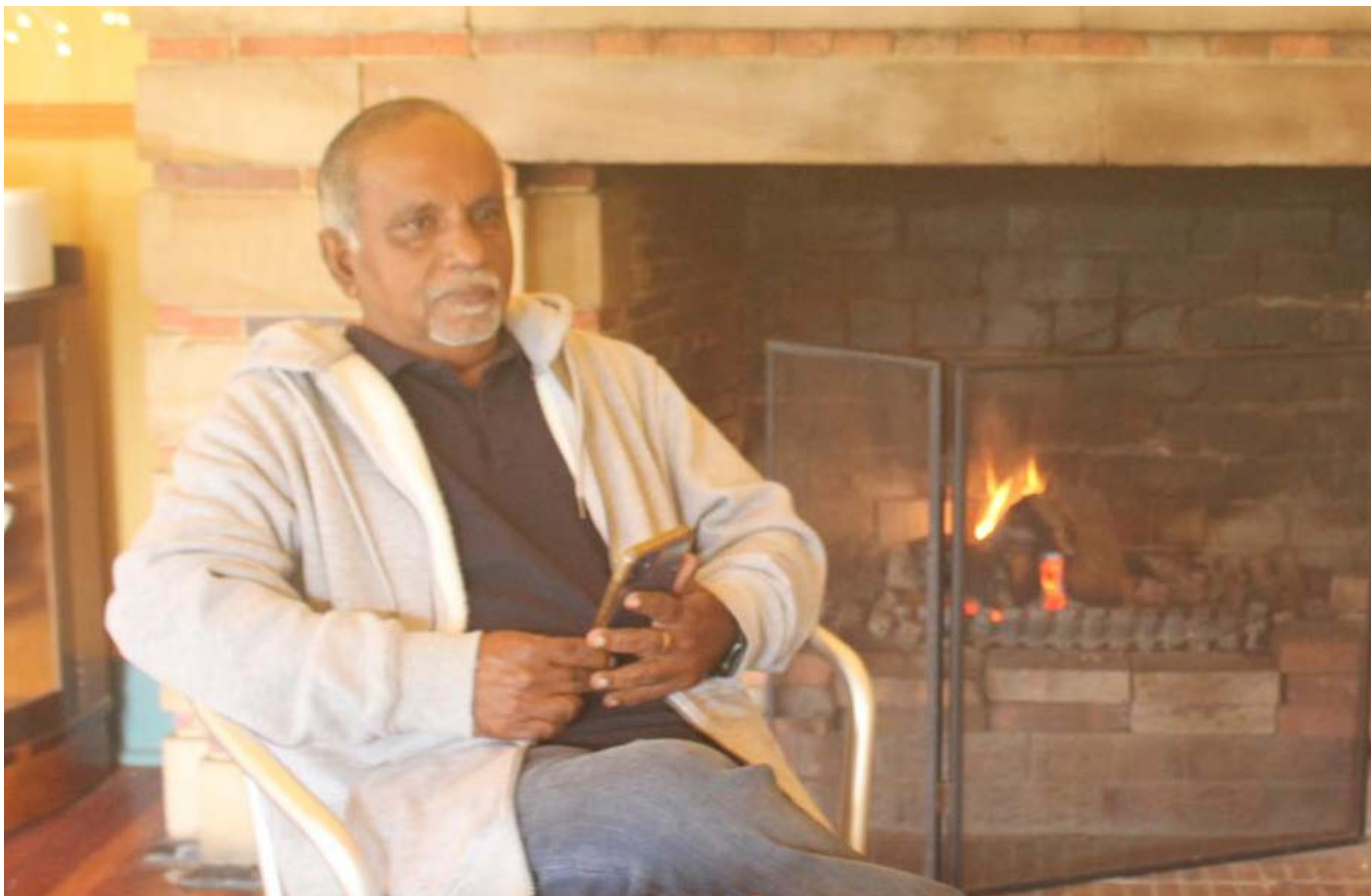
keeping the privacy of user on stake and access to sensitive student information. Moreover, Educators must be trained well so that they understand and use it effectively. It is of paramount importance that the balance between AI capabilities and humanely interaction is maintained.





# NO MORE EXAM FEAR

MR. V.K.ANIL KUMAR, DIRECTOR, ANIL'S CAREER GUIDANCE,  
CERTIFIED GLOBAL CAREER COUNSELLOR (UCLA Extn) MOTIVATOR, AUTHOR



**F**ear of exam is a generic phenomenon, it is not an individualized trait of students. Even adults may feel fear when attending exams in their professional career. But lets intelligently analyse the "fear thoughts', Fear is a mental status or feeling about future, and most of the times it can be unreal. Therefore it is reasonable to conclude "FEAR IS A DECEIVER " Its an " invisible " act in mind created by oneself. Fear does not help to have productive benefit. Fear of exam can lead to negative impact in real time. Your beautiful present can turn into ugly moments when your thoughts are focussed on the future.

## Powerful Three fear killers

- **Learn for knowledge, Not for Marks.**

Fear stems from thoughts about marks or grade . Marks or grade are important but if you score excellent marks without excellent knowledge of the subject your marks will only be temporary. Be aware of the motive of learning. LEARNING IS FOR KNOWLEDGE and not for marks. Once you learn for knowledge, marks will come to you organically.

- **Talk, Talk, Talk**

Speak with teachers, friends and elders about your fear of exam. Open discussion

will alleviate fear. Honest conversations can lead to creative remedies . Do not supress your feelings; instead, express them.

- **Spiritual Space**

Spiritual quotient is often much higher than IQ . It transcends human effort. Remember fear comes from within you and not from God. Allow space for the divine in your life.





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# ORIGIN AND CONSTRUCTION OF THE **GOLDEN TEMPLE** IN AMRITSAR





**A**cross the rich and beautiful landscape of India, there are but a few monuments that truly stand out and are able to attract attention from all across the world. One of the most prominent structures is located in the Punjab, you might have heard of it, and it is known as the Golden Temple.

The construction of the temple first had to be preceded by the town it was located in of course!

The 4th Guru of Sikhism, Guru Ram Das, began to build a town called Ramdaspur, this town would go on to be the foundation for future Amritsar as a whole. The land was chosen by Guru Amar Das, who was the 3rd Guru. Guru Ram Das managed to Acquire the land, and, after Guru Ram Das's death in 1581, Guru Arjan Began the Building of the Golden Temple itself.

It took 8 years to build the first version of the Golden Temple but in its first version, the Temple was built from bricks. The temple was finished in 1589.

The sacred Amrit Sarovar pool is a man-made pool that surrounds the temple. The holy scripture of Sikhism-called the Guru Granth Sahib-was first installed in 1604 by Guru Arjan Dev.

The temple then underwent several detrimental events in the 1700s.

The governor of Lahore refused to allow the Sikhs to celebrate Baisakhi from 1709 onwards. This culminated in 1716 when a lot of Sikhs were captured in the Harmandir Sahib and were taken and executed.

A police commissioner called Masse Khan attempted to defile the Golden Temple and covert it into his pleasure palace, in 1737. He was assassinated by Sikhs inside the temple in 1740.

Ahmad Shah Durrani, the founder of modern-day Afghanistan, was responsible for, in the following order, desecrating, destroying and destroying the rebuilt temple in the following years 1757, 1762 and 1764.

Emperor Ranjit singh of the Sikh Empire then embarked on a reconstruction



process that began building the 1st modern-day version Golden Temple that was built. Mostly through donations, the temple was slowly built from the ground up, with Maharaja Ranjit Singh's guidance helping along the way.

Then, a tragedy befalling this wonder of the world occurred, On the 1st of June, 1984, Prime Minister Indira Gandhi gave the green light for "Operation Blue Star", the removal of militants led by Jarnail Singh Bhindranwale, who had lodged themselves within the Golden Temple complex. The army underestimated the amount of firepower possessed by Bhindranwale and his followers, causing them to use tanks and heavy artillery, which heavily damaged and destroyed

several areas inside and outside of the Golden Temple.

Harmandir Sahib rose again after every attack.

The Golden Temple remains a symbol of Sikh identity, resilience, and spiritual devotion. It attracts millions of visitors and pilgrims from around the world, offering them not only a place to connect with the divine but also a sense of peace and equality.

By:  
**Siddhant Samir Kumar**  
Class - 10

Delhi Public School, Uttar Pradesh  
Photo by: Swati Priya



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