

SCHOOLASTIC NEWS

IMPACT-FOCUSED SCHOOL COMMUNITY MAGAZINE

Together, we're stronger.

Theme of the Month: Understanding Conflict

Student Voice: What an Argument Knows About You

Educator Focus: Science Express- A Legacy Of

Learning On Tracks

Educator Interview: Strong Roots, Limitless Wings: Dr. Suman

Madan on Raising Future-Ready Learners

YOUR
WELLBEING
MATTERS

It's okay
to feel



It's okay
to ask
for help

It's okay
to take
a break

It's okay
to be you



Your Mind.
Your Journey.
You've Got
This!



Room to Breathe:

A Journey Towards Ourselves,

Others and a Kinder World

TRY THIS!

- ✓ Gratitude
- ✓ Deep Breath
- ✓ Talk it Out
- ✓ Help Someone
- ✓ Do What You Love

Little steps
every day
lead to a

happy mind
and a bright
future!

Dream

Achieve

YOU CAN!

Be kind. Be respectful. Be empathetic. Be the change.

Room to Breathe: A Journey Towards Ourselves, Others and a Kinder World

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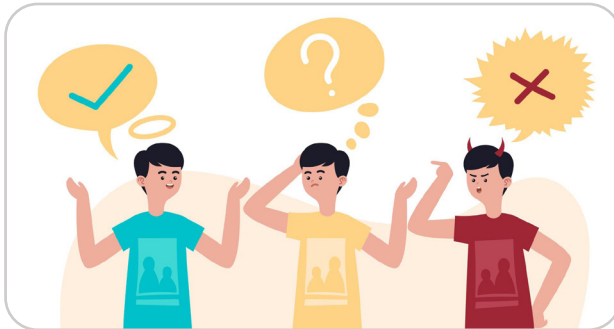
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Editorial

Dear Readers,

Welcome to our October issue, a journey into the spaces where learning meets reflection, understanding meets empathy and young voices find the confidence to make a difference.

This month, we invite you to explore what it means to create a **“Room to Breathe”**—to pause, understand ourselves, listen to others and build a kinder world. Through thoughtful reflections, student perspectives and engaging features, this issue explores mental wellbeing, conflict, emotional awareness and the importance of giving ourselves and others space to grow.

A special highlight of this issue is our focus on **mental health and wellbeing**. From understanding conflict and recognising what our emotions can teach us to exploring simple ways to care for our mental health, our stories encourage us to look beyond academic success and make space for balance, self-awareness and meaningful connections.

We are also pleased to share an insightful conversation with **Dr. Treesa T. Pulickal**, Assistant Professor and Head of the Department of Social Work at Vimala College (Autonomous), Thrissur.

For those curious about the world beyond traditional career paths, our **Beyond the Cubicle** feature explores careers in psychology, psychiatry and professional social work, fields that combine knowledge, empathy and the opportunity to create meaningful social impact.

And **LIMUN’26: Advancing Diplomatic Education through Dialogue, Leadership and Global Engagement** takes centre stage as we reflect on the spirit of Model United Nations, where students step into the shoes of diplomats, engage with global issues, exchange perspectives and discover the importance of dialogue, negotiation and collaboration. It reminds us that leadership is not simply about speaking; it is also about listening, understanding and finding common ground.

As you turn these pages, we hope you find moments to pause, ideas that make you think, stories that encourage you to listen and experiences that remind you of the power of empathy and meaningful action.

Happy Reading!

Warm regards,

The Editorial Team
FairGaze Schoolastic News Magazine

Room to Breathe: A Journey to Mental Wellbeing

Mrs. Shailaja Veerabathini, Teacher, Convent Girls' High School, Mumbai

In the modern era of the twenty-first century, many of our days are often calibrated by time, notifications and speed. We work through various routine tasks, make decisions according to the needs of the situation, and move quickly to process our own emotions. In this super-fast world, we need a room to breathe. This room is not necessarily a physical location but a mental, emotional and spiritual sanctuary.

It should allow us to understand ourselves, connect authentically with others and ultimately build a kinder world. It should give us the mental and emotional space where we need to pause, reflect, rest and reconnect with ourselves.

The journey towards a more compassionate society must invariably begin within the quiet confines of the self. To construct a room to breathe means giving ourselves explicit permission to step off the treadmill of external demands and enter the space of introspective stillness.

We live in a hyper-competitive culture that frequently weaponises self-criticism, demanding absolute perfection. By creating a gentle, spacious environment within ourselves, we learn to witness our failures without immediate judgement and hold our anxieties with tenderness. This internal healing is foundational.

We cannot extend genuine grace, patience and forgiveness to the outside world if our own internal reservoir is turbulent, hostile and depleted. True connection with people requires absolute presence, yet presence is entirely impossible when our minds are cluttered with our own agendas, deep-seated prejudices and internal anxieties.

A room to breathe enables active listening, allowing us to hear the unspoken needs and hurts of those around us. It is the vital foundation for understanding ourselves, building authentic connections with others and ultimately creating a kinder world.

Creating a room to breathe is the ultimate act of modern resistance. Kindness is not a soft or passive sentiment. It is an active, highly courageous choice born directly from heightened awareness and empathy. A single individual who chooses to breathe rather than react alters the emotional climate of their household.

By choosing to pause, we heal our own fractured minds, honour the sacred, shared experience of being human and actively construct a gentler, more loving world for generations to come.

The room to breathe is available to us at any moment; it requires only the willingness to stop, step back and open our hearts to the quiet spaces within and around us. In doing so, we slowly dismantle the barriers of division and hostility. Ultimately, we build a kinder world one breath, one reflection, and one compassionate connection at a time. In conclusion, a room to breathe catalyses a profound cultural shift.

Understanding Conflict

Indra Saxena, Class - IX, Alwar Public School, Alwar, Rajasthan, Intern at FairGaze

Imagine you have a maths exam. You prepared for it so well that, at that moment, it felt like you had prepared more than enough, and you genuinely had. The next day, you walked into the examination room full of confidence that you would score 100/100. But you also carried the expectations of many.

You attempted the whole question paper and knew that you had done well. But when the result came, you were shocked. You did not even score near your goal. Your result was far worse than you had expected. You were disappointed, but only you knew how hard you had worked for the exam. Your parents were even more disappointed and asked:

‘Did you even study properly?’

You replied:

‘Yes, I did, but I do not know what went wrong.’

But they were not ready to believe you.

‘Well, if you did, your marks would not have been so low.’

And that is how what started as an examination result turned into a conflict.

Between whom?

Between you and the people you trusted to understand your situation.

You were trying to explain your efforts. They were trying to understand your result. Both had their own reasons, their own expectations, and their own perspectives.

And that is where understanding conflict becomes important.

But conflict is not always this simple.

Sometimes, it happens because two people see the same situation in completely different ways. What may seem right to one person can seem completely wrong to another. When both people believe that only their side is correct, the conflict starts growing.

Sometimes, the reason is a misunderstanding.

Sometimes, it is anger.

Sometimes, it is simply because we do not listen.

And the worst part?

We often react before we actually understand what happened.

A small disagreement can become a big argument. A big argument can break trust. And once trust is lost, bringing it back is not always easy.

But does every conflict have to end badly?

I do not think so.

If we pause, listen to the other person, and try to understand their perspective, things can change. Understanding someone does not mean that we have to agree with them. It simply means that we are willing to hear them.

Conflict can also teach us something. It can show us what went wrong, what we need to change, and how important communication really is.

After all, peace does not always mean having no disagreements.

Sometimes, peace means knowing how to handle those disagreements without letting them destroy our relationships.



What an Argument Knows About You

Ananya Rajan, Class XII, Modern School, New Delhi

We usually think of conflict as something that happens between people—such as a dispute over a group project, a strained friendship, a parent refusing our request, or a message that comes across much harsher than intended. However, conflict has the peculiar ability of reflecting our own selves.

The statement “I’m not angry” said in an angry tone, the strong desire to prove we are right, and the choice to stop replying altogether are not simply responses to the other person; they are signs.

Psychology describes conflict as the friction that arises when opposing beliefs, desires, behaviours or emotions come into contact with one another; but behind the disagreement there is often something more personal. We might realise that we become defensive when criticised because we link being wrong with being inadequate or that we grow unusually controlling when we feel uncertain or that we withdraw since silence seems safer than being vulnerable.

At times, what appears to be anger is in fact embarrassment; what seems like indifference is really disappointment; and what looks like stubbornness is actually a fear of losing control. That is why an argument can show us more than we might think about the other person—it can show us what we think about ourselves.

Adolescence, in particular, is a stage during which identity, emotional awareness and the capacity to manage stress and relationships are developing, so disagreements provide an important setting in which these abilities are put to the test. The difficult question, then, is not simply “Why did they annoy me?” but “Why did this specific thing have such a strong effect on me?” And it is by asking that question that we open up the very first small space in which we can breathe.

The same is true when it comes to how we view other people. During an argument, a person can quickly cease to be seen as a person and instead be reduced to a label—such as selfish, dramatic, arrogant, insensitive or impossible. Once we decide what someone is, their actions start to look like proof of it.

A delayed reply is seen as a lack of respect; a different opinion is interpreted as ignorance; and a mistake is taken as evidence that they never cared. However, disagreement often shows how easily we confuse our own interpretation of another person with the truth about them.

Psychological studies on emotional development stress that becoming aware of our own emotions is closely linked to developing empathy and learning to take another person’s point of view. How we communicate also matters.

A recent experimental study on disagreements found that people who discussed things orally generally felt they had greater understanding, experienced less conflict and were more open than those who communicated by writing.

This matters in an age when an argument can turn into a series of messages, screenshots and carefully worded replies before either person has taken the time to understand the other.

A healthier form of disagreement does not require us to give up our own position; it only requires that we leave the room for the other person to exist as a human being beyond our version of them.

For example, I can think you are wrong without considering you worthless. I can feel hurt without supposing that you intend to hurt me. I can disagree without turning the disagreement into a judgement of your character. Although this distinction may seem minor, it is the difference between conflict becoming a wall and conflict becoming a bridge.

Perhaps the aim of mental wellbeing is not to create a life entirely free of conflict, since that would be impossible and honestly, rather dull. People will misunderstand us and we will misjudge them too; we will say the wrong things, react too quickly, defend positions that we later come to question and sometimes find that the person we were arguing with was right.

A better goal should be to understand what the conflict is trying to tell us. Which feeling came first? What had I assumed? Were my ears actually listening, or was I just waiting for my opportunity to win? Did I really want a resolution, or was my aim to prove myself right?

Research on emotion regulation indicates that how people respond to and manage their emotions affects their social and cognitive functioning and that techniques such as reappraisal can help individuals respond more adaptively to emotional situations.

It is therefore not weakness or evasion to learn to pause, identify the emotions we are feeling and re-examine our interpretation; it is an emotional skill. And may be that is exactly where the “room to breathe” is to be found: in the few seconds that lie between feeling and reacting.

In that interval we can choose curiosity rather than assumption, conversation instead of performance and understanding rather than victory. Conflict will still occur. But if we let it teach us, then an argument does not have to leave the two people more separated than before. Sometimes, it can leave us with a better knowledge of ourselves, a more generous view of the other person and the ability to carry that understanding into the next discussion.

A kinder world might not start when everyone agrees; it might begin when we learn how to disagree without losing sight of each other’s humanity.



Science Express- A Legacy Of Learning On Tracks

Biljy Lonappan

What if a classroom could travel across the country? Instead of students having to visit a science lab or museum, what if science could come directly to them?

That was the simple yet exciting idea behind Science Express-a mobile science exhibition that transformed an ordinary train into a 'rolling classroom'. Travelling across India, it brought the excitement of science, technology, biodiversity and climate change to millions of curious minds, including students and teachers in places where access to such learning opportunities was limited.

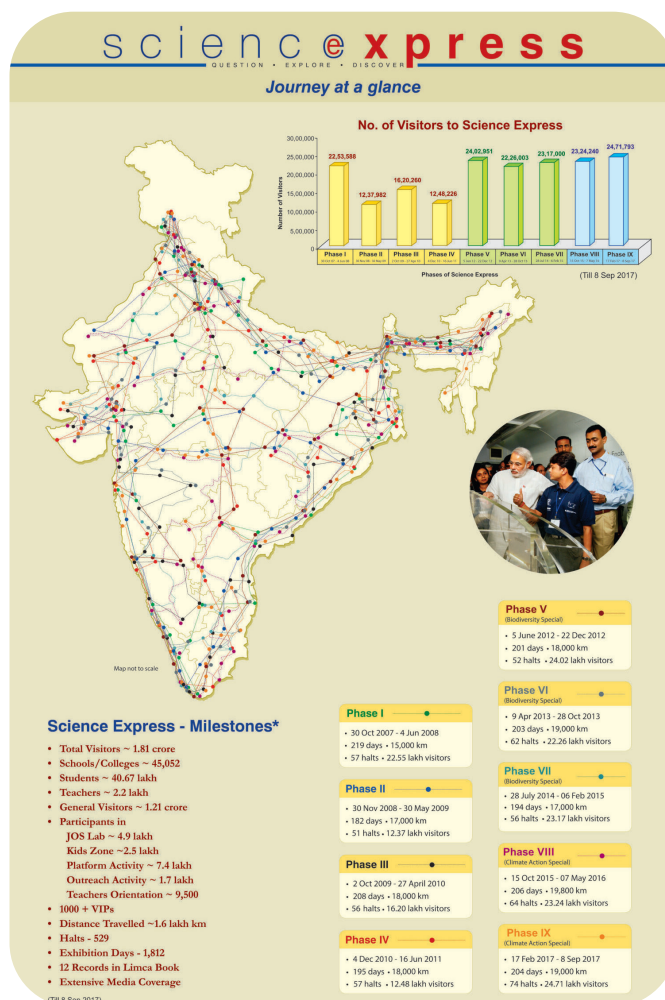
Launched on 30 October 2007 at Safdarjung Railway Station, Delhi, by the Department of Science and Technology (DST), Government of India, the project was primarily for students and teachers and had no entry fee. Since then, it travelled across India nine times, travelling about 1,42,000 km and exhibiting at 455 locations.

More than 1.50 crore people visited the exhibition over 1,602 exhibition days, including students from over 33,800 schools. Science Express became the largest, the longest-running and the most visited mobile science exhibition. It earned six entries in the Limca Book of Records.

As of 2017, the train had completed nine phases and showcased exhibitions on three themes. The first four phases, from 2007 to 2011, were called "Science Express" and focused on the micro- and macro cosmos. It covered topics like the Big Bang, the building blocks of life, genes, the senses and the universe.

The next three phases, from 2012 to 2014, remodelled the exhibits as "Biodiversity Special." The second theme focused on biodiversity within India and was modelled jointly by DST and the Ministry of Environment, Forest and Climate Change (MoEFCC). It covered the diverse aspects of life in the Trans-Himalayan and the Himalayan Region, the Gangetic Plains, the Northeastern Hilly Areas, the deserts, the coastal Western Ghats, the Deccan Plateau and various islands. A "Kids Zone" was also introduced for fun activities like science-related puzzles and games.

The eighth and ninth phases, from 2015 to 2017, were redesigned to focus on "Climate Change." The third theme focused on Climate Change and was developed through collaboration among DST, MoEFCC, the Department of Biotechnology (DBT), the Ministry of Railways, the Vikram A Sarabhai Community Space Centre (VASCSC) and the Wildlife Institute of India (WII).





The ninth phase of the exhibition had 16 coaches, eight of which were developed by MoEFCC. Solar panels were installed on the rooftops of some coaches and facilities to train teachers were also available. A team from the VASCSC, which managed the entire exhibit, guided students through the exhibition and engaged in activities on the railway platform. Dilip Sarkar, executive director of VASCSC, said that the exhibit aims to “transform the vehicle into a people’s movement and motivate them to take individual actions to fight climate change.”

By turning a simple train into a rolling classroom, this initiative has simplified scientific concepts and inspired millions of young minds across the country. Finally, the legacy of Science Express is not just the tracks it has travelled, but the unending curiosity it has left behind, proving that when education moves, it has the power to move an entire generation towards a more innovative future.

For students, it turned abstract textbook lessons into a living, breathing experience filled with games and interactive discoveries. For academicians, it served as a powerful reminder of how innovative teaching methodologies can remove the accessibility gap in education.

As we look towards the future of science and technology, the legacy of Science Express challenges us to keep pushing the boundaries of learning. It stands as a brilliant testament to what can be achieved when governance, science and the community come together to ignite young minds, proving that the journey of learning never truly stops.

Quiz

Room to Breathe: The Mind Matters Quiz

1. Which organ uses the most energy in your body, even while you’re resting?
2. When you take slow, deep breaths, which part of your body helps send a “calm down” signal to your brain?
3. Which part of the brain acts like an emotional alarm system?
4. What is the name of the brain’s “feel-good” chemical often linked to motivation and joy?
5. What do we call the ability to understand another person’s feelings?
6. What is the Japanese practice of relaxing by immersing yourself in a forest called?

1. Brain 2. The diaphragm 3. Amygdala 4. Dopamine 5. Empathy 6. Shinrin-yoku

Strong Roots, Limitless Wings: Dr. Suman Madan on Raising Future-Ready Learners

By The Schoolastic Editorial Team



With over 18 years of experience in education, Dr. Suman Madan, Principal of K.R. Mangalam World School, Panipat, has dedicated her career to creating learning environments where children grow not only as scholars, but as confident, compassionate, and resilient individuals. An accomplished academic leader, researcher, and mentor, her work spans curriculum development, personality development, career guidance, and holistic education.

In this conversation, Dr. Madan shares her vision of schools as gardens of opportunities—spaces where curiosity is celebrated, setbacks become stepping stones, and every child is encouraged to discover their unique strengths. From nurturing resilience and leadership to preparing students for an AI-driven future, she offers thoughtful insights into what it truly means to give children strong roots and limitless wings.

ST: You describe the school as a “garden of opportunities” where children are encouraged to experiment, create and think beyond boundaries. How can giving children the freedom to experiment also teach them to handle failure, disagreement and frustration constructively?

Ms Madan: I strongly believe freedom to experiment must be accompanied by responsibility and reflection. When children have space to explore and experience setbacks, they learn that failure is not an endpoint but part of life. We encourage them to reflect on setbacks, listen carefully to different perspectives, and find constructive solutions with clear reasons.

Our role as facilitators is to provide an inclusive and nurturing space with a safe, protective and respectful environment where students can manage frustration, learn from mistakes and make thoughtful choices. Ultimately, experimentation develops not only creativity and independence, but also resilience, empathy, problem-solving, adaptability, emotional resilience, collaboration, emotional maturity and the ability to turn challenges into opportunities for growth.

ST: Your message speaks about helping children develop resilience and turn challenges into stepping stones. What are some ways schools can help children become comfortable with setbacks instead of seeing failure as something to fear?

Ms Madan: We help children get a positive environment by creating a culture where misinterpretations are viewed as opportunities to learn, reflect, and improve rather than failures. Encouraging experimentation, valuing effort and progress, and giving students opportunities can help children polish their skills. As educators, we also model resilience by showing children that challenges and setbacks are a natural part of growth, creating a culture where setbacks are seen as feedback, not failure.

When children receive reassurance rather than judgement, they get the confidence to take risks, rectify their mistakes, and move forward with greater resilience and enthusiasm. They reflect on outcomes when educators work for their holistic growth rather than focusing only on results.

ST: K.R Mangalam offers students a wide range of clubs- from Design Thinking and Oratory to Drama, Art, Music and MUN. How do you help a child discover which activities genuinely bring out their strengths, rather than simply following what their peer are choosing?

Ms Madan: At K.R. Mangalam, we believe every learner has a unique combination of interests, strengths and potential. In my view, we should not decide children's passions but create an environment where they can emerge. By exposing students to diverse experiences and giving them the freedom to explore further, we encourage them to identify what genuinely interests, challenges and motivates them to thrive. Our priority is not only to follow the trends, but also to explore the spaces where they feel most curious, inquisitive, confident and purposeful. In this way, clubs become spaces for self-exploration and introspection, rather than simply choices influenced by peer pressure. Through clubs, projects, observations, and meaningful conversations with mentors, students get opportunities to explore different domains and understand where they feel most engaged and capable. Over time, this reflection helps learners make choices that match their strengths, interests and aspirations.

ST: With AI and rapidly changing careers reshaping the future of work, what kind of career exposure or guidance do you believe students should receive while they are still in school? How can schools help children discover careers based on their interests and strengths rather than only on marks?

Ms Madan: In the constantly changing world, I believe schools should move away from career prediction towards career readiness. From my perspective, career guidance today must go beyond marks and conventional career pathways to consider what challenges them and what kind of impact they want to create. Students need early exposure to emerging fields, real-world experiences, industry interactions, internships, projects and mentorship that help them understand a rapidly changing world of opportunities. At the same time, we help children identify their interests, strengths, values and aptitudes through continuous observation and counselling sessions. Our responsibility is not only to provide a better career but to create opportunities that help them understand themselves. Through mentoring, experiential learning, aptitude and interest exploration, and informed conversations with professionals, we help learners make choices aligned with their potential rather than driven solely by marks, trends or peer pressure.



ST: Children today interact across different backgrounds, opinions, cultures and increasingly through digital spaces. What skills do you think they need to learn to have difficult conversations without turning differences into personal conflicts?

Ms Madan: In the diverse world, the ability to navigate differences respectfully is a critical life skill. We explicitly cultivate critical thinking and digital responsibility, and we teach children dialogue, empathy, active listening, perspective-taking and emotional regulation. We have introduced structured opportunities for students to discuss complex issues where they may have different perspectives. The emphasis should not always be on winning an argument, but on understanding why another person thinks differently. Pupils need to learn to pause before responding, verify information, distinguish opinion from fact and understand the consequences of their digital behaviour. These skills help students handle disagreements respectfully in school and beyond.

ST: The school philosophy speaks of giving children “strong roots and limitless wings” in a world where children are exposed to many opinions and influences from a young age. How can educators give them a strong sense of self while still encouraging them to question, explore and form their own views?

Ms Madan: “Strong roots and limitless wings” means giving children a strong, clear foundation of social values while giving them the freedom to think independently. Educators build this balance by creating classrooms where children feel secure in who they are, yet are encouraged to ask questions, challenge assumptions, listen to diverse perspectives and form their own informed opinions. Education should not produce children who inherit beliefs; it should develop young minds’ ability to shape their own beliefs thoughtfully. Strong roots give children a clear sense of purpose, while limitless wings represent intellectual freedom. Together, they help children stay grounded without becoming rigid and open-minded without becoming easily influenced. Ultimately, our goal is to raise young people who are grounded in their values, open-minded and courageous enough to think for themselves. For me, it represents a balance between identity and exploration, which helps children know who they are while staying open to who they can become.

ST: If you could introduce one everyday practice in every classroom that would help children become calmer, more thoughtful and better at handling disagreements, what would it be and why?

Ms Madan: I would introduce a simple daily practice of “Pause, Listen, reflect” and “Question Worth Thinking About”. It can invite different perspectives on kindness, fairness and everyday choices. The emphasis would not be on getting the “correct answer”, but on listening, reasoning and respectfully considering another person’s belief. This develops thoughtful minds and respectful communicators. Before responding—especially during a disagreement—students would be encouraged to pause, listen without interrupting and reflect before expressing their view. Over time, this practice would help learners develop self-control, listen actively, respect different perspectives and handle disagreements more calmly. For instance, instead of saying, “That is wrong,” a student might learn to say, “I see it differently because...” The primary objective is to develop self-regulation before self-expression.



90 Seconds to Make Your Case

Vansh Tyagi

The member of the executive board panel hits the gavel. You have 90 seconds.

The delegate's research is extensive. The stance is clear. The delegate has statistics, examples, policies, and perhaps even a brilliant opening line. But there is one problem: they cannot say everything.

That is precisely what makes a good MUN speech hard to form.

A strong and effective 90-second speech is not a shortened essay. It is a carefully constructed argument in which every sentence has a purpose. The objective is not to demonstrate how much you researched; it is to make the committee understand what matters, why it matters, and what should be done about it.

The first step happens before you write a single word of the speech. Ask yourself:

“If delegates were to remember only one thing from my 90-second speech, what should it be?”

The answer to the above becomes your **central message for the speech**.

Suppose your committee is discussing climate change. You could speak about agriculture, migration, health, biodiversity, energy, and economic losses. All of these may be relevant, but trying to cover all of them will leave your speech directionless. Instead, choose one argument—perhaps that developing states need greater access to climate finance and technology—and make everything else support it. Once the central message is clear, build the piece around four simple movements: **Hook, Problem, Proposal, and Call to Action**.

The **hook** should earn the committee's attention. It could be a striking statistic, a contradiction, a question, or a real-world consequence. But avoid dramatic statements that do not connect to your argument. The purpose of the opening is not merely to sound impressive; it is to establish why the issue deserves attention.

Next comes the **problem**. This is where your research becomes useful. Instead of bluffing five statistics at the committee, select one strong and credible piece of evidence and explain what it means. A useful mental formula can be:

Fact » Meaning » Consequence.

Ensure you do not simply say that millions are affected. But explain what that number reveals and why it requires international action. In a short speech, one interpreted fact is usually more valuable than a list of unexplained figures.

Now comes the most important part: the **proposal**.

This is where many speeches become vague. Delegates often say that the international community must “take immediate action” or “strengthen cooperation.” But what does that mean?

A credible solution should answer at least three questions:

Who will act? What will they do? How will they do it?

If possible, one should also consider **resources and accountability**. A proposal to establish a fund, for instance, becomes considerably stronger when the speech explains who administers it, who can access it, and how implementation will be monitored.

In conclusion, give the committee a **reason to act**. Your closing should not simply signal that your time is over. It should tell delegates what you want them to support. A strong call to action connects your proposal back to the central message and leaves the committee with a clear takeaway.

LIMUN'26: Advancing Diplomatic Education through Dialogue, Leadership, and Global Engagement

22nd–23rd August 2026 | Lords International School, Alwar, Rajasthan | Academic Partner: FairGaze Skills Pvt. Ltd.

Introduction

Lords International School, Alwar conducted LIMUN'26 (Lords International Model United Nations) on 22nd & 23rd August 2026 in association with FairGaze Skills Pvt. Ltd.. At this two-day academic conference, student delegates interacted to discuss and debate current topics at the national and international levels.

LIMUN'26 aimed to inculcate core 21st-century skills such as informed discussion and debate, policy analysis, negotiation, leadership, and decision-making through an academic simulation of global governance and government systems worldwide.

Committees and Agendas

LIMUN'26 featured five committees, each addressing a significant contemporary issue of the modern world.

The United Nations Human Rights Council (UNHRC) took up the issue of human rights violations regarding missing persons and enforced disappearances with a focus on justice, accountability, and international humanitarian law.

The World Health Organisation (WHO) took up rising misinformation and disinformation about food and beverage items and focused on combating it through awareness.

The Lok Sabha held a heated debate on the recently proposed One Nation, One Election Bill, its constitutional viability, and its effects on federalism, elections, and India's democratic setup.

Meanwhile, the All India Stakeholders Meet (AISM) focused on developing a framework to prevent examination paper leaks and protect public exams.

The International Press (IP) served as the conference's media and publication wing, covering all committees and interviewing delegates.

Academic Engagement

LIMUN'26 provided a platform for students to discuss and deliberate on matters of interest. Delegates read through papers, interpreted the resolutions of their assigned portfolio, participated in moderated and unmoderated caucuses, and helped draft committee resolutions.

The conference encouraged analysis, parliamentary procedure, and healthy debate, focusing on governance, human rights, public health, and education policy.

Leadership and Organisation

The successful conduct of LIMUN'26 was made possible by the combined efforts of the school administration, FairGaze Skills Pvt. Ltd., the teaching faculty and the Secretariat.

It all began with the visionary leadership of **Mr Manoj Chachan, Chairman, Lords International School**, who always believed in experiential and global learning. The idea took shape under the able leadership of **Ms Varsha Gaur, Principal**, with support from **Ms Manju Yadav, Vice Principal**, who oversaw the event's academic and administrative aspects.

Mr Nitin Sharma and Ms Kamana Bhaskar, Teacher In-Charges, supported them and worked tirelessly with the LIMUN Secretariat to manage delegates, committees, and logistics, along with other important tasks, ensuring the conference ran smoothly and successfully.

Mr Vansh Tyagi, MUN Program Director, represented FairGaze Skills Pvt. Ltd. and guided delegates throughout the conference. The esteemed members of the Executive Board were **Mr Srijan Sharma, Chairperson of UNHRC; Vansh Tyagi for WHO; Bhargav Sapra for AISM; and Manas Jha for Lok Sabha**. They ensured the conference maintained high academic standards while promoting healthy debates among delegates.

Conclusion

LIMUN'26 was a great academic initiative that helped young delegates understand and solve current local and global issues. Students explored research, diplomacy, parliamentary procedures, debates and leadership to deepen their understanding of government and improve their communication skills. Thus, the event enriched participants' understanding of public affairs while promoting civic responsibility and soft skills.

The conference happened only through the joint efforts of Lords International School, Alwar, FairGaze Skills Pvt. Ltd., and the incredible Executive Board, Secretariat, teachers and school administration.

Together, they made a significant contribution to organising an unforgettable event for the delegates, celebrating youth diplomacy and public speaking.



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Inside My Mind**



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**Behind the Smile:
Every Mind Has a Story**

Two sides of a person:
what others see and what
they may be feeling inside.



The Emotional Wave

An emotional wave showing
how feelings can rise, change,
and eventually settle down.

Grades 9-12



**Social Media and
Mental Health**

The positive and negative
impact of social media
on mental health.



**Behind the
Confident Smile**

The unseen struggles
that people may hide
behind a confident smile.



More Awareness



More Empathy



A Healthier Tomorrow



FAIRGAZE IN ASSOCIATION WITH
UNLOCKING POTENTIAL



RESULTS OF INDIA AS I SEE 2026



PAINT INDIA

CLASS 3 to 5

- 1st **Alisha Niranjan**, Convent Girls' High School (Mumbai)
- 2nd **Spruha**, Cardinal Gracias High School (Mumbai)
- 3rd **Ovi**, Convent Girls' High School (Mumbai)

CLASS 6 to 8

- 1st **Snigdhanil**, Bikash Bharati Blooms Day School (West Bengal)
- 2nd **Lakshita**, Sahaj International School (Ghaziabad, U P)
- 3rd **Ranvijay**, Narayana Olympiad School (Mumbai)

CLASS 9 to 12

- 1st **Mubasshir**, Rosary High School (Mumbai)
- 2nd **Shaikh Zafirah Firdous**, Sarosh Junior College of Science (Maharashtra)
- 3rd **Mariyam**, Sarosh Junior College of Science (Maharashtra)



POWER OF THE PEN

CLASS 3 to 5

- 1st **Alisha**, Rosary High School (Mumbai)
- 2nd **Aradhya**, BVM School (Jammu)

CLASS 6 to 8

- 1st **Saachi**, Convent Girls' High School (Mumbai)
- 2nd **Aaminah**, Rosary High School (Mumbai)
- 3rd **Abhinab**, Maharshi Vidya Mandir IV Senior Secondary (Guwahati)

CLASS 9 to 12

- 1st **Mir**, Sarosh Junior College of Science (Maharashtra)
- 2nd **Khan Ayana**, Sarosh Junior College of Science (Maharashtra)
- 3rd **Iniya**, Vijay Vidyashram (Tamil Nadu)



SACRED FREEDOM

CLASS 3 to 5

- 1st **Anvi**, Cardinal Gracias High School (Mumbai)

CLASS 6 to 8

- 1st **Labh**, Dewa Sanskaar English School (Banares, U P)
- 2nd **Jagadish**, Our Lady of Salvation High School (Mumbai)
- 3rd **Arzaan**, Rosary High School (Mumbai)

CLASS 9 to 12

- 1st **Elazaro**, Don Bosco High School (Mumbai)
- 2nd **Swarit**, Darshan Academy (Odisha)
- 3rd **Shaikh Zafirah**, Sarosh Junior College of Science (Maharashtra)



WINNERS IN CWSN CATEGORY (CLASS9 to 12)



PAINT INDIA

- 1st **Anupama**, Saksham School (Noida, U P)



POWER OF THE PEN

- 1st **Sarah**, Cardinal Gracias High School (Mumbai)
- 2nd **Pari**, Indus Valley Public School (Ghaziabad, U P)



SACRED FREEDOM

- 1st **Manish**, Saksham School (Noida, U P)



Healing Minds, Changing Lives

The Schoolastic Editorial Team

In a world that is continuously progressing, the field that offers the most value to people is the one that studies and comprehends them. With an increasing number of people becoming conscious about mental health issues in India, the career scope for psychologists, psychiatrists and professional social workers has grown exponentially in hospitals, schools, NGOs, rehabilitation centres and even corporate companies. Moreover, these fields offer a great opportunity to make a positive difference in society.

While the three professions overlap, they differ greatly in nature. A Psychologist works towards understanding the human psyche through counselling and Behavioural therapy. A Psychiatrist is a medical professional who diagnoses mental illnesses and can prescribe medication. A professional social worker helps children and their families resolve social, behavioural and emotional problems.

Students interested in becoming Psychologists can pursue Humanities, Science or Commerce, though Humanities with Psychology, English and Sociology provides a good foundation. Aspiring Professional Social Workers are eligible from any stream but need Sociology, Psychology and English to focus on their career. However, those who want to become Psychiatrists must choose the Science stream with PCB (Physics, Chemistry and Biology), as they must appear for the NEET exam to pursue an MBBS degree and Psychiatry is a specialisation under MBBS.

Apart from academics, students should volunteer, do community service, join peer-support programmes and engage in NGO activities to build the empathy and leadership skills needed in all three fields.

Psychology: The science of human behaviour

Psychology is one of the most promising career options in India. Psychologists help children, adolescents and adults with various problems like stress, anxiety, depression, learning disabilities, trauma and relationship issues.

After completing Class 12, students can pursue a BA or BSc in Psychology, a 3- or 4-year undergraduate course. The course consists of cognitive psychology, developmental psychology, personality, counselling, research methodology and neuroscience. Most central universities conduct an entrance exam called CUET-UG for admissions and for postgraduate courses, admissions are based on CUET-PG or university-based entrance exams.

The best government universities to study Psychology in India are the University of Delhi, Banaras Hindu University, the University of Calcutta, Savitribai Phule Pune University and the University of Madras.

On the other hand, Christ University, Manipal Academy of Higher Education, Symbiosis International University and Amity University are among the best private universities offering Psychology courses in India.

Students who wish to practise as Clinical Psychologists must complete an RCI-recognised postgraduate professional programme, as a bachelor's or master's degree alone does not qualify someone for independent clinical practice in India.

Psychiatry: Where medicine meets mental health

Psychiatry is an ideal career for students passionate about medicine and mental health. Unlike psychologists, psychiatrists are qualified medical doctors.

The educational pathway is clear: **Class 12 with PCB » NEET-UG » MBBS (5.5 years) » NEET-PG » MD Psychiatry (3 years)**. After completing postgraduate training, psychiatrists can work in hospitals, medical colleges, rehabilitation centres or establish private practice.

The country's leading government institutes include AIIMS New Delhi, NIMHANS, PGIMER, King George's Medical University and Institute of Medical Sciences, BHU.

Well-known private medical colleges offering excellent psychiatry training include Kasturba Medical College, Sri Ramachandra Medical College and Amrita Institute of Medical Sciences.

Professional Social Work: Creating stronger communities and safer schools

Many people confuse social work with general charity or volunteering. While helping others is at the core, professional social work is a dedicated career path rooted in social science, human rights and structured problem-solving.

Depending on their focus, professionals choose various specialized tracks:

- 1. School Social Workers:** They look at the “whole child,” connecting the home, school, and community. They help students manage academic stress, navigate bullying and handle emotional challenges to achieve behavioural and academic success.
- 2. Medical and Psychiatric Social Workers:** They operate in healthcare settings, assisting patients and families in managing chronic illnesses, accessing treatments and finding emotional counselling.
- 3. Community Organizers:** These professionals work with NGOs and government bodies to develop community centres, lead health awareness campaigns and advocate for civic improvements.
- 4. Corporate Social Responsibility (CSR) Managers:** Many modern corporations hire professional social workers to manage their social impact budgets, ensuring that businesses invest ethically in community development.

After completing Class 12th, one can pursue a Bachelor of Social Work (BSW) degree, followed by a Master of Social Work (MSW) with specialisations such as Medical and Psychiatric Social Work, School Social Work, Child Welfare or Community Development, HR Management or Industrial Social Work.

The course offers a blend of academic and practical knowledge of social work in schools, hospitals, NGOs and other settings. Some government institutes offering great courses in Social Work are Tata Institute of Social Sciences, Delhi School of Social Work, Jamia Millia Islamia and MS University of Baroda.

Some of the best private colleges are Rajagiri College of Social Sciences, Christ University and Madras School of Social Work.

One can get placed in top organisations like CBSE and ICSE Schools, hospitals, NGOs, Child Protection Societies, Government Departments and International NGOs. Social work is a wonderful career option for those who are truly interested in making a difference in others' lives. It is no longer a niche area but a booming career with a bright future and job security.

Mental healthcare has become one of the most promising careers in India, with a wide range of specialisations. If you are passionate about working with people, working in non-monetary fields and making a tangible difference in society, these courses may be ideal for you.

As mental healthcare emerges as one of India's fastest growing and most impactful career fields, understanding each profession's role matters more than ever. To give you an insider's perspective on psychiatric social work, its career pathway, real-world challenges, and growing relevance in schools and communities, **we spoke to Dr Treesa T. Pulickal, an expert in the field.**

Dr Treesa T. Pulickal is the Assistant Professor and Head of the Department of Social Work at Vimala College (Autonomous), Thrissur. She holds a PhD from the Tata Institute of Social Sciences (TISS), Mumbai, an M.Phil. from NIMHANS, Bengaluru, and an MSW from Rajagiri College of Social Sciences, Kerala. A research guide under the University of Calicut, she has published extensively on adolescent well-being, mental health and resilience. She has led research and consultancy projects supported by UNICEF, UGC, ICSSR and the Department of Social Justice, Government of Kerala.

In this interview, **Dr Treesa** shares her valuable insights into the future of psychiatric social work, the mental health needs of today's students and practical advice for young people aspiring to build meaningful careers in mental healthcare.

ST: Why do schools and young people today need psychiatric social workers more than ever?

Dr Treesa: Children are growing up in a rapidly changing environment. We are seeing an increasing number of mental health and behavioural concerns among children and young people today. These include anxiety, academic pressure, family problems, addiction, bullying, peer pressure and other emotional and behavioural difficulties.

When I had the opportunity to interact with school counsellors, they reported that suicidal tendencies and self-harming behaviour are high among children in the higher classes. At the same time, stigma around mental health continues to be a concern.



The Central Board of Secondary Education (CBSE) has also made it mandatory for affiliated schools to appoint separate full-time Socio-Emotional Wellness and Career Counsellors for Classes 9 to 12. A master's in social work with a specialisation in mental health and counselling is one of the qualifications mentioned.

Psychiatric social workers play an important role in identifying these difficulties early, providing psychosocial support, working with families and teachers and connecting young people with appropriate professional services when needed. They do not look at a young person's mental health problem in isolation. They consider the person, family, school, peer group and wider social environment to understand the situation better.

They approach these concerns with empathy, understanding and sensitivity. So, the role is not only about treating mental health problems after they occur. It is also about prevention, early identification, mental health promotion and creating a supportive environment for young people.

ST: What is the complete educational pathway from Class 12 to becoming a qualified psychiatric social worker in India?

Dr Treesa: Students can start thinking about Social Work as early as Classes 11 and 12. Social Work is available as a subject in some schools, but it is not necessary to have studied it at school to enter the profession.

After Class 12, a student can pursue a bachelor's degree in social work, such as BSW or complete a bachelor's degree in another subject. After that, they can pursue a master's in social work. During the master's programme, students can specialise in areas such as healthcare or mental health social work through courses, fieldwork, internships and clinical training. After completing their training, they can work in psychiatric hospitals, mental health centres, general hospitals, rehabilitation settings, schools, NGOs, community programmes and other mental health services. Students interested in advanced clinical or research careers can pursue a PhD or other specialised training, depending on the programme and the current regulatory and institutional requirements.

The integration of Medical and Psychiatric Social Work under the National Commission for Allied and Healthcare Professions (NCAHP) framework formally recognises and standardises bachelor's and postgraduate degrees in social work focusing on medical and psychiatric social work. This is also bringing the profession into a more regulated and mainstream allied healthcare system.

ST: What is the scope of psychiatric social work likely to be in coming years?

Dr Treesa: The scope of psychiatric social work is likely to expand considerably because mental health is increasingly being recognised as an important part of overall health and well-being. Mental health services are no longer limited to psychiatric hospitals. The profession is gradually moving towards a more community-based and preventive approach, along with the use of technology in mental health services.

The NCAHP framework is also an important development in recognising and regulating the profession. Psychiatric social workers can contribute to several areas, including schools and colleges, hospitals and medical colleges, child and adolescent mental health, community mental health, rehabilitation, addiction and de-addiction services, NGOs, elderly care, disability services, and family services.

So, the future of psychiatric social work is not confined to psychiatric hospitals. It is increasingly moving into schools, communities, families, hospitals and preventive mental health services, including mental health promotion and psychiatric rehabilitation.

ST: Many people use the terms psychologist, psychiatrist, counsellor and psychiatric social worker interchangeably. What is the difference between these professionals?

Dr Treesa: These professionals have different training and roles, although they often work together.

A psychiatrist is a medical doctor who specialises in mental health. They can diagnose psychiatric disorders and prescribe medication.

A psychologist is trained in psychology and depending on their qualification and area of training, may work in psychological assessment, psychological interventions, counselling and other specialised areas.

A counsellor provides counselling and emotional support for personal, academic, relationship and other day-to-day concerns, depending on their training and scope of practice.

A psychiatric social worker is a social work professional trained to understand and address the psychological, social, family and environmental aspects of mental health problems. Their work includes counselling, therapy, casework and group interventions. They also work with families, help modify the environment and strengthen the person's social support system. They also help individuals and families identify and access the resources they need.

This may include connecting them with mental health services, healthcare facilities, rehabilitation centres, educational or vocational opportunities, government schemes, community-based services and other available support systems.

For example, if a student is experiencing anxiety, a psychiatrist may assess whether medication or medical treatment is required. A psychologist may provide psychological assessment or therapy. A counsellor may provide supportive counselling. A psychiatric social worker may work with the student, family, school and wider social environment to strengthen support systems.

These professionals are not competitors. In many situations, they work together as a multidisciplinary team, with each professional bringing a different area of expertise.

ST: What everyday habits can help young people maintain emotional and psychological well-being?

Dr Treesa: I would keep it simple and practical rather than giving students a long list of rules. A few simple habits can support emotional and psychological well-being.

- Stay physically active and make time for exercise or other physical activities.
- Practise yoga, mindfulness or meditation regularly to stay calm and focused.

- Maintain a regular sleep routine and set healthy boundaries around screen use.
- Eat healthy food and avoid skipping meals.
- Stay connected with family and friends and maintain meaningful relationships.

Most importantly, taking care of your mental health should become part of everyday life. Young people should also understand that asking for professional help is not a sign of weakness.

ST: What are some of the biggest challenges psychiatric social workers face in their profession?

Dr Treesa: Psychiatric social workers in India face both professional and wider social challenges. One major concern is the emotional burden of the work. Heavy caseloads, long working hours and continuous exposure to difficult situations can contribute to burnout. There is also a shortage of psychiatric social workers in many settings and, in some places, limited recognition of their role.

Other challenges include low salaries, a lack of structured supervision and unclear boundaries between clinical responsibilities and administrative or paperwork-related work. Training can also sometimes be based on Western models that may not fully reflect the Indian cultural context. Stigma around mental illness continues to be a major challenge. Some families may first depend on faith healers and approach mental health services only at a later stage. Many areas also lack rehabilitation centres, making it difficult to support patients in recovery and reintegration into society.

ST: As someone who has trained at premier institutions such as NIMHANS and TISS, what is the most important advice you would like to give students on handling academic stress and taking care of their mental health?

Dr Treesa: My first piece of advice is that academic performance matters, but grades should never measure your self-worth, potential or future. Students should try to build a sustainable routine instead of studying continuously under pressure.

Set realistic goals, break larger tasks into smaller ones, get adequate sleep and stay physically active. It is also important to maintain meaningful relationships with family and friends and avoid constantly comparing yourself with others. Everyone has a different pace and different circumstances.

Most importantly, learn to ask for help early. Do not wait until you are completely overwhelmed. Some level of examination stress is normal. However, when stress becomes persistent and starts affecting your sleep, daily functioning or relationships, it is important to recognise that it may be time to seek professional support. Asking for help at the right time is not a weakness. It is a proactive step towards taking care of yourself. Academic challenges should not come at the cost of your overall health.

ST: One book, podcast or resource you would recommend to students for understanding mental health and emotional well-being?

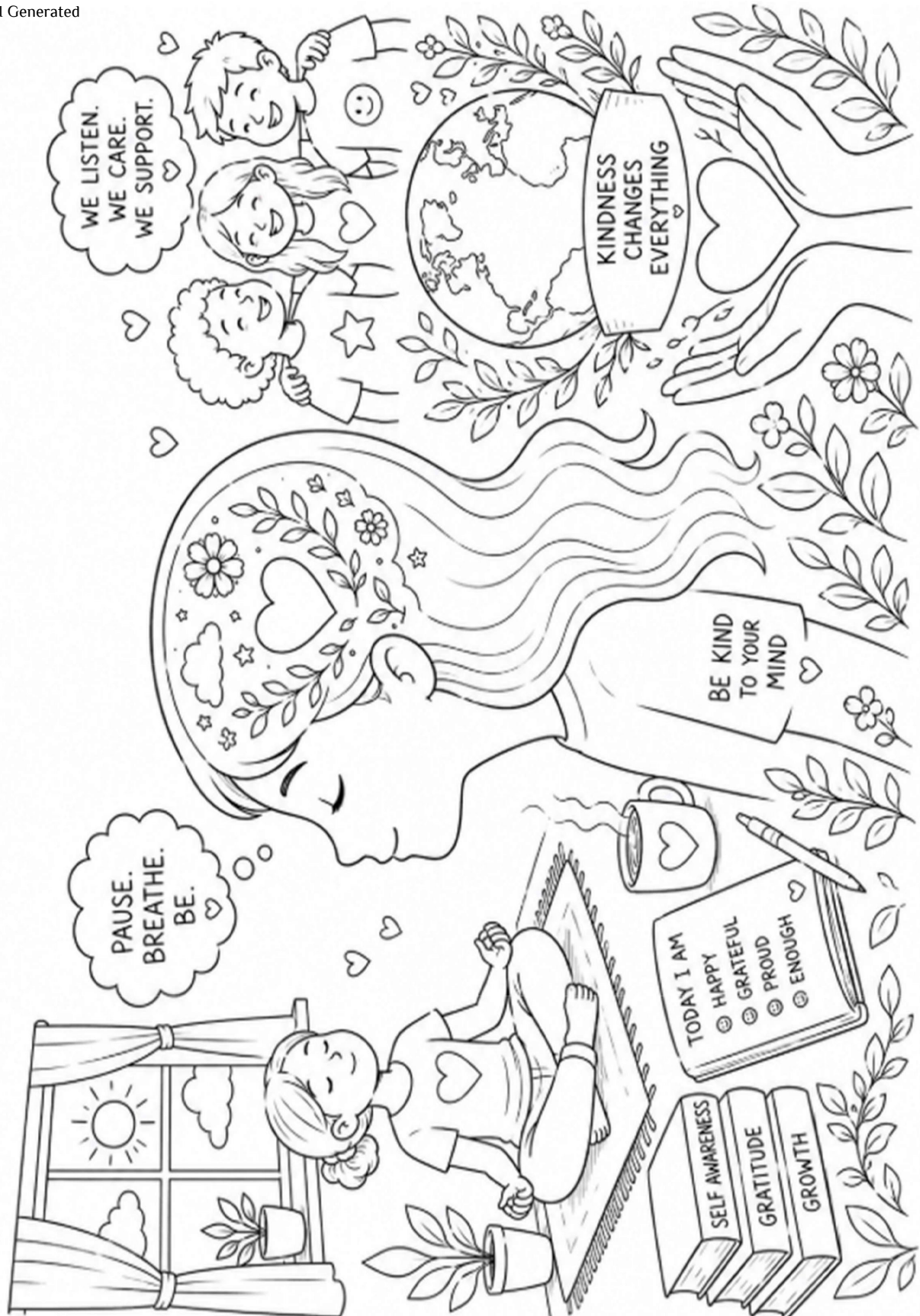
Dr Treesa: For school students, I would recommend resources that are simple, accessible and easy to understand rather than highly academic.

I would recommend the Swasth Mind podcast, a mental health audio series hosted by Aditya and Anikha. It is available on Spotify and has episodes focusing on mental health and well-being among students. I would also recommend the book *The 7 Habits of Highly Effective Teens* written by Sean Covey. It is a useful guide that helps students gain clarity in life, make better decisions and work towards long-term success.

Kindness Within: Breathe Deep. Colour Bright. Connect Kindly.

The Schoolastic Editorial Team

Credit: AI Generated



How to Make a Worry Doll

The Schoolastic Editorial Team

Credit: AI Generated



STEP-BY-STEP INSTRUCTIONS FOR STUDENTS

MATERIALS YOU WILL NEED:

- 1 small wooden bead (or cork) for the head
- Yarn or embroidery thread
- 1 small stick, toothpick or coffee stirrer
- Small fabric or felt (optional)
- Scissors
- Markers (to draw face)
- Glue (optional)



BEFORE YOU BEGIN

Worry dolls are tiny dolls you can tell your worries to. At night, you place them under your pillow, and they are believed to take your worries away while you sleep.



TIPS FOR SUCCESS

- ★ Wrap the yarn snugly so it stays in place.
- ★ Use different colors to make your doll unique.
- ★ Be careful with scissors.
- ★ Ask for help if you need it.

STEP-BY-STEP: HOW TO MAKE YOUR WORRY DOLL

1 PREPARE THE HEAD



Place the wooden bead (or cork) on the top of the stick.

2 SECURE THE HEAD



Wrap the yarn tightly around the stick just below the head several times to secure it.

3 MAKE THE ARMS



Wrap the yarn horizontally around the stick for the arms. Leave about the same length on both sides.

4 WRAP THE BODY



Start wrapping the yarn down the stick to make the body. Wrap tightly all the way to the bottom.

5 MAKE THE LEGS



If using a flat stick or two toothpicks, separate the bottom part slightly to make two legs, then wrap each leg with yarn.

6 ADD CLOTHES (OPTIONAL)



Cut a small piece of fabric or felt and wrap it around the body like a skirt or shirt. Glue if needed.

7 DRAW THE FACE



Use markers to draw a face on the bead. Give your doll a happy, kind face!

8 YOUR WORRY DOLL IS READY!



Your worry doll is ready to listen to your worries and help you feel better!

HOW WORRY DOLLS HELP ANXIETY



Encourages Expression:

Talking to your worry doll helps you share your fears and feelings.



Relieves Stress:

Putting your worries into words and giving them to your doll can make you feel lighter.



Improves Sleep:

Placing your doll under your pillow reminds you that it's okay to let go of worries and rest.



Builds Coping Skills:

It teaches a healthy way to deal with worries and big emotions.



Provides Comfort:

Having a small, caring object nearby can bring a sense of safety and calm.



HISTORY OF WORRY DOLLS

- Worry dolls (Muñequitas Quitapenas) come from the Maya tradition of Guatemala.
- According to the legend, a Maya princess named Ixmucané was given the gift of solving problems. She made tiny dolls from thread and cloth and gave them to children to help take away their worries.
- Children would tell their worries to the dolls and place them under their pillow at night.
- By morning, the dolls were believed to have taken the worries away.
- Today, worry dolls are used all over the world as a symbol of comfort, hope and healing.



Share your worries, let them go, and wake up with a lighter heart.

★ **REMEMBER:** Your worry doll is your friend. Talk to it, trust it, and let it help you!

CALLING FOR SUBMISSIONS

November 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 November, we invite students and educators to explore how knowledge, creativity, and responsible action can help build a more sustainable and compassionate world.

From protecting biodiversity and celebrating festivals thoughtfully to understanding our Constitution and inspiring environmental action in schools, your voice can help shape a better future. We welcome original (NOT AI-generated) articles, poems, stories, interviews, book reviews, artwork, photographs, illustrations and comics inspired by this month's theme.

Theme

Our World, Our Responsibility: Learn. Respect. Act. Protect.

Deadline

15th October 2026

Email

schoolasticeditorial@fairgaze.com

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

Write, Create, & Share

- ◇ **National Education Day (11 November):** How is climate action taught in your school? Share a lesson, project, teacher, or experience that changed the way you think about the environment. What should every school teach children about caring for our planet?
- ◇ **Children's Day (14 November):** What does it mean to be a Gen Alpha today? If your generation could redesign Children's Day, how would you celebrate it? Share your ideas on creativity, inclusion, play, community and caring for the world around you.
- ◇ **World Diabetes Day (14 November):** Create an article, poem, poster, comic or photo story promoting healthy lifestyles, nutrition, fitness, emotional well-being and self-care. How can small daily habits lead to a healthier future?
- ◇ **Constitution Day (26 November):** What does the Indian Constitution say about protecting the environment? Explain justice, liberty, equality, fraternity and our duty towards nature through stories, illustrations, quizzes or student-friendly features.
- ◇ **Green Celebrations:** Tell us about a celebration in your home—Diwali or any other festival. How did your family make it environment friendly? Share traditions, innovations and simple sustainable practices that brought people together while respecting nature.



Thinking Aloud – November Recommendations

For Young Readers

- ◇ **The Boy Who Harnessed the Wind** — William Kamkwamba & Bryan Mealer

For Teachers

- ◇ **Conservation Kaleidoscope: People, Protected Areas and Wildlife in Contemporary India** — Edited by Pankaj Sekhsaria

Teachers may also explore inspiring titles from the **Children's Book Trust** to encourage classroom reading and student discussions.

We Welcome

Original (**NOT AI-generated**) articles, stories, poems, interviews, reflections, artwork, photographs, comics, illustrations and classroom experiences.

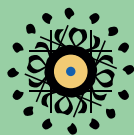
Please include:

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

The future belongs to those who learn with curiosity, respect every living being, act with responsibility, and protect our shared world.

Keep learning. Keep creating. Keep protecting our world.





FAIRGAZE
UNLOCKING POTENTIAL

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