

SCHOOLASTIC NEWS

IMPACT-FOCUSED SCHOOL COMMUNITY MAGAZINE

Theme of the month: Sounds of Celebration –
Gratitude, Empathy, Peace and Respect
Student Voice: The Power of Words
Educator Focus: Dr. Sarvepalli Radhakrishnan
FairGaze Initiatives: Building a Better Tomorrow –
A Conversation with Principal Ms. Savita Saluja



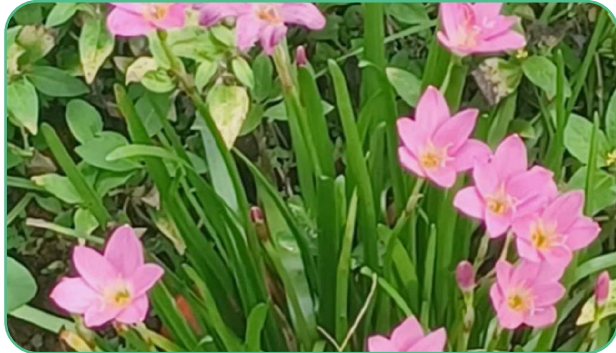
Sounds of Celebration: Gratitude, Empathy, Peace and Respect

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Editorial

Dear Readers,

Welcome to our September issue—a celebration of the values that make us not only better students, but better human beings. As we step into a month dedicated to reflection, gratitude and the spirit of Teachers’s Day, we invite you to pause and listen to the Sounds of Celebration—the quiet yet powerful voices of Gratitude, Empathy, Peace and Respect.

This issue brings together heartfelt reflections, thoughtful articles and inspiring stories from students and educators across the country. From personal essays and poems to powerful perspectives on peace, choice, music and the lasting impact of great teachers, every contribution reminds us that character is built through everyday actions.

A special highlight of this issue is our Educator Focus, featuring Dr Sarvepalli Radhakrishnan, whose vision continues to shape Indian education. We also have an exclusive interview with Ms Savita Saluja, Principal of Delhi Public School, Karnal. She shares her inspiring vision of nurturing confident leaders, creating inclusive classrooms and preparing children to become compassionate, responsible citizens.

We are equally proud to showcase DPS Karnal MUN 3.0, powered by FairGaze—a remarkable celebration of diplomacy, leadership and critical thinking. Read how young delegates from across Haryana came together to debate global challenges, negotiate solutions and discover the true meaning of collaborative leadership.

Looking for something creative? Enjoy our DIY activity, test your knowledge with the Indian Classical Music Quiz, and unwind with our beautiful Canvas designed for your moments of leisure.

As you turn these pages, we hope you discover stories that inspire gratitude, conversations that encourage empathy, ideas that promote peace and experiences that deepen respect for one another.

Happy Reading!

Warm regards,

The Editorial Team
FairGaze Schoolastic News Magazine

Sounds of Celebration – Gratitude, Empathy, Peace and Respect

Himanshi Khurana, Class VIIIth, Modern School, Vaishali, Ghaziabad

Celebrations are an important part of our lives. They bring happiness, strengthen relationships, and create beautiful memories. However, the true meaning of celebration is not limited to music, decorations, or festivals. The real sounds of celebration are gratitude, empathy, peace, and respect. These values make every celebration more meaningful and memorable.

Gratitude teaches us to be thankful for the people and opportunities in our lives. It reminds us to appreciate our family, friends, teachers, and everyone who supports us. A heart full of gratitude spreads positivity and happiness.

Empathy is the ability to understand and share the feelings of others. During celebrations, empathy encourages us to include everyone and care for those who may feel lonely or sad. It helps us build stronger relationships and create an atmosphere of kindness.

Peace is another important sound of celebration. Celebrations should bring people together instead of creating differences. Peace promotes harmony, understanding, and cooperation among individuals and communities. It allows everyone to enjoy moments of joy without fear or conflict.

Respect is the foundation of every healthy relationship. Respecting different cultures, traditions, opinions, and beliefs helps us celebrate diversity. It teaches us to value one another and maintain unity in a society.

In conclusion, the most beautiful celebrations are those filled with gratitude, empathy, peace, and respect. These values create a positive environment and inspire people to live together in harmony. When we celebrate with these qualities in our hearts, every day becomes a meaningful celebration.

Blooms of Hope

Elizabeth Binod, Faculty, English Department, Nirmala Matha Central School, East Fort, Thrissur, Kerala

The storm had done its part.
The mighty trees fell
The roots wrenched
Out of the earth's heart
But who could tell
With the next day's sun
The Rain Lilies would sprout
Little blooms of hope
Only to disappear unsung.



Sounds of Celebration: Gratitude, Empathy, Peace and Respect

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

Celebration is a fundamental human rhythm. It moves beyond simple pleasure. True celebration is a profound human language. It is a chorus made of gratitude, empathy, peace, and respect. These four elements turn a basic gathering into a sacred act. They lift the human spirit and heal old wounds. Sounds of celebration such as gratitude, empathy, peace and respect form the true heartbeat of human connection. These sounds are not just noise, they are the voice of the human soul. They show our shared feelings.

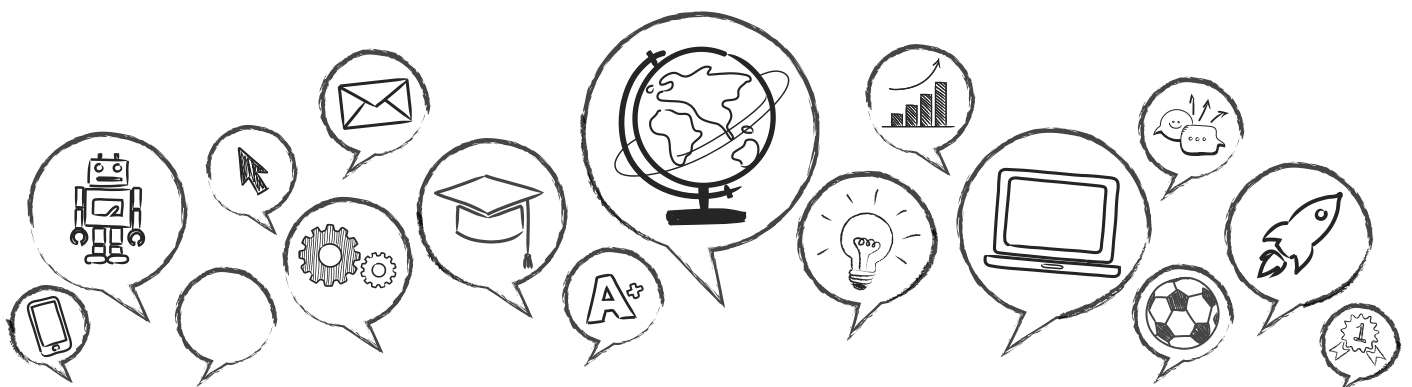
Gratitude starts with the spark that lights the fire. Gratitude makes every celebration more meaningful. We should be thankful for our parents, teachers, friends, nature, and all the blessings in our lives. "Gratitude turns what we have into enough." When we thank the earth for food and thank a friend for help, our hearts soften. Gratitude removes the poison of greed. It prepares the ground for joy. It says thank you for life, love and community.

Empathy means understanding others' feelings and caring for them. A celebration becomes truly special when we share our happiness with people who may be lonely or less fortunate. "Empathy is about finding echoes of another person in yourself." Empathy makes celebration wide enough for everyone. Real empathy feels another person's pulse. Empathy weaves our separate threads into one strong cloth.

Peace is the most beautiful music of humanity. Celebration needs peace to survive. We should celebrate without hurting others and choose friendship instead of hatred. Mahatma Gandhi said once, "There is no path to peace. Peace is the path." Peace in celebration tells us that life is holy. It tells us that we do not have to fight to prove our worth. Peace stops the fight. It offers a safe space to breathe. Peace spreads happiness to the world.

Respect keeps celebration clean and fair. "Respect yourself, and others will respect you." Respect stops us from forcing our ways into our neighbours. Respect is the boundary that honours dignity. It protects the right to exist and shine. It respects the earth that gives us the wine and the bread. It honours the child, the elder, and the outcast with the same weight.

When we put these four notes together, we hear humanity's true music. These elements do not live alone. Gratitude feeds respect. Empathy builds peace. The "Sounds of Celebration" should therefore be the sound of thankful hearts, caring hands, peaceful minds and respectful words. When gratitude, empathy, peace and respect become the foundation of our celebrations, every festival and special occasion becomes an opportunity to make the world a little better.



What is Trending in Music?

Priyanshi Mehra, Intern at FairGaze

“Music is the literature of the heart; it commences where speech ends.” – Alphonse de Lamartine

With the rise of TikTok, Instagram Reels and Spotify algorithms, the way teenagers aged 15 to 18 discover music has completely changed. Today, teens aged 15 to 18 do not just listen to music; they live in every word of it. They use music to express what they cannot say through words. Today’s teen music trends are defined by digital microgenres and deep nostalgia, driven by social media algorithms and a desire for real human connection.

Teens are heavily influenced by high-tempo, synthesized sub genres like PluggNB and hyperpop, 90s nostalgic hits, mood-based soundtracks, raw acoustic and indie. According to the official TikTok Music Impact Report, over 80% of teens discover new songs through TikTok or Instagram Reels. This finding was widely covered across major music industry sites, including Billboard and Music Ally. Tracks go viral as they fit a 15-second visual aesthetic or any scene from a trending movie or series, prompting teens to seek out the full song.

For them, it is an escape. From Kishore Kumar to Billie Eilish, blending these old school sounds into new hits develops moods like main character energy. Music gives voice to different types of emotions such as comfort, confidence and main character energy. Lower anxiety, boost focus. Loud rock or rap acts as a valve to release anger.

Music acts as a time machine that instantly triggers vivid personal memories, freezing a person’s teenage identity in the present. This is especially true for Gen Z, who feel high emotional intensity from growing up in a digitally overstimulated world driven by constant scrolling through algorithm feeds, constant exposure to global issues like climate change and economic shifts, and even daily updates of celebrity lives through 24/7 global news cycles.

To cope, they use these musical tracks as personal memory capsules. These tracks let teenagers instantly recall a specific mood or vibe from a previous school year or past summer, offering a safe emotional escape that grounds them.

Furthermore, a deep nostalgia for retro eras they never witnessed with their own eyes connects them through its raw, musical feeling. Such things actually bridge generational gaps and prove that timeless human emotion remains the ultimate sanctuary for modern youth instead of prioritising machines made for academic pressure.

Basically, music that is full of real, raw emotion acts as a protective shield for teens. From raw acoustic indie to sped-up audio tracks, music choices are dictated by their emotional utility. Teens create distinct personal playlists ranging from calming lo-fi beats to loud energy anthems that match their internal feelings, allowing them to cycle through these moods at will.

In conclusion, music trending among modern youth is a strong fusion of high – speed digital trends and cross-generational classics. By bridging the gap between historical icons like Lata Mangeshkar and modern pop stars, 15- to 18-year-olds are rewriting the rules of music identity.

Curating personal, vibe-based soundtracks with classic and pop allows adolescents to reclaim emotional control in this busy digital world. While digital and social media algorithms manage how these songs are delivered, the deep craving for raw, authentic human connection remains. Ultimately, a music playlist curated by today’s youth is a self-portrait, proving that music remains the definitive tool for adolescent self-discovery.

Between Dreams and Expectations: A Student's Perspective on 'Choice'

Jalem Snigdha Gayathri, Class XIIth, Kshetra-Centre for Learning, Miyapur, Hyderabad, Intern at FairGaze

A student with her/his marks sheet in hand, surrounded with calls from colleges, anxiously awaiting her entrance exam results. At the same time, she wonders whether to give up a beloved hobby, while voices around her already debate what she should do next. In such a moment, what does "choice" truly mean?

Choice is often defined as the freedom to select from various alternatives; however, in the context of a student, choice is far more complex than just an act of decision-making. Many students are expected to make their choice of schools, colleges, and careers from a very young age, while handling family expectations, societal pressures and balancing their interests with academic performance.

This raises a question. Is a student's choice really theirs, or is it shaped by expectations and pressures that are beyond their control? From a student's lens, choice is not merely selecting from various things, but it is about navigating own interests while balancing market opportunities, expectations and pressures.

Choice includes evaluating opportunities, considering risks, and making decisions, often without compromising on socio-economic conditions. Therefore, a student's choice cannot solely be understood as an individual preference but, it must also be viewed from the lens of circumstances that are in relation with the decision made.

According to 'Journal of Education Research and Evaluation, Vol.7 No.4(2023): November's essence, Choice is a lifelong decision-making process and there are two different factors influencing a student's choice—Internal factors, as in, one's ability, passion, intelligence, and personality. External factors, as in, family expectations, societal pressure, economic conditions, past experiences, etc.

The most common battle goes on between passion and pragmatism. A student may want to pursue what their interests lean towards, but many consider the scope or opportunities that their interest can provide them with. This often leads to confusion in a student's mind.

Sometimes, it is also possible that student's lack expert guidance, knowledge and get influenced through social media. Personally, I, as a student, am also influenced by social media a lot of times. I lacked expert guidance and so trusted social media without actually analysing how, and what can that school, college, career provide me with. While these are some major factors affecting the choice, there can also be various other factors like geographical proximity and academic facilities.

According to subtopics, 4 and 6 of 'Determinants Driving the Student's Decision Making to Opt Institution for Higher Education in India: An Exploratory Factor Analysis, by Khusboo Srivastava and Somesh Dhamija', as collected on 21/06/2026, 'University/college location is an influential driving force for students in their choice.

And, "Colleges are doing extravagant spending on building equipped facilities to allure students to their campuses, feeding their expectation to upgrade luxury living. "Build it so they will come" is a new slogan in the academic market to draw student's attention and thus has become a popular strategy for recruiting students." Also, Montgomery, M. (2002). A Nested Logit Model of the Choice of a Graduate Business School, *Economics of Education Review*, 21(5), 471– 480; found that students have less willingness to opt for the institute that is away from their geographic region.

In conclusion, while students may possess the ability to make decisions, those decisions are often influenced by factors beyond their control. Therefore, choice should not be viewed merely as an act of selection, but as a process of balancing dreams with expectations, and personal interests with external realities.

Understanding this allows for a more empathetic view of the decisions students make as they navigate their educational and professional journeys. This understanding is particularly important for parents, teachers, educational institutions, career counsellors, and policymakers, as they play a significant role in shaping students' choices. By recognizing the various social, economic, cultural, and personal factors that influence decision-making, these stakeholders can provide better guidance and support.

The Power of Words

Arinjoy Dutta, Class IXth, Modern School, Vaishali, Ghaziabad

Books can open every door,
And teach us things we knew no more.
A simple word, a simple line,
Can make our future brightly shine.

Let every child learn and read,
Let every dream become a seed.
For when we learn and understand,
We can make a better land.

Let every child learn and explore,
Let books open every door,
And discover The Power of Words once more

Teacher's Day

Taniya, Class IXth, Modern School, Vaishali, Ghaziabad

Behind every confident student, there is a teacher who once believed in them. A teacher does not just teach us from books; a teacher teaches us how to believe in ourselves. Some teachers teach us lessons, but some teach us how to live. Every student remembers a teacher who made them feel heard, encouraged, and capable.

For me, a teacher is someone who turns mistakes into lessons and doubts into confidence. Teachers may teach us different subjects, but their greatest lesson is to become a better human being—with kindness, respect, patience and courage. A teacher's magic cannot be seen. It lives in every classroom, where dreams begin. They turn our "I cannot" into "I will try" and teach us how to reach the sky.

So, on this special Teacher's Day, I want to say just one thing: Thank you for believing in us, guiding us, and helping us become the best version of ourselves. A good teacher teaches, a great teacher inspires, and an unforgettable teacher leaves a mark on the heart. You may not remember every lesson you teach, but I will always remember the confidence you gave me. Thank you for believing in me and guiding me. Your lessons will stay with me, wherever life takes me.

The Beauty of Not Knowing Everything

Kasturi Vyawahare, Class XIIth, Oyster English High School & Junior College, Maharashtra, Intern at FairGaze

As children, we rarely realise how fortunate we are. We do not think about responsibilities, deadlines, expectations or the uncertainty that comes with growing up. Life simply unfolds around us. We move through familiar routines, surrounded by people who care for us in ways we barely notice at the time. Years later, what surprises us most is how effortlessly those ordinary moments return.

Sometimes, all it takes is the smell of something cooking in the kitchen.

Psychologists define comfort food as food associated with feelings of familiarity, emotional security and well-being. Yet research suggests that comfort food is rarely comforting because of its ingredients alone. In a series of psychological studies, Professor Shira Gabriel and her colleagues at the University at Buffalo found that comfort foods often serve as reminders of meaningful relationships and moments of belonging. What comforts us is not simply the food itself, but the memories attached to it.

For me, that food is varan bhat with ghee.

Objectively, it is a simple dish. Rice, lentils and a spoonful of ghee do not sound particularly extraordinary. Yet the smell of it reaches me before the bowl itself, carrying fragments of childhood that are difficult to describe but impossible to forget.

I remember winter afternoons when I would finish a warm bath and step into a house that already felt comfortable before I had done anything. The curtains would soften the afternoon sunlight, the television would already be playing Chhota Bheem or Doraemon, and somewhere in the background, my mother would be moving around the home; her quiet presence was something more soothing than a five-star hotel's luxury. A steel bowl of steaming varan bhat, a spoonful of ghee slowly melting into small golden pools on the surface and a glass of water beside it. I would sit in front of the television, finish my meal, and often drift into an afternoon nap.

Looking back, nothing extraordinary happened on those afternoons. There were no celebrations, no milestones and no grand memories in the making. Yet they remain among the most comforting memories I possess. Perhaps that is because what I miss is not the food itself. I miss a time when somebody else remembered everything for me.

Maybe because I was not expected to be worried about responsibilities, deadlines and all the things that seemed impossibly far away at the time. My biggest concern was whether I would finish lunch before falling asleep. The older I grow, the more I realise that comfort was never just about the meal. It was about the quiet assurance that everything had already been taken care of.

Science explains why such memories endure. According to Dr Sandeep Robert Datta of Harvard Medical School, smell is closely connected to the brain's memory and emotion centres, particularly the hippocampus and amygdala. Unlike many other senses, smell can trigger vivid autobiographical memories with remarkable intensity. A familiar aroma can transport us years into the past before we even realise what has happened.

Research by Julie Locher and her colleagues at Wayne State University arrived at a similar conclusion. Their work found that people consistently associate comfort foods with moments when they felt cared for, protected and connected to others. The food matters, but the relationships surrounding it matter even more.

That may explain why comfort foods exist across cultures. For some, comfort is found in a bowl of soup passed down through generations. For others, it may be pho in Vietnam, rice porridge in Japan or khichdi in India. The dishes differ, but the feeling remains remarkably similar. They remind us of home, of belonging and of people who cared for us long before we understood the value of that care.

As children, we rarely appreciate these moments while they are happening because we assume they will always be there. Only later do we realise that what made them special was not the food, the television or even the afternoon nap. It was the feeling that came with them.

For me, comfort tastes like varan bhat with ghee. More importantly, it tastes like a winter afternoon when the world felt smaller, quieter and far less demanding than it does today. It reminds me of a time when I did not need to have answers for everything, did not need to worry about what came next and could simply exist in the moment.

And perhaps that is the beauty of not knowing everything.

Works Consulted

Gabriel, S. et al. (University at Buffalo) – research on comfort food, social belonging, and attachment.

Locher, J. L. et al. (Wayne State University) – comfort food and emotional associations.

Datta, S. R. (Harvard Medical School) – olfaction, memory, and emotional processing.

Reid, C. A. et al. (2025) – nostalgia, comfort food, and social connectedness.

The Lessons That Stayed

Yagya, Class IXth, Modern School, Vaishali, Ghaziabad

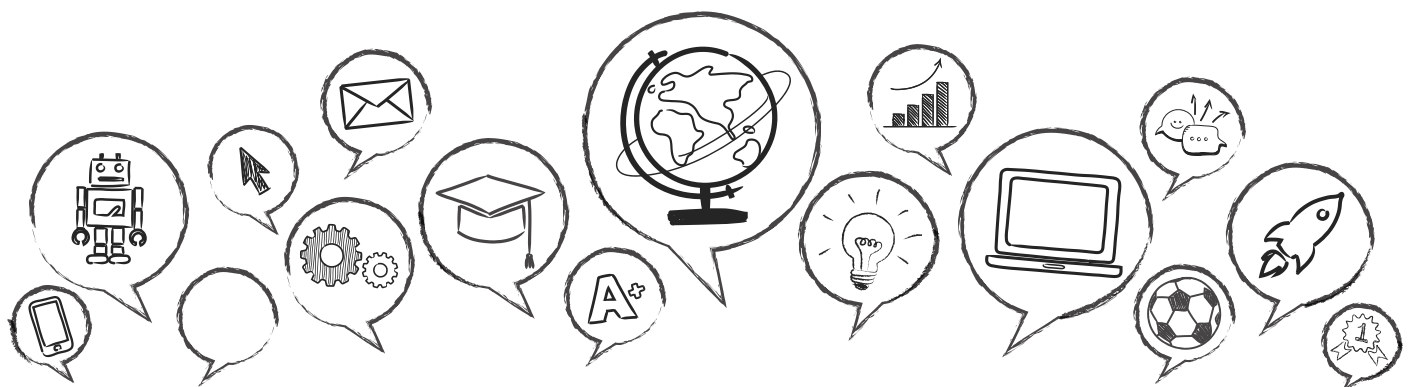
A teacher who makes an impact,
Is the one with the kindest heart.
They may sometimes look serious,
But their understanding sets them apart.

Teaching us beyond the chapters,
And helping us become better people,
They work so hard,
To make every lesson meaningful.

They teach not just with words,
But with their whole heart,
Making us understand life,
And helping us make a better start.

They are like our second parent,
Who never forgets to guide us right,
Who stands beside us through our struggles,
And helps us see the world in a brighter light.

They are the reason for our developing country,
And the ones who shape our future.
This is what makes them different,
This is what makes them special.



What Gratitude Means to Me

Bhoomi Singh, Class: IXth, Modern School, Vaishali, Ghaziabad

Gratitude, to me, is more than just saying “thank you.” It means noticing the good things in my life and appreciating them. Sometimes, we get so busy thinking about what we want that we forget to be thankful for what we already have.

I am grateful for my family because they are always there for me. They support me when I am happy and help me when I face difficulties. I am also thankful to my teachers because they not only teach me from books but also encourage me to learn, improve, and become a better person.

Gratitude can also be found in small things, like a friend making me laugh, someone helping me, spending time with my family enjoying a peaceful evening. These little moments may seem ordinary, but they can make us happy.

Being grateful also teaches me to be kind and respectful towards others. When I understand and appreciate the efforts people make for me, I feel more willing to help them too.

For me, gratitude means looking at life positively and appreciating what I have. It reminds me that happiness does not always come from having more, but from being thankful for the little things that make life special.

Peace Begin With Us

International Day Of Peace - 21 September

Aditya Tiwari, Class: IXth, Modern School, Vaishali, Ghaziabad

Peace is one of humanity’s most cherished ideals. Peace is like a gentle breeze, smoothing and comforting. Peace reduces stress and anxiety and helps people feel free from worry. Peace helps people to live together without fear. Peace creates an environment where everyone can live stress-free and learn and grow.

Peace starts with being kind and respectful to everyone. In school, we can build peace by respecting our teachers, being helpful and kind to our classmates, reading books and novels, and avoiding unnecessary arguments. The International Day of Peace is celebrated every year on 21 September. The United Nations (UN) established this day in 1981.

It is dedicated to world peace and the absence of war and violence. Peace must be shared with everyone. Let us choose to spread kindness and helpfulness instead of unnecessary war, violence, and hate. Let us remember: Peace makes our world happy and safe. When we are kind and helpful, we create peace.

What If Peace Started with Me?

Aashi Mishra, Class IXth, Modern School, Vaishali, Ghaziabad

We tend to talk about peace as though it were a destination, a place nations arrive at once the fighting stops, a signature on a treaty, a headline that says the war is over. But peace has never really lived in documents. It lives in moments: the second before we snap back at someone, the choice to listen instead of interrupt, the decision to include the one person standing alone at the edge of the room.

Psychologists have spent decades studying what actually happens in those small moments, and the findings are surprisingly hopeful. Social psychologist Daniel Batson's research on empathy found that when people genuinely take another person's perspective, their motivation shifts; they act to relieve someone else's distress, not just their own discomfort at witnessing it. Empathy, in other words, is not a soft feeling. It is a switch that changes what we are willing to do for a stranger.

That switch matters more than we might think, because kindness does not stay put. A well-known study by Nicholas Christakis and James Fowler, published in the Proceedings of the National Academy of Sciences, tracked cooperative behaviour spreading through social networks and found that one person's generosity influenced people two and three connections away- friends of friends who never even met the original giver. A single act did not just help one person. It rippled outward, quietly reshaping how dozens of others treated each other.

This is why the classroom is such a fitting place to think about peace. Most of the conflicts a teenager encounters are not war; they are a rumour spreading faster than the truth, a joke that excludes rather than includes, a disagreement that curdles into silence. But that also means peace, at that scale, is entirely within reach. Researchers who study conflict resolution in schools consistently find that the antidote is not punishment; it is a skill: teaching students to name what they feel, ask questions before assuming the worst, and repair a relationship instead of abandoning it.

That is the heart of it. Peace is not a feeling we wait for. It is a set of actions we practise, the same way a musician practices scales, imperfectly, repeatedly, until it becomes instinct. Listening before reacting. Forgiving before resentment hardens. Making room for a viewpoint that is not our own. None of this requires a treaty or a summit. It requires a person, in an ordinary moment, choosing differently than they might have yesterday.

So perhaps the more honest way to speak about peace is not as a noun but as a verb, not something the world has, but something each of us does. If that is true, then peace was never someone else's job. It starts, quite literally, with what we do in the next five minutes.



Credit: www.magnific.com

Dr. Sarvepalli Radhakrishnan

The Changemaker Who Believed Education Could Change India

Sidhi Arora

Imagine a classroom where students are encouraged not just to find the right answer, but to ask better questions. Imagine a teacher who doesn't simply complete a syllabus, but inspires students to think, explore, and become responsible human beings. This was close to the kind of education Dr Sarvepalli Radhakrishnan believed in.

A philosopher, teacher, scholar and statesman, he saw education as one of the strongest forces for building individuals and a better nation. His ideas continue to offer valuable lessons to students and educators even today.

Born on September 5, 1888, in Thiruttani, Radhakrishnan's life attests to the transformative power of education. He earned scholarships throughout his academic journey and pursued philosophy at Madras Christian College, where he completed his master's degree in 1906.

Interestingly, philosophy was not his initial career plan; it was more of a happy accident influenced by financial circumstances and the availability of textbooks from a relative. Rather than letting these circumstances hold him back, he embraced learning as his greatest asset. His story serves as a valuable lesson for students: the path we start on may not always be the one we envisioned, but with curiosity and dedication, we can discover new opportunities.



Credit: Google Images

For Radhakrishnan, education was about so much more than just memorising facts or chasing grades. He believed that true education should nurture the whole person—intellectually, morally, and spiritually. In his view, a well-rounded student should not only know what to think but also learn how to think critically, ask questions, understand complex ideas, and make informed decisions.

The University Education Commission, which he led in 1948–49, portrayed universities as hubs of intellectual exploration, emphasising the importance of developing students' abilities and instilling higher values. This makes Radhakrishnan's educational vision surprisingly relevant to today's school students. Whether you are in Class 3 or Class 12, learning is not limited to textbooks.

A science experiment can teach curiosity. A history lesson can help you understand different viewpoints. Mathematics can develop logical thinking. Reading a story can build empathy. Working on a group project can teach cooperation. For Radhakrishnan, education could shape not just knowledgeable minds, but thoughtful and responsible people.

He also gave teachers a very special place in society. His belief that “teachers should be the best minds in the country” reflects his understanding of the teacher's role in shaping young minds. In this vision, a teacher is not simply someone who explains a chapter. A teacher can encourage a shy student to speak, challenge a curious student to explore further

and help a struggling learner believe in their own ability. For educators, Radhakrishnan's life reminds us that teaching is both a responsibility and an opportunity to influence generations.

His impact on education went well beyond just the classroom. He served as Vice-Chancellor at both Andhra University and Banaras Hindu University, earning a reputation as one of India's most esteemed academic leaders. In 1948, newly independent India entrusted him with heading the University Education Commission. The Commission examined the state of Indian universities. It recommended improving teaching methods, improving teacher working conditions, advancing professional education, fostering research, refining examinations, promoting student welfare, supporting women's education, and developing rural universities.

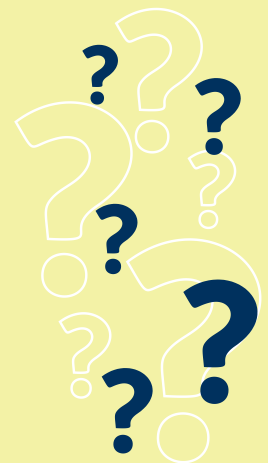
It also advocated for the establishment of a University Grants Commission to bolster and coordinate higher education. What truly sets Radhakrishnan apart as a changemaker isn't just the impressive titles he held or the accolades he garnered. It is the way he intertwined education with the growth of individuals and society as a whole. He championed the idea that students should cultivate independent thought, cherish their cultural roots, and remain receptive to broader concepts and knowledge. His own journey in academia—teaching in India and collaborating with universities around the globe—showcased the importance of learning that transcends borders.

There is really no better way to wrap up his educational journey than by looking at the origin of Teachers' Day. When his students and friends wanted to throw him a birthday celebration on September 5th, Radhakrishnan had a brilliant idea: why not dedicate the day to honouring teachers instead? Since 1962, India has embraced this special day in his honour.

For students, his legacy sends a clear, impactful message: education goes beyond preparing for exams; it is about getting ready for life itself. And for teachers, it is a powerful reminder that every lesson they impart can do more than teach a subject—it can help mould the changemakers of tomorrow.

Quiz

1. Who is often called the "Father of modern Carnatic music"?
2. Which instrument is Pandit Ravi Shankar famous for playing?
3. Which are the two major traditions of Indian classical music?
4. Which instrument is associated with Ustad Bismillah Khan?
5. Which legendary musician is traditionally associated with Emperor Akbar's court?
6. What is the rhythmic cycle in Indian classical music called?
7. Who is known as the "Nightingale of India" in the world of classical music?
8. Which percussion instrument commonly accompanies Hindustani classical performances?
9. Which legendary Hindustani classical vocalist has her rendition of "Jaat Kahan Ho" travelling through interstellar space aboard NASA's Voyager spacecraft?



1. Purandara Dasa 2. Sitar 3. Carnatic and Hindustani 4. Shehnai 5. Tansen 6. Tala 7. M. S. Subbulakshmi
8. Tabla 9. Kesarbai Kerkar

Building a Better Tomorrow: A Conversation with Principal Ms. Savita Saluja

By The Schoolastic Editorial Team



An educator with over two decades of experience, Ms. Savita Saluja has dedicated her career to nurturing young minds through academic excellence, compassionate leadership, and value-based education. As the Principal of Delhi Public School, Karnal, she believes that schools are not merely places of learning—they are communities where confidence, character, creativity, and responsibility are cultivated every day.

Under her leadership, DPS Karnal has championed a holistic approach to education, creating opportunities for students to lead, innovate, excel in academics and sports, and grow into empathetic and socially responsible individuals. In this conversation, Ms Saluja shares her vision of building future-ready learners through the enduring values of Gratitude, Empathy, Peace, and Respect—values she believes are the true foundation of meaningful education and responsible citizenship.

ST: How do you believe leadership is built in young people, and what role do schools play in developing confident, responsible leaders?

Ms Saluja: I believe leadership is nurtured through opportunity, responsibility, and trust. At DPS Karnal, we consciously provide students with diverse platforms to lead and take ownership from their formative years.

Our Senior and Junior Cabinets, along with the Class Cabinets, offer students meaningful responsibilities as Head Boy, Head Girl, House Captains and class representatives. This ensures that leadership is cultivated progressively, rather than being confined to a title or position.

Through intra-school activities, competitions and opportunities to represent the school beyond its campus, students develop confidence, collaboration, communication and accountability. We believe that leadership is not merely about being at the forefront; it is about taking initiative, inspiring others and being accountable for one's actions.

Our endeavour is to nurture young leaders who are confident in their abilities, responsible in their choices and empathetic in their approach.

ST: How do you envision the balance between academic excellence, sports, arts and emotional, social and value-based education?

Ms Saluja: I envision education as a harmonious blend of academic excellence, physical well-being, creativity and emotional growth. At DPS Karnal, we place strong emphasis on holistic development, combining academic rigour with integrated and interdisciplinary learning, innovative teaching strategies and the effective use of audio-visual aids.

Our well-equipped facilities provide students with diverse opportunities in sports, self-defence, swimming, cricket, football, shooting and archery, while music, dance, art and craft nurture their creativity and expression.

Equally, we recognise that emotional and social well-being is integral to learning. Our counsellor and teachers, counselling sessions and workshops provide students with the support and guidance they need to develop emotional resilience, empathy and strong values.

For us, true education is achieved when academic excellence is complemented by creativity, character and emotional well-being.

ST: What do Gratitude, Empathy, Peace and Respect mean to you personally as an educator and leader?

Ms Saluja: To me, Gratitude, Empathy, Peace and Respect are the quiet foundations of meaningful education and responsible leadership. While some children may naturally possess these qualities, they can also be nurtured through consistent value-based experiences.

These are not values that can be taught in a day; they are gradually cultivated and internalised through stories and literature, our own actions, assemblies, activities and everyday interactions.

At DPS Karnal, we endeavour to make these values a part of the children's daily experiences. We believe that when children see, experience and practise empathy, respect, peace and gratitude consistently, these values gradually become an integral part of their character.

ST: As a school leader, do you see creating an environment where every student feels heard, valued, and respected, while simultaneously building these values, as contradictory or mutually inclusive?

Ms Saluja: I firmly believe that creating an environment where every child feels heard, valued and respected is not contradictory to building these values—it is fundamental to it.

Inclusion begins with listening. A child who feels heard is more likely to listen, and a child who experiences respect is more likely to practise respect.

At DPS Karnal, we strive to create a safe and nurturing environment where every child feels valued, irrespective of their role or background.

This ethos is reflected not only in the interaction between teachers and students, but also in the way our support staff and all stakeholders engage with children. When children consistently see respect, empathy and dignity being practised around them, they naturally begin to internalise these values.

Ultimately, a safe child is a secure child, and a secure child is more willing to communicate, participate and flourish.

Ms Saluja: In an increasingly competitive world, these values have become more important than ever. Children today face academic pressure, competitive examinations and the constant pressure to achieve and excel. As they grow, they must also learn to make independent choices and navigate life's uncertainties.

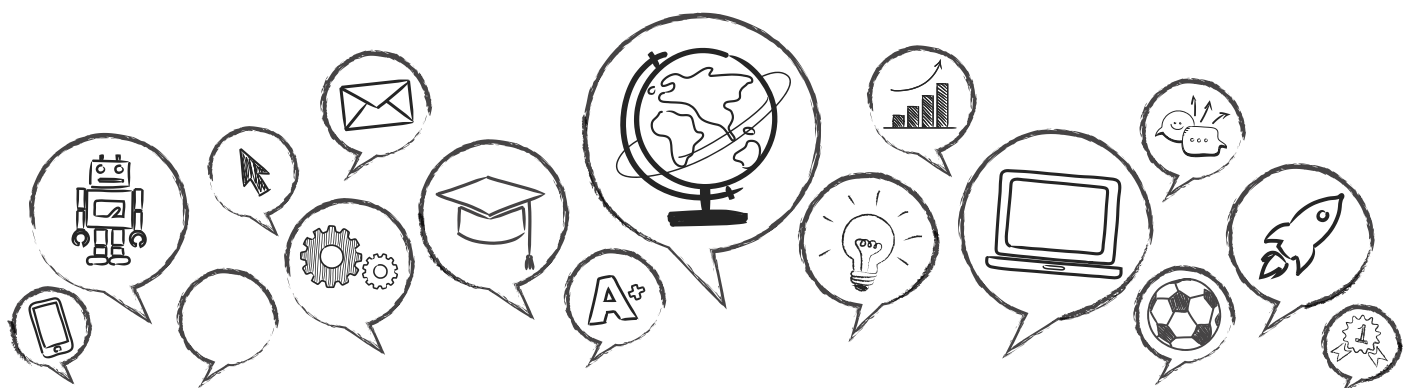
Ultimately, our endeavour is not merely to prepare children for a competitive world, but to prepare them to become strong, balanced and compassionate human beings who can navigate life with dignity and purpose.

Ms Saluja: At DPS Karnal, we believe that equality, dignity and inclusion must be lived, not merely taught. We strive to ensure that every student is treated with fairness and respect, while the same ethos extends to our teachers, support staff and parents.

We are mindful that inclusion is reflected in the smallest of everyday experiences. Therefore, we endeavour to create an environment where every child feels respected, represented, accepted and valued, making equality and dignity an intrinsic part of school life.

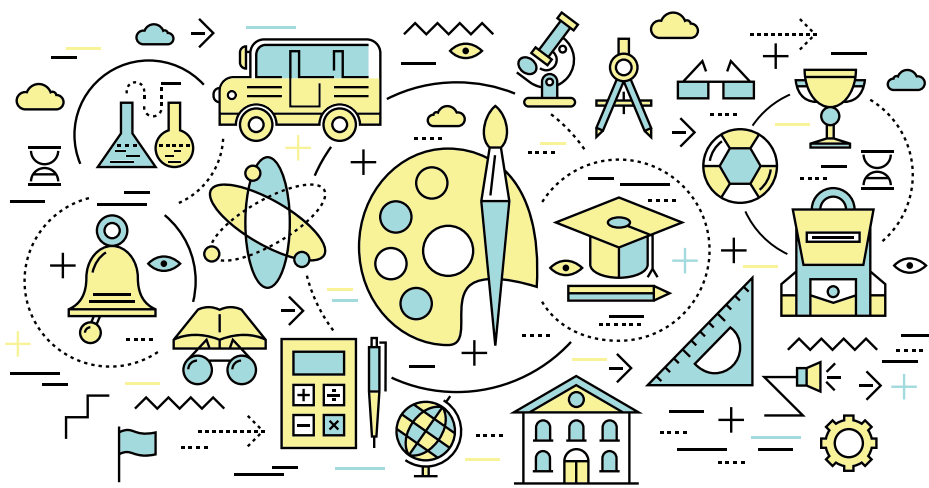
Ms Saluja: I would like today's children to carry with them not merely the credentials of success, but the values that give success its true meaning. Alongside academic excellence, they should leave school as compassionate, empathetic, respectful and responsible individuals.

If our children grow into individuals who contribute meaningfully to society and become an asset to the nation, we can consider our purpose of education truly fulfilled.



Vansh Tyagi

Who would work with me again?



Beyond Debate: DPS Karnal MUN 3.0 Powered by FairGaze

A Report by The Schoolastic Editorial Team

Date: 31st July 2026 and 1st August 2026

Venue: Delhi Public School, Karnal

Organising Partner: FairGaze

Introduction

Delhi Public School, Karnal proudly hosted the DPS Karnal MUN 3.0, powered by FairGaze, on July 31st and August 1st, 2026. The two-day Model United Nations conference brought together students from Classes VI to XII from schools across Haryana, giving them a fantastic opportunity to dive into diplomatic discussions, hone their leadership skills, and tackle important national and international topics. With nine committees and 24 Executive Board Members, the conference explored a wide range of contemporary issues, including international security, energy, human rights, internal security, political representation, and geopolitics.

The conference aimed to deepen students' understanding of current national and international affairs while sharpening their skills in public speaking, negotiation, research, diplomacy, leadership, critical thinking, and collaborative problem-solving. It also provided hands-on experience with parliamentary and multilateral debates, encouraging young participants to share their informed views on significant political, social, economic, and security-related matters.

Committees and Agendas

The conference brought together nine committees, each with its own unique and stimulating agenda. The Organisation of the Petroleum Exporting Countries (OPEC) focused on global energy security and market stability, especially amid supply-chain disruptions from the US-Iran conflict and ongoing turmoil in the Strait of Hormuz.

Meanwhile, the Special Political and Decolonisation Committee (SPECPOL) delved into *The Invisible War: Shadows of Proxy Armies*, shedding light on issues like state-sponsored terrorism, narco-crypto financing, and intelligence operations that are contributing to instability in the Middle East. The Indian Internal Security Crisis (RAW-IB-NIA) held an urgent session to discuss intelligence failures, terrorist threats, and the rising concern of cyber warfare in India.

On another front, the United Nations Human Rights Commission (UNHRC) held a critical discussion on balancing state surveillance with the right to privacy in our increasingly digital world. Simultaneously, the All-India Political Parties Meet (AIPPM) explored how the proposed delimitation of constituencies could affect representation, regional equity, and the shifting dynamics of political power in India.

Under the agenda titled *Silenced by Age*, the Lok Sabha tackled the pressing issue of the youth's exclusion from Parliament and debated the constitutional arguments for lowering the age of candidacy. The International Press (IP) provided a platform for journalists, caricaturists, and photographers to report, analyse, and creatively capture the essence of the proceedings. Collectively, these committees inspired delegates to step beyond traditional debates and engage deeply with complex issues through research, diplomacy, strategic thinking, and negotiation.

Participation and Academic Experience

Students from Classes VI to XII across Haryana came together for an engaging conference, where they were introduced to a variety of discussion formats and experienced a well-organised Model United Nations (MUN). During the committee sessions, delegates delved into their assigned topics, crafted policy positions, negotiated with peers,

The 24-member Executive Board was instrumental in upholding academic standards and ensuring the committees ran smoothly. They guided delegates, facilitated discussions, assessed performances, and ensured the debates were meaningful and relevant to the agendas at hand. Their efforts fostered an atmosphere of constructive dialogue, helping participants to build their confidence, diplomacy skills, and leadership qualities.

Ms Savita Saluja, Principal, and Mr Shivam Gupta, Academic Director, guided the conference. **Vansh Tyagi,** MUN Program Director, FairGaze, oversaw the conference's academic aspects, while Upasana Gandhi and Isha Malhotra served as Teachers-in-Charge.

The conference's success required close coordination among the school administration, FairGaze, the Secretariat, the Executive Board, and the support teams. The Delegate Affairs, Hospitality, IT and Design, and Logistics teams worked together to manage communication, committee requirements, technical arrangements, participant support, and overall event functioning, contributing to an organised and engaging experience.

DPS Karnal MUN 3.0 offered students a fantastic opportunity to dive deeper into both national and international issues. It provided hands-on experience with diplomacy and parliamentary procedures while helping them hone essential skills like research, analysis, public speaking, negotiation, teamwork, and leadership. This event also fostered connections among students from various schools and backgrounds, encouraging them to engage thoughtfully with the challenges facing India and the global community.

Powered by FairGaze, DPS Karnal MUN 3.0 was more than just an academic event; it was a vibrant blend of research, debate, diplomacy, and collaboration. With participants from across Haryana, nine committees, and a dedicated 24-member Executive Board, the conference's success was a true team effort. The commitment of the school leadership, teachers, FairGaze, the Secretariat, and the organising teams played a crucial role in making this event memorable. Ultimately, it highlighted the significance of informed dialogue, responsible leadership, and critical thinking among young minds, creating a truly enriching experience for everyone involved.



From Imagination to Inspiration: A Conversation with Young Author Anya

Anya Khare, Class: XII, Ryan International School, Faridabad

Stories often begin with imagination, curiosity and the courage to share an idea with the world. For Anya, a Class XII student at Ryan International School, those qualities have led to an exciting milestone: publishing her own book. Inspired by her love for reading and storytelling, she has created a novel that invites readers into a world of mystery, romance and hidden truths.

Her book follows the journey of June and Amster, two seemingly ordinary individuals whose lives become intertwined through unexpected circumstances while both carry secrets that shape their relationship and their future. Blending elements of romance, mystery and suspense, the story explores themes of trust, honesty and self-discovery.

In this interview, Anya shares her journey as a young writer, the inspiration behind her book, her thoughts on reading and storytelling, and how young people can use technology and AI responsibly while preserving their own creativity and voice.

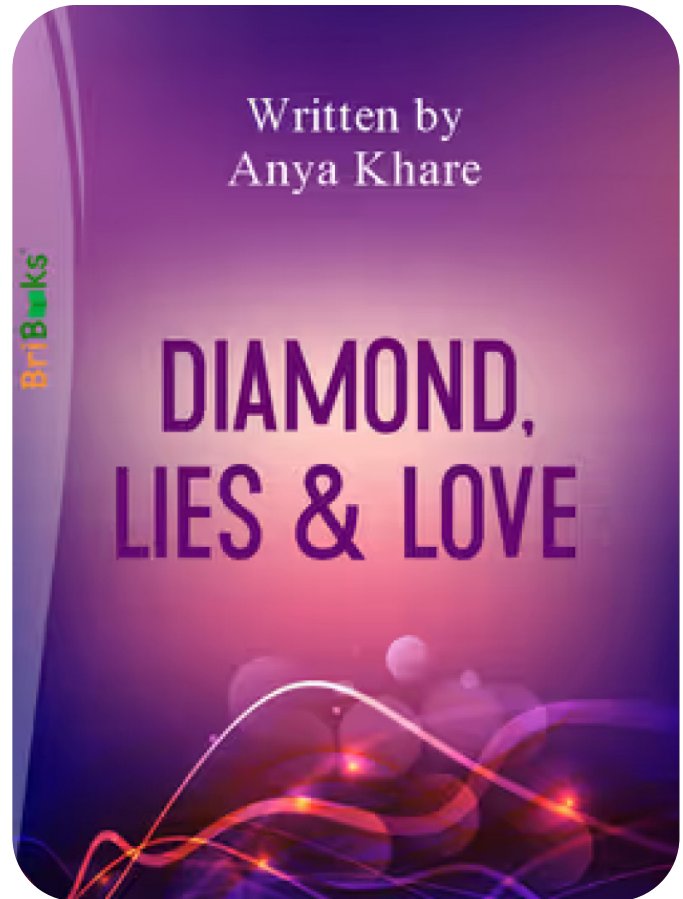
ST: Every author has a beginning. What made you want to become a writer, and when did you first realise that the stories in your imagination could become stories that other people might want to read?

Ms Anya: I think I truly realised I wanted to be a writer when I began creating stories and scenarios in my imagination. Even before I thought of becoming a writer, I would create small stories with my own characters or sometimes with people I knew. I also loved reading and watching dramas with good plots and I often found myself wondering how writers could come up with such interesting stories.

I started thinking, “What if someone else could experience the stories I imagine too?” That thought stayed with me. I told a few of my stories to my parents, and their encouragement motivated me to write more. That’s when my writing journey truly began. I realised that a story doesn’t have to belong only to the person who imagines it; once it is written, it can become a part of someone else’s world too.

ST: In your story, June and Amster begin as two ordinary people who meet unexpectedly, but both are carrying secrets. Without giving away the twists, what did writing these two characters teach you about trust, honesty and the things people sometimes choose not to reveal?

Ms Anya: Writing June and Amster taught me that honesty is important, but so is understanding why someone might struggle to be honest in the first place. Their characters are bound to keep secrets from each other to protect themselves and their relationship, which made me realise that sometimes people choose not to reveal things because they believe they are protecting someone they care about. However, I also learned that, eventually, those truths need to be shared. June and Amster’s secrets are a big part of their journey, but I don’t want to give away the twists. You’ll have to read the book to find out what they were hiding from each other!



ST: Literature can do more than entertain us—it can change the way we see people and the world. Which book, author, character or piece of literature has influenced you the most, and what is one lesson you carried from it into your own writing?

Ms Anya: For me, that character would be Pippa Fitz-Amobi from *A Good Girl's Guide to Murder* by Holly Jackson. Pippa is a teenager just like me who simply wants to find answers about a case that was closed years ago. She is told to stop, but she never gives up, and that is the biggest lesson I took from her: never give up.

I also really admire the way Holly Jackson writes thrillers. Her storytelling inspired me to try writing a romantic thriller of my own. Of course, I know it may not be as good as hers, but I gave it my best and put my own ideas into it. Hopefully, readers will enjoy it too!

ST: Today's young writers have phones, social media, the internet and AI all around them. Do you think technology is helping young people become better storytellers, or is it sometimes making it harder for them to develop their own imagination and voice?

Ms Anya: I think technology is helping young writers in many ways, and it has helped me too. The internet and AI can be useful for research, brainstorming, understanding things, and correcting grammar. But there is a difference between using technology as a tool and letting it do the creative thinking for you.

If we depend too much on AI or the internet to create our ideas or stories, the work may not truly feel like ours. I believe young writers should create their own storyline and manuscript first and then use technology to support and improve their work without losing their own imagination and voice.

ST: If a young writer uses AI for brainstorming, research or improving their work, where should they draw the line? How can students use technology responsibly while making sure that the ideas, imagination and voice in their writing remain genuinely their own?

Ms Anya: For me, the best approach is to use AI as a tool, not as a replacement for your imagination. Students should first develop their own ideas and write their own draft. AI can then be used for research, brainstorming, grammar, or improving the work.

The line is crossed when we let AI generate the main ideas or the entire story for us. The final story should reflect our own thoughts, choices, and voice—that is what makes it genuinely ours.

ST: Today, many children and teenagers prefer short videos, social media and digital content over sitting down with a book. Do you still find young readers who enjoy reading books? In your experience, what do you think could encourage today's generation to read more?

Ms Anya: Yes, definitely. I think there are still many readers in our generation — I am a reader myself. The difference is that many young people now prefer e-books over physical books, so it may sometimes seem like people do not read as much. I think the key is to let young readers find books that genuinely interest them.

If someone loves mystery, fantasy, romance, graphic novels or thrillers, they should be encouraged to explore those genres instead of making reading feel like a school assignment. Sometimes, all it takes is one book that a young reader connects with to make reading something they truly enjoy. For those who do not read, I would definitely encourage them to start, because reading builds imagination, creativity and thinking skills.

Book Link

<https://www.bribooks.com/bookstore/diamond-lies-love-by-anya-khare/>

Listening to Your Future: Careers in Music and Audio

The Schoolastic Editorial Team

How a passion for music can become a career in sound engineering, podcasting and audio design

When people picture careers, they tend to think of jobs like doctors, engineers, lawyers, or teachers. But the working world is shifting fast, opening up new opportunities in creative fields. Sound engineering and podcast production, for instance, are growing rapidly. These roles bring music, storytelling, and technology together to shape how we experience films, podcasts, concerts, games, and online content. A strong song, podcast, or movie depends on a crew of audio experts working behind the scenes. A sound engineer records, edits, mixes, and masters audio so each voice and instrument comes through clear and balanced. A sound designer builds the background noises and sound effects (like in films, theatre, animation, or video games) that make scenes feel real and emotionally strong.

A podcast producer takes recorded chats and turns them into engaging stories – they cut out background noise, add music, and polish the whole listening experience. More people are asking for these skilled workers as podcasting and online media grow worldwide. Educational shows, business chats, documentaries, and fun programs draw in millions of listeners each day. That is why having crisp audio matters more than ever. Music and sound effects are not just background noise anymore – they serve as strong storytelling tools. They help set a mood, keep listeners on edge, and make audiences feel connected to what they hear. Here is something exciting: students can start learning about this field way before college. Getting a good ear for sound is where it all begins. Picking up an instrument – like guitar, piano, violin, tabla, or keyboard – helps build rhythm and sharpens listening skills. Joining school choirs, theatre groups, or cultural events also gives you hands-on experience with live sound.

Even recording your voice on a smartphone and playing around with free audio software can teach you the basics of sound production. No single academic path is needed after Class 10. Students drawn to the technical side can take Physics and Math (these subjects explain how sound and gear work). Those who love telling stories might choose English or Media Studies instead. Music helps future performers build their artistic skills. Computer Science is also useful because modern recording studios depend on digital audio workstations and production software.

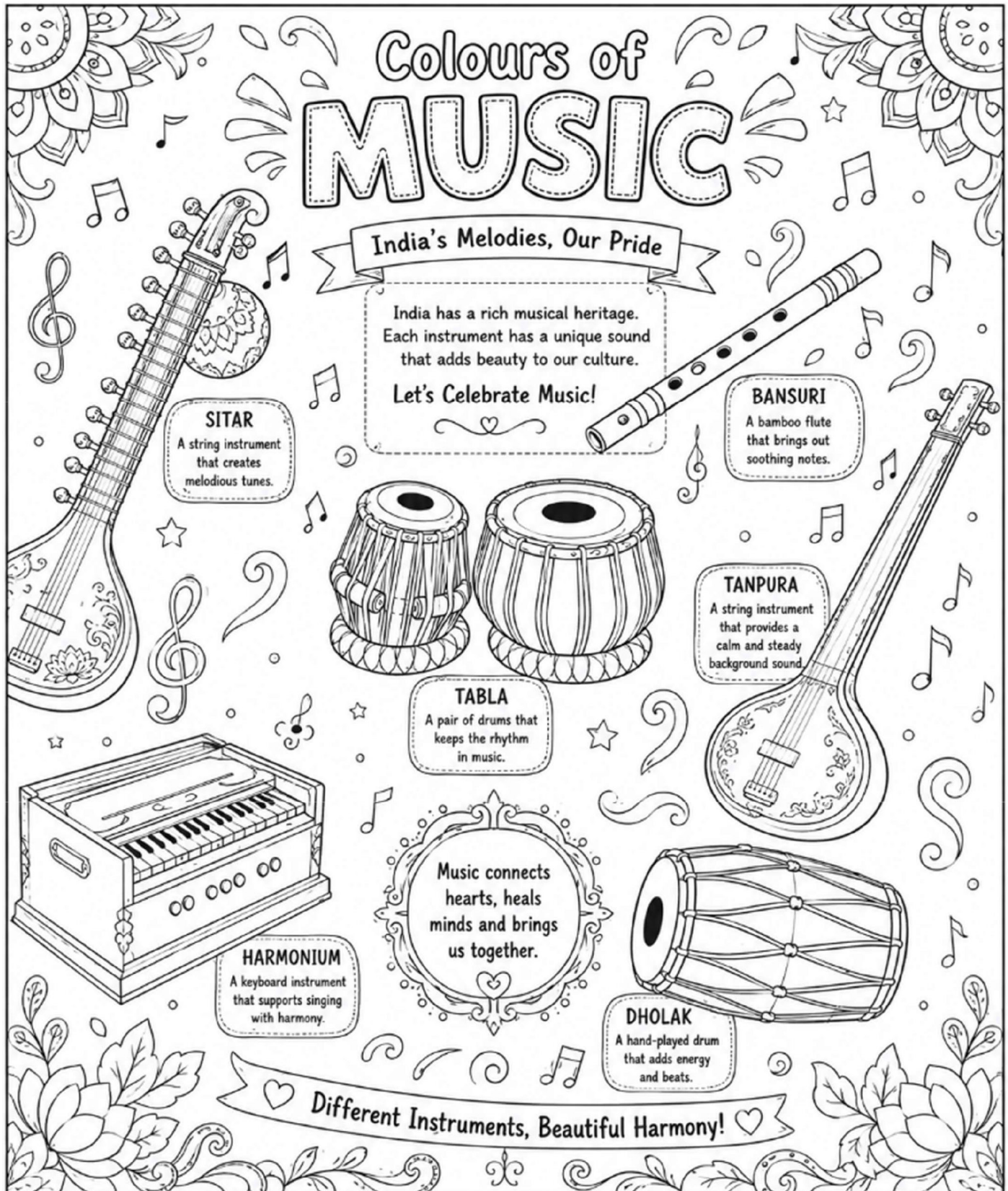
India has several strong schools for students who want to work with music and sound. Delhi School of Music offers recognised training in Western classical music. Gandharva Mahavidyalaya gives a strong base in Hindustani classical music. For future audio engineers, Sri Aurobindo Centre for Arts and Communication (SACAC) has hands-on courses in recording, mixing, and music production. Delhi University offers degree programs in performance, musicology, and music education. Outside Delhi, cities like Kolkata, Chennai, Mumbai, Kerala, and Pune are busy centers for classical, film, and independent music careers.

A career in sound is about creating experiences that people remember. Whether you are producing a podcast, recording a singer, mixing a live concert, or designing sound for films, your work brings stories to life through audio. For students who love both music and technology, the future may begin with something as simple as listening more carefully to the sounds around them.

Colours of Music: India's Melodies, Our Pride

The Schoolastic Editorial Team

Credit: AI Generated



Handmade Harmony: DIY Hanging Bells/Chimes

The Schoolastic Editorial Team

Credit: AI Generated



DIY HANGING BELLS / CHIMES

Create beautiful sounds with your own hands!

YOU WILL NEED:



Wooden stick
(or old pencil)



String /
Nylon thread



Bells
(metal or recycled)



Beads
(optional)



Scissors



Paints /
Markers



Ruler

STEP-BY-STEP INSTRUCTIONS

- 1 PREPARE THE STICK**



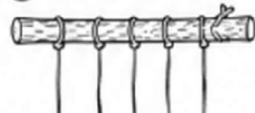
Take a wooden stick or an old pencil. Clean it and make sure it is straight.
- 2 DECORATE THE STICK**



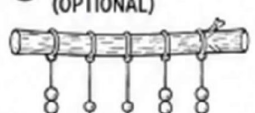
Paint or color the stick with your favourite colors. Let it dry.
- 3 CUT THE STRINGS**



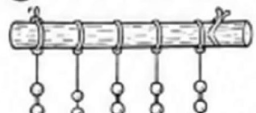
Cut 5-7 strings of different lengths. Longer strings give deeper sounds!
- 4 TIE THE STRINGS**



Tie the strings to the stick at equal distances. Make sure the knots are tight.
- 5 ADD BEADS (OPTIONAL)**



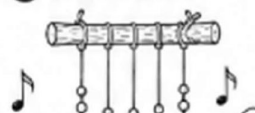
Slide beads onto the strings for extra beauty and sound.
- 6 ATTACH THE BELLS**



Tie a bell at the end of each string. Make sure they are secure.
- 7 ADD A HANGER**



Tie another string on both ends of the stick and make a loop to hang.
- 8 HANG & ENJOY!**



Hang your chime near a window, door or in your room and enjoy the soothing sounds!

TIPS:

- 🎵 Use bells of different sizes for different sounds.
- 🎵 Try using shells, caps or keys instead of bells!
- 🎵 Hang it where the wind can blow gently.
- 🎵 Recycle and create – make it eco-friendly!

**REDUCE,
REUSE,
CREATE &
CELEBRATE!**

🐦 Your own hanging chime is ready to bring music and joy!

MAKE • CREATE • HANG • SMILE

CALLING FOR SUBMISSIONS

October 2026 Issue

Thank you for being a part of FairGaze Schoolastic! Your creativity, curiosity, and thoughtful contributions continue to inspire readers across the country. October invites us to think about what peace means in our everyday lives, how we respond to disagreements, and how understanding ourselves and others can help build a kinder world. We invite students and teachers to contribute to the Schoolastic News Magazine.

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

Theme

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

Deadline

15th September 2026

Email

schoolasticeditorial@fairgaze.com

Peace can begin with small choices — listening before judging, staying calm during an argument, including someone who feels left out, or finding a way to disagree without hurting one another. This month, explore what peace means to you and how we can create more understanding in our homes, schools, and communities.

Write, Create, or Explore

- ◇ **Understanding Conflict** – When does a disagreement become a conflict? Can we recognise the difference before a small disagreement becomes a bigger problem?
- ◇ **Pause Before You React** – Is walking away always avoiding a problem? When can pausing be a wiser choice than responding immediately? What does a peaceful response look like when you feel provoked?
- ◇ **Learning From Conflict** – Can conflict teach us something about ourselves? What can disagreements reveal about our feelings, habits, or the way we see others?
- ◇ **Different People, Different Perspectives** – How can we build bridges between people who think differently? Can differences in opinions, cultures, generations, or backgrounds become opportunities to learn from one another?
- ◇ **Peace With Friends** – What do you do when you have an argument with a friend? What helps you and your friend make things better?
- ◇ **A Kinder Classroom** – What should you do when someone in your class feels left out? Can a classroom be peaceful even when everyone has different opinions? What could students do to make it happen?
- ◇ **Peace & Mental Well-being** – How do our feelings affect the way we treat others? Write about managing difficult emotions, supporting a friend, or making your school a place where everyone feels comfortable asking for help.
- ◇ **Peace in the Digital World** – Can social media bring people together and also create conflict? How should young people deal with disagreements or misunderstandings online?
- ◇ **Socratic Dialogue: Tarkashastra** – Explore a thought-provoking question through dialogue. What can we learn by listening carefully, questioning respectfully, and being open to different perspectives?



Take Inspiration from the Events of October

- ◇ **Gandhi Jayanti & International Day of Non-Violence (2 October)** – Explore non-violence, kindness, and peaceful ways of dealing with disagreements through stories, drawings, poems, or reflections.
- ◇ **Indian Air Force Day (8 October)** – Reflect on courage, discipline, teamwork, responsibility, and service. How can these qualities help us become responsible members of our communities?
- ◇ **World Mental Health Day (10 October)** – Explore emotional well-being, self-care, mindfulness, and ways of supporting ourselves and others.

We welcome original (NOT AI-GENERATED) articles, poems, stories, reflections, interviews, artwork, photographs, illustrations, comics and DIY activities inspired by the theme.

Please mention “October Theme” in the subject line and include: Your Name, Grade/Class, School Name and Complete Address

We look forward to hearing from young learners who are exploring how understanding ourselves, listening to others, and making thoughtful choices can help create a more peaceful world.

THINKING ALOUD October 2026 Recommendations

Books

What Does Peace Feel Like? – Vladimir Radunsky

An illustrated book, for both children and adults to reflect on what peace looks and feels like.

The Rabbit Listened – Cori Doerrfeld

An illustrated book, for both children and adults on the power of listening, empathy and kindness.

Kanna Panna – by Zai Whitaker (Author), Niloufer Wadia (Illustrator)

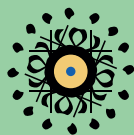
A warm and joyous story that makes you reflect on the notion of ‘disability’.

Documentary Suggestions

Puff: Wonders of the Reef (Netflix)

**Stay healthy. Stay safe.
Keep learning. Keep creating. Keep choosing peace.**





FAIRGAZE
UNLOCKING POTENTIAL

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