

MRIS

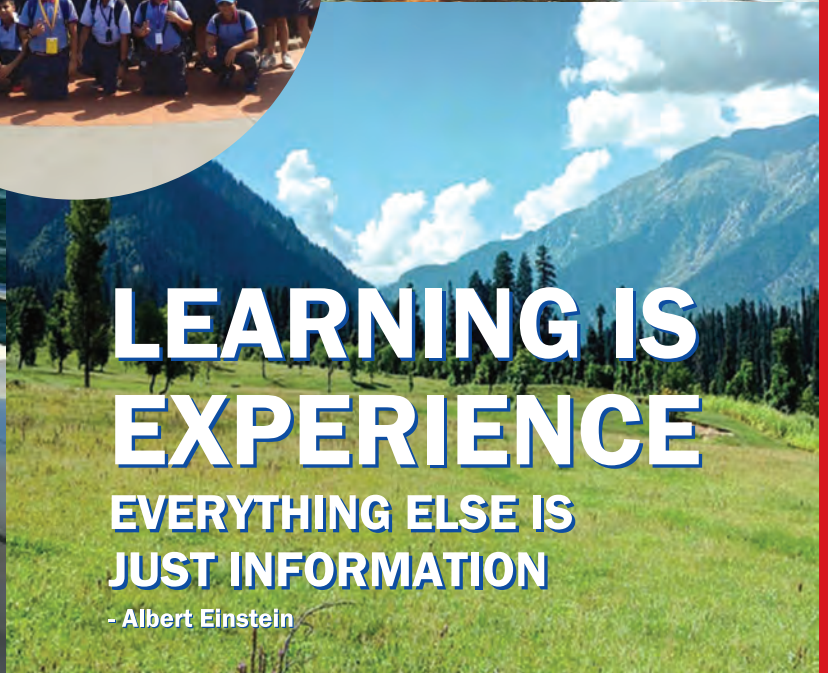


# REPORTER

MANAV RACHNA INTERNATIONAL SCHOOL

VOLUME-9

AUGUST 2019, ISSUE 38





# ENHANCING CHARACTER. NURTURING TALENT. BOOSTING ACADEMICS.

ADMISSION OPEN 2020-21

[www.mris.edu.in](http://www.mris.edu.in)

Success stories don't write themselves. They are rooted in years of preparation and perseverance. Students of MRIS begin their journey on a higher plane. They find their purpose and follow their quest for perfection. They are empowered to identify and choose a trajectory that ensures a bright future.

*Come join MRIS. Let your success story begin here!*

**Affiliated to CBSE  
& Accreditation from  
AdvancED USA**



Accreditation from  
AdvancED, USA



Manav Rachna Curriculum blended  
with the International Primary  
Curriculum (IPC™, UK) till Grade V



Project based  
learning



Highly engaging, inquiry and  
exploration based Science and  
Social Science curriculum.



**MANAV RACHNA**  
vidyanatariksha

## MANAV RACHNA INTERNATIONAL SCHOOL

FARIDABAD | GURUGRAM | NOIDA | LUDHIANA | MOHALI



### "Experiences of Life"... for a Lifetime!

For swimming you need to delve deep into the water and to drive a car you need to be behind the wheel. Similarly, education is an "Experience", one that can't be confined to the four walls of the classrooms.

Welcome to a fresh issue of 'Manav Rachna Reporter'-an expression of thoughts and experiences; an expression of the innovative spirit of our young learners; an expression of the world that beholds.

An effort to bring forth the flair of novices and understanding of grown up conviction. Welcome to the "Manav Rachna" way of life!

Learning is a life-long experience at Manav Rachna that begins with the soft footsteps of our toddlers and culminates into a strong global foothold as our young learners step out of the campus precincts.

Manav Rachna International Schools firmly believe in the solicitation of teaching and training approaches in a way that emphasizes the students' active immersion and involvement. The experiential learning environment at our schools and higher educational institutions makes the students more responsible for their own learning. The prime focus lies in how learners are actually able to absorb and transform new experiences into precarious understanding which may turn out to be an asset.

In the coming pages, you can catch a glimpse of how the Career Exploratory Programs, Educational Trips, STEM curriculum, Dedicated Labs & Libraries, Atal Tinkering Labs, Annual Projects, and everything that our young learners do at the Manav Rachna campus have evolved into a journey of fulfillment, achievement, rewards and recognition.

Innovation runs deep in the DNA of Manav Rachna. With our school students working on projects that we had never imagined in our childhood to our higher learning students winning some of the most prestigious global innovation competitions (leaving behind IITs in the fray), the canvas is wide.

This is why, our little Bloomz blossom into futuristic next gen leaders!

**Dr. Amit Bhalla**

Editor-in-chief





# 'WHERE EXPERIENCES EVOLVE INTO INNOVATIONS'



*When a grade 3 student from MRIS 51, Gurugram develops a 'Concept Cleaning Car', she is striving for a better future!*

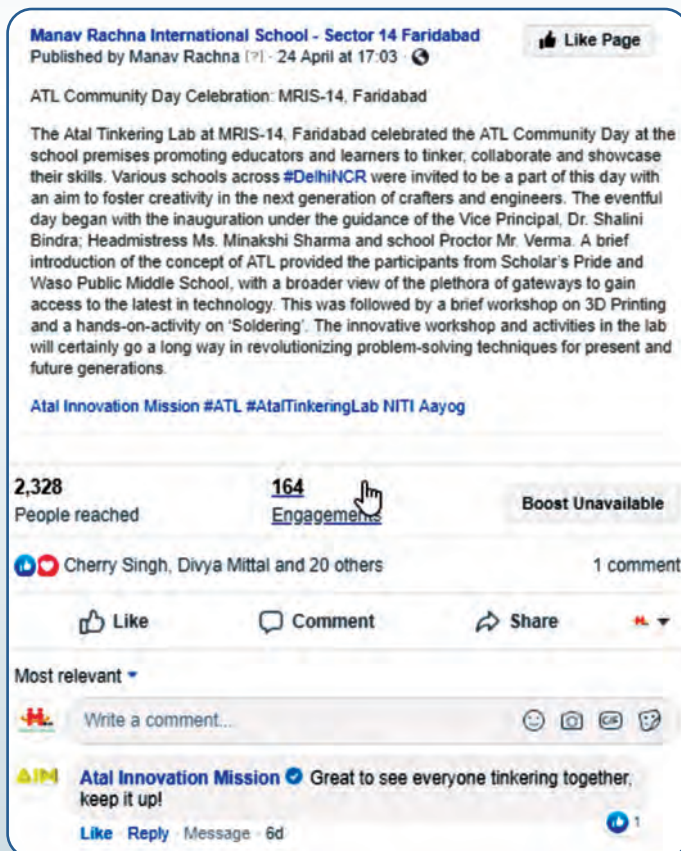
*When a grade 6 student of MRIS Noida develops a 'Jack of the House' to save houses during floods, he is inspired by real-life situations!*

*When a grade 8 student of MRIS Ludhiana creates a 'Smart Bin', he is intrigued by technology for a better world!*

*It is experiences such as these, which when nurtured lead to innovations for a better tomorrow a tomorrow designed and envisioned through our young curious minds. Confidence sparks through the eyes of our little gems as they embrace the meaning of what it is to be scientifically literate-and soak in the innovation culture at the campus.*

At Manav Rachna International Schools, Innovation is the new survival skill right from the Early Years allowing students to discover their interests and ideas. Envisaged from an innovative and sustainable vision, this journey enhances the impact of education at all levels. Fostering a climate of experimentation, incubation and generation within the broad frameworks of national goals set by Atal Innovation Mission (AIM) remain the primary aim. The Atal Tinkering Labs at Manav Rachna, have been tinkering the young minds to think and look beyond the ordinary. We are proud to have been a chosen partner in the Government's stellar AIM program. The acknowledgement of our consistent efforts by ATL is the cherry on the cake!

*And therefore, when these little buds walk out of the safe and secure learning environment of our schools to higher learning institutions; they are a league apart!*





# EXPERIENCE YOUR DREAM CAREER FOR A DAY!



*It is often quoted that experiences enrich decisions. What would it be like if all of us can experience our dream career much before we actually set on choosing our graduation degree!*

*I would like to pick up sports as a career... but do I have the necessary resilience in me?*

*I would like to become a psychologist... do I have the aptitude to deal with complications of the mind?*

*I would like to become a dentist... DO I HAVE IT IN ME???*

Making these decisions is probably easy when young learners are exposed to the life of a sportsperson, psychologist or a dentist. At Manav Rachna Educational Institutions, we give a rich learning environment where kids foster their autonomy, creativity, decision-making skills, problem-solving skills and social values. Well-structured day-long programs in their 'career of choice' are planned for students at the higher learning institutes of Manav Rachna.

Subject experts and heads of institutions from streams such as Dental Surgery, Physiotherapy, Geology, Nutrition & Dietetics, Sports Sciences, Law, Education, Visual Arts, Architecture, Interior Design, Journalism, Liberal Arts, Applied Sciences and beyond; spend the day with students taking them through the entire learning process and the actual work environment of their dream career.

Through multimodal means and with the support of this huge 'Manav Rachna Family'; these children, the 'champions of our future' are equipped to make informed career decisions through an experience that is hands-on, engaging, didactic, and most importantly, fun.





# MANIFESTATION OF SOCIAL RESPONSIVENESS

*'Gratitude beyond Curriculum': experience social responsiveness*



*Gratitude does not materialize extemporaneously in children but it is molded throughout development by the interface of the child with individuals who partake in his or her societal milieu.*

The aim of Manav Rachna International Schools is to create and maintain a bond as an essential moral obligation which will bind novices to the world making them more accountable towards their commitments. The students regularly participate in various community outreach activities which confirm the qualitative uniformity of the exchanged ethics, notwithstanding of personal interest, social prominence, and so on.

Blood Donation Camps makes the students comprehend how treasured human life is, which in turn makes them empathetic. Teaching Sessions at Govt Schools and for the less privileged makes them appreciative for what all they have got in their life. Cleanliness Drives makes them understand the importance of clean environment and the value of collective responsibility. Visits to blind schools make them reckon their benedictions and visits to old age homes make them more unpretentious.

Researchers have always concluded that individuals who express more gratitude have advanced levels of contentment and lower depression and stress levels. They appear more confident, like their careers more and give the impression to be more motivated to help and support others.

The proactive community outreach approach of Manav Rachna to social leadership, community outreach and undertaking of responsibilities has made our children global advocates of best practices. We are creating a generation of well-educated and answerable individuals, those who know the repercussions of their actions, to cherish the life given to them, who understand the need to adapt and evolve and who know how to be grateful for all the little things in life.

Together, "WE" (parents, teachers, and our young buds) shall make this world a "BETTER PLACE TO BE".





# TEACHERS: THE POLE STAR

It is always an earnest desire to help our students realise their true potential. Yet, how do we achieve that? Days and days of brainstorming lectures, the feverish jotting down of notes, the adrenaline rush before examinations, the four walls, the bells after every class... is this how we do it?

Where is the writer within, the singer, the dancer, the scientist, the accordion player, the dreamer? She isn't available, she is completing her notes, burning the midnight oil to suppress her dreams, resting her chin in her palms; waiting ceaselessly for the day someone sees the spark in her.

As teachers, we have been there, in that classroom, where we have seen dreams being lost. We see the orator, the Einstein, the Jane Eyre, the Aerospace Scientist in them. Teaching enfold in its confines the nurturing of these dreams, no matter how impossible they may sound. It is the enforcing of these ideas that could one day create miracles. I have often been touched by what the students deliver after a few minutes of invigorating discussion on what they would aspire to do. The light that shines at that moment in the eyes can outnumber stars and the brightest Sun.

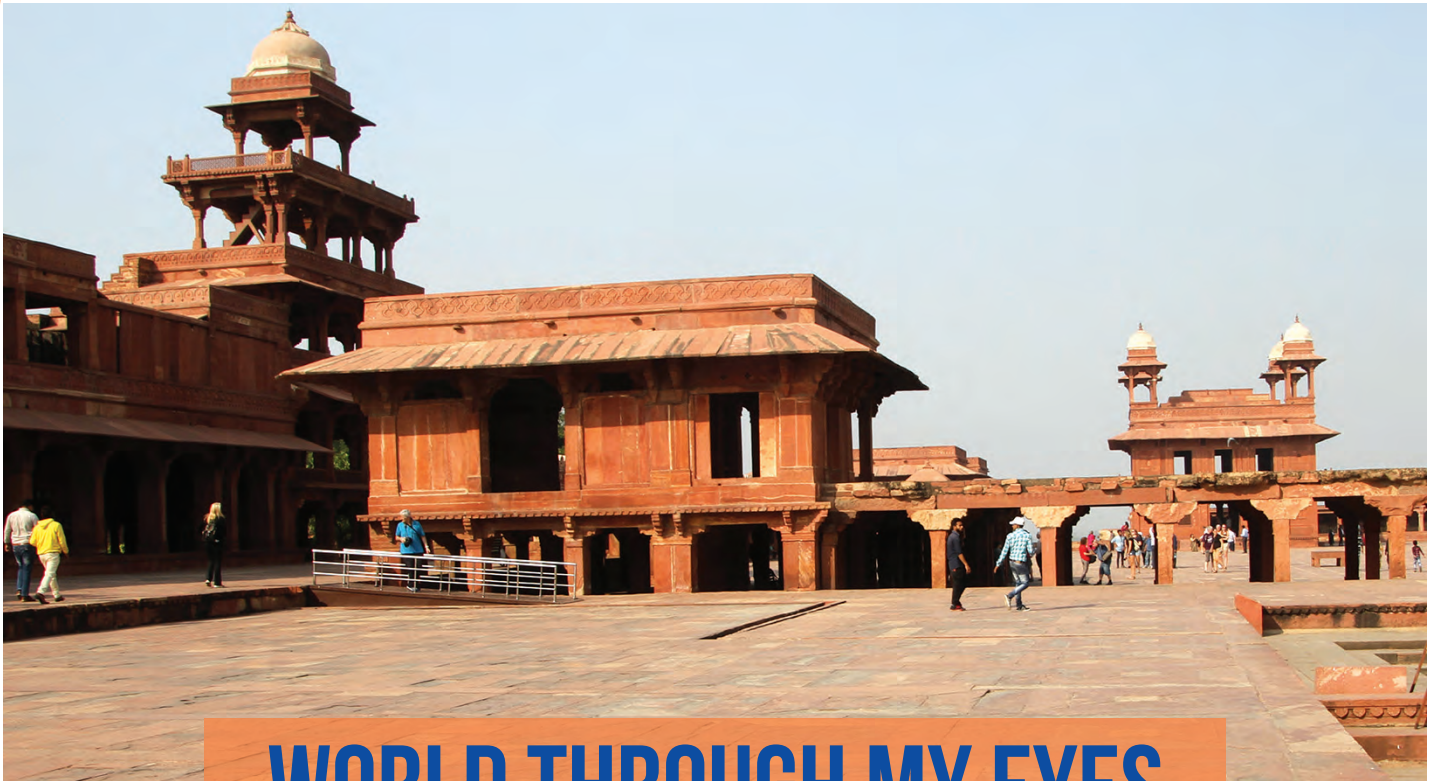
Our prodigies require our patient hearing and channelizing. Thankfully, Manav Rachna offers our dreamers the opportunities to venture out, experiment and learn about the plethora of career options waiting for them. The term 'Experiential Learning' is not just a jargon. It stands true with the Techno Planet Labs, Makershala, Performing and Visual Arts Facility, Theatrical exposure where students are able to explore the various facets of their talent.

Let us, as mentors, be their Pole Star, to dispel the darkness and not simply be the lantern in their beholding.

Ms. Shalini Choithwani, TGT-English







## WORLD THROUGH MY EYES

### A TREASURE TROVE OF GOLDEN MEMORIES

Yashika Tripathi, Grade X-A

*"The days when students set free from all their daily hectic routines, the days when students luxuriate to their soul's gratification, the days when students gain freedom to engage in all that they desire and the days which bring a wide smile on every innocent face, are the days of the summer holidays."*

And what if this golden period in a child's life is shepherded with enlightening trips? It is no doubt a total rejuvenation, particularly for a student like me, who yearns to explore the world through her eyes. During this summer vacation, I visited the city of Sikhs: Amritsar (the capital of Punjab) along with my family. We visited the Jallianwala Bagh, where even today one can feel the shivers at the sight of the well into which civilians including children had jumped pledging that they would commit suicide rather than getting shot at the hands of the Britishers. Paying tribute to our brave hearts, we left for the Wagah Border. The experience was beyond words; I had never felt so spirited in my life watching our disciplined soldiers march towards the border, shaking hands with the guards at the other side and returning with the same vigour. We were startled to discover that even the heavy downpour couldn't deter our soldiers from their marchpast as for them; nothing could come in the way of their selfless service to their nation.

The Golden Temple was undoubtedly the abode of peace and transcendental ambience. What astonished me was the sight of toddlers reciting the teachings of the holy scripture with devotion difficult to find in today's time. The flavour of the scrumptious 'halwa' shall remain in my memoirs for life. With our hearts contented with amity, we came back from Amritsar with a new definition of resilience, patriotism, culture and unforgettable knowledge.

### WITNESSING HISTORY UNFOLD!

Anaysa Kapur, Grade X-A

In today's world, no one is unmindful of the fact that we are locked in the shackles of technology, which is leading to the gradual obliteration of people's creativity. To get away from the malicious thumb of our quotidian stressful lives, what better option one could have than to explore the rich culture and heritage of our country? This is what; I exactly did apart from dozing off during the entire month of June like a "typical teenager".

Being a history buff, I was elated to visit one of the most celebrated monuments across the country: Fatehpur Sikri in Agra. Established by Emperor Akbar in the sixteenth century, the monument is built entirely in red sandstone. The Buland Darwaza, the Dargah of Salim Chishti and Jama Masjid present a beautiful story of our rich history. The entrance to the town is marked by the gigantic Buland Darwaza, an impressive example of the intricate Mughal architecture. Like the entire town, it is also meticulously carved in red sandstone. As one proceeds further, one will be able to gain a view of the great emperor Akbar's abode. Further, one can diagonally see the Dargah of Salim Chishti, where an exceedingly large number of people come, in the hope, that God will bestow them with their desired things. Outside the Dargah were two Qawwali singers who were singing in the praise of God in such a mesmerising voice that we were completely engrossed in their aura.

And from the trip, I come back with a thought: "How interesting would it be to live in that golden time, oblivious of the complexities that one faces today?"





### “WATER WIVES”... UNCOVERING THE NUANCES

Annual project on UNSDG ‘Clean Water & Sanitation’  
Rishit Sharma, Grade 8 D

*Having clean and sanitized water to drink is a human right, yet an estimated 35 percent of the world population lacks access to sanitized water (WHO, 2015 report). Water is one of the most precious resources on our planet which is critical for our survival and while it produces no organic nutrients, it's vital for all forms of life.* At the start of this academic year, we were allotted the Sustainable Development Goal 6, ‘Clean Water Sanitation’ as our Annual Project topic.

During the last few months, we learnt about water stress, its scarcity and a rather intriguing subject of ‘water wives’. The world is undergoing water stress and severe water scarcity due to population explosion where demand for water far exceeds its supply. It's only likely to worsen. In Rural India, rural women are referred as water wives who are married to fetch water from far off distances.

Over the past few months, my experience with the Annual Project topic, ‘Clean Water and Sanitation’ has been an intriguing one wherein I learnt about the aforementioned issues that made us more inquisitive. Through the academic year, our group shall be making projects and deep diving into the goal of learning more facts about clean water and sanitation. At the end of this academic year, we shall be organizing an annual presentation on all the subtopics we would have covered throughout the year.

To summarize my research, I think that such are the dire conditions that it will not be an exaggeration to say that the next world war, if fought, will be over water.

### STRIVING FOR ‘NO POVERTY’, ‘ZERO HUNGER’ AND ‘QUALITY EDUCATION’

Annual project by Ankita Gulati, Grade 8-H

Studying at MRIS 14 has opened up new vistas for us that were earlier beyond the realm of academic forays. This year, our school introduced an innovative concept of research work as our Annual Project (AP). I am researching on the UNSDG ‘No Poverty, Zero Hunger, Quality Education’. In the first class, we were briefed about the goal, the project, our aim and how this is a matter of concern to the world. The first class was highly interesting and thought-provoking. All the students and the teacher deeply discussed the matter in a brain-storming session. Each one of us shared our own point of view. I felt concerned for our country India to know how the poor people struggle every day just to satisfy their hunger. There are so many children who die only due to malnutrition.

After a few classes, I got deeply involved with the entire concept of AP and felt the extreme importance of a student's contribution into such projects with global goals. We learnt that to fix global poverty, countries should curb corruption, stem illicit flows and embrace sustainable inclusive growth for all. We also realized that poverty and gender inequality go hand in hand. We also experienced the quality education being provided in Delhi government schools. The annual project is a corridor to get connected to current social issues and think out of the box. Every weekend at home also, I would undertake research work on the subject. While working on the Summer Holidays' assignment I could further connect with the fact that how natural disaster like a cyclone can affect the prosperity of a country and lead to hunger and nutrition crisis. I really thank my school for introducing this Annual Project as it keeps us abreast of all social concerns so that we grow up to be more responsible global citizens.



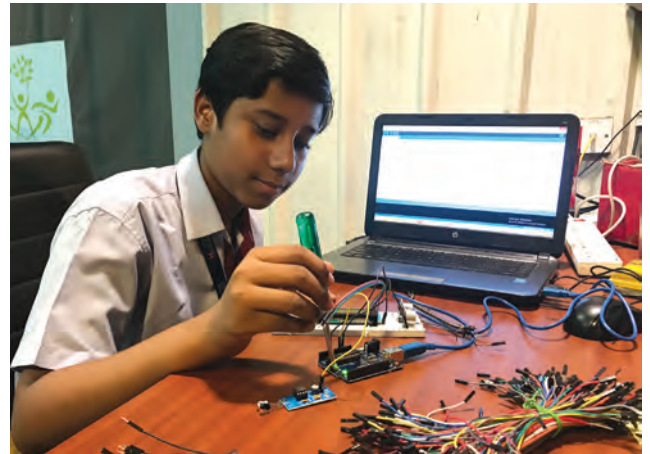
## 'ACCIDENT ALERT SYSTEM'

Kisna Gupta, Grade 9

Working on this project has been extremely gratifying. I am extremely grateful to my mentors, teachers and Makershala who inspired me and provided me with valuable insights to develop an 'Accident Alert System', which is a device that can send accident alert to the nearest hospital, police station and an emergency contact person. Accidents caused on roads often prove fatal due to the lack of immediate medical help. This compact, low-cost device uses a micro controller sensor network incorporated in a vehicle acts as an indicator and information disseminator during accidents. The alert is sent only at an impact of a particular strength to the vehicle.

Traversing the path of innovation, I did an in-depth study of the electrical components used in the system (Arduino Uno, Piezo Vibration Sensor - Large with Mass, 1.0 Ohm Resistor, Piezo Element, USB Cable A to B, GSM SIM800L, Breadboard, Jumper Wires, Pack - M/M).

I also became aware of the statistical data of the accidents and worked upon the idea to create serious awareness based on the same. The formulation of the report also gave me an opportunity to learn beyond textbooks and curriculum.



## UNDERSTANDING MENTAL HEALTH

Summer Internship Experience  
Tanvi Aggarwal

During the summer of 2019, I got an opportunity to attend a psychology summer internship conducted by Department of Mental Health at Fortis Escorts. The workshop was chaired by Pranjal Saxena, a renowned psychologist, who specializes in Art therapy. The goal was to sensitize the youth towards mental health issues around the globe and destigmatize the need to consult a psychologist/psychiatrist. The curriculum of the programme was designed to cater to various aspects of psychology through technology mediated learning.

On the very first day, we were familiarized with various types of psychological disorders, their symptoms and how it affects the social, occupational and personal lives of the patient. The curriculum of the programme was designed to cater to various aspects of psychology through technology mediated learning. One of the sessions included unveiling the various fields of psychology that helped the entire team to explore the new and relatively unknown fields of psychology such as occupational psychology, psychoanalysis and psycho-oncology.

At the culmination of the internship, each student had to submit a project on any mental health issue. It was a great learning opportunity and an eye opener to know the problems around the globe. The experience gave us an insight into dealing with the case studies with diverse approaches.





## LEARNING THROUGH AIR

Science projects develop child's resourcefulness, particularly their skills at goal setting, planning and problem solving. Through these activities, the intellectual curiosity of students is nurtured and they acquire new ways of asking questions and exploring the world. Grade 3 students were introduced to the topic "Air" and were involved in various experiments thereby adding on to their knowledge. The students experienced various experiments based on the properties of air wherein they made a Paper Whirlybird which emphasized on how air helps in moving things and how air helps things burn by conducting an activity based on "Candle and Jar".

The students also visualized how air occupies space through the inflated and deflated balloon experiment showcasing that the air is an integral part of us. The students showed great interest and excitement during the sessions and even went way ahead in discussing the same with their parents. The activities conducted show a step ahead to the education and propagates that learning can be so much fun.



## LITERACY PRO- LEXICAL READING PROGRAM

To empower the reading program, Manav Rachna International Schools have adopted an innovative approach to inculcate good reading habits in students. Lexile helps to measure the current reading skills of the students and enhance it through suggested reading, personalized monitoring and instructions. Measuring the child's Lexile score and finding the appropriate books at the right level will definitely help students in the long run. In association with Scholastics, Literacy Pro programme- a comprehensive reading program is organized to inspire instructional reading and independent reading in classroom. Literacy Pro empowers both teachers and students with a blended solution that curates a personalized reading growth record and ensures effective and independent reading with measurable standards. The program also helps to develop a sense of ownership, purpose and self -discovery among students by offering them a wide range of choices and a comfortable pace to curate their reading journey.



## NUMBERS PLAYED WELL AT M'ATHELETICS 2019

*"Mathematics is not about numbers, equations, computations or algorithms; it's about understanding."*

Students diligently showcased their understanding of Mathematics at M'atheletics 2019- a unique Inter School competition. Students from Grade III-V (Gaurang Gandhi III, Dishant Chadha IV and Arth Jatwani V) made the school proud by clinching the second position among 20 participating schools. The students cleared three rounds to qualify for the finale. These rounds included Sprint Round which focused on speed and accuracy, 100 meter dash with various time based mathematical quizzes and Hurdle Race which focused on problem solving and analytical reasoning. This once again proved the quality learning provided by the school.





# WORLD THROUGH MY EYES

Can you see it there? Over there, above the cloud shaped as rabbit? Can you see my dreams, my vision, my hope, my ideas and my imaginations there? Can you see the world through my eyes?

Manav Rachna International Schools, provide their students an opportunity to grow at their own pace, for us they are the little saplings who require us to nurture them and that's exactly what we do. We don't shape or modify them, we believe that every child is unique and has its own aura. We just nourish them and they shine on their own, illuminating us in the process.

"I was mesmerized by the beauty of Kashmir. Words don't do justice to it. It is something that can only be felt and treasured as a memory for lifetime. It is undoubtedly one of the most exciting tourist destinations in India but the threat of terrorism lurks when you talk to the local people. But as said, 'Hope is healing and healing is happiness', Thus I pray that this charismatic valley becomes a peaceful place where lives breathe easily and freely"



Ms Ankita Sinha, Primary wing teacher



"This year I visited my maternal grandparents with my mother and younger sister during the summer break. They stay in Nagpur, Maharashtra and I was very excited as travelling by train is a very enriching experience. I visited the center of India, it is known as Zero Mile, a pillar marks this spot. We clicked a few selfies there. Nagpur

is famous for oranges and there are many orchards in the adjoining villages. I went for a picnic with my family at one such orange orchid. This farm belonged to my nana's friend. It was amazing to see lemon trees in the orange orchard as well. I plucked a few lemons and this was for the first time that I had plucked any fruit or vegetable.

I also visited the school where my mother studied. Soon the day came when I had to board the train back to Faridabad. I was a bit sad but the wonderful memories of my stay in Nagpur made me smile again."

Anvesha Parmar, Grade 5 (Rabindranath Tagore)



## Why Black & White?

I wonder why black & white?

Why not something beautiful & bright?

Why Black & White? Am I right?

Yellow, brown even Blue

Look for a little clue

Red, purple, pink they're all such

beautiful colors don't you think??

Look at the rainbow in the sky

It makes me feel so high!

Draw with a color bright or do you still want to stick with Black & White??

Ramyra Sapra, Grade 3 C (Europe)



# SUMMER PROJECT EXPERIENCE



Ms Priyanka Kanojia,  
Senior Wing teacher  
MRIS Charmwood

*One summer, one curious mind, one opportunity and much to learn from it- Manav Rachna International Schools, tend to teach the little one not what but how to think!*

*An important message for humanity, 'We do not inherit the earth from our ancestors; we borrow it from our children'*

"The need of the hour is to save our planet against various challenges like pollution, water crisis and scarcity of resources. As such it is crucial that the children who are the major stakeholders be aware of these challenges and contribute every bit for the cause.

We at Manav Rachna International School Charmwood have taken up the onus of creating global and responsible citizens. Children across the grades have been working with an UNSDG goal each. The goals taken up by our school are:

- 1) Clean water and sanitation
- 2) Responsible consumption and production
- 3) Life on land
- 4) No poverty, zero hunger and quality education

The sessions aim at sensitizing students against the problem. Students of the school research, collect data, analyze and interpret it. They conduct surveys in the school and in the community. The young heads brainstorm and come up with innovative ideas to deal with plastic pollution, water crisis, saving food, curbing hunger, providing quality education and most important the sustainable use of resources.

This project has been instrumental in creating awareness amongst the pupils. They realize the importance of immediate action plan to deal with these alarming problems. As a part of this, they have made a lot of usable items out of waste like bird houses, CD coasters, bird feeders, wall organizers etc.

This process promotes empathy, cooperation, leadership skills, critical thinking and problem solving skills, which will help them evolve into better citizens who have the ability to create a sustainable environment.

*'We are the first generation to feel the effects of climate change and the last one to do something about it.'*





# WITH A HOPE TO CREATE A BETTER WORLD



**Hiral Krishnatray,**  
Grade X Student of MRIS Charmwood.

The journey of plastic material started as a very useful substance for day-to-day activities and later, became an indispensable and extremely important part of our very existence. However, with the passage of time, humans realized its ill effects. Plastic was found to be a non-biodegradable substance taking millions of years to decompose. Despite being well aware of its hazards, plastic continues to be used.

Such is the menace that plastic is dumped everywhere - on land and in water. As a result, it has become a part of the food chain, thus, causing a danger to all plants and animals in water and on land.

We must realize how alarming this situation is and take effective and immediate steps to curb the usage and disposal of plastic. It's high time we show solidarity towards nature.

Realizing the gravity of the situation, MRIS Charmwood has a dedicated slot which caters to discussing problems related to the environment and finding solutions. This slot is called the Annual Project (AP) which is conducted once a week. The students are divided into four groups concerning the given issues: No poverty, zero hunger and quality education; Life on land; Clean water and sanitation; and Responsible consumption and production.

"I am a part of the group 'Responsible Consumption and Production'. In our AP slots, we have been discussing the menace of non-biodegradable substances like plastic and glass. During our AP slot, we work in groups. We made posters for raising awareness on this topic and discussed workable solutions to these problems. We learnt about the 3Rs (Reduce, Reuse and Recycle), conducted surveys to find how people manage plastic, reuse grey water etc.

Our survey showed us astonishing results only two percent of the people interviewed were practicing the 3Rs."

We talked about bringing back ancient methods of water protection like bamboo drainage patterns, step wells, and canals. We reused plastic pens for making stands, made bird feeders with old plastic bottles and cut down on the usage of plastic cutlery, etc.

We all know that a little progress every day adds up to great results. This initiative has encouraged us to work positively towards our environment. We are all responsible global citizens and it is our duty to work on issues that plague our environment.

As said, 'little drops of water make a mighty ocean'. So, we all join hands in the hope of creating a better world.



# EXPERIENCE THE INNOVATION

## TECHNOLOGY- THE WINGS OF EDUCATION

Manav Rachna International Schools are not just about latest technologies for tots but also effective usage of technology for future leaders.

"I love the idea of a Tab Lab. It is so exciting to work and learn on iPads. We get to open them with a password, make PPTs, attempt crosswords, use paint to draw and do many more interesting things.

For Maths, we write tables in pages, or take measures of things and note them down. For English we make mind maps in the Popplet app or do grammar exercises in pages. In CREST we attempt crosswords, draw diagrams in Paint and write names of continents and countries in pages.

One day we even tried a fun app called Duck Duck Moose where we took photos of non-living things, drew a mouth on them, recorded lines and made the non-living things speak those lines. The best thing about that app was that we could add accessories to our non-living things."

**Adya Gupta,**  
Grade 5 (Alfred Noble)



## TASTE EXPERIENCES TO UNDERSTAND THE FLAVOUR OF LIFE

Manav Rachna International Schools- Where theory is taught to understand, and practical

knowledge is provided through the reality of life.

"During these summer vacations I visited the Dravyavati River Project in Jaipur. This artificial river is an example of good flood management and has been developed by the Rajasthan government. This visit made

me think about the havoc that floods can wreck and the ways of preventing them which led me to research about the current preventive methods and developed a project flood management.

The retaining walls on the river banks and the coastal defence walls on the coasts stop floodwater from entering the city. These water bodies are connected to the detention basins to store excess water and give time to the citizens to evacuate the city.

Unclogged drainage systems along with water alarms in dams are very important to avoid floods. Having green areas near the water bodies and special

pavements/footpaths (inspired by the Chinese 'sponge cities') for absorbing the water and sending it to the ground to increase the groundwater levels are also some useful methods. Effective town planning where the city is away from the water bodies is a good way of avoiding floods. All these methods are able to predict, prevent and give precautions related to floods."

**Dhwani Jain,**  
Grade 9 (Pythagoras)





## OPEN ACCESS TO LEARNING: FOSTERING LIFELONG LEARNING

Ms. Deepali Aswal,  
Senior Wing Teacher at MRIS  
Charmwood

*"Teaching is the supreme art of the educator to awaken joy in creative expression and knowledge"*



The fundamental aim of teaching is to make students learn the subject matter with the deeper understanding of themselves and the world. The learning objectives of the sessions are focused on the student engagement which includes the curiosity, interest, optimism and passion to learn and progress in the subject.

One of the innovative practices to enhance student engagement is "Open Access" wherein students get the opportunity to investigate topics in depth and to participate in choosing the topic to investigate. Choice is also a powerful element in the learning process. Students need to be able to make these choices. This, however, does not mean total choice all the time. In this method, students enjoy three kinds of choices at various times:

**Total choice of learning topics:** Students get a chance to opt for the topic they like to study, topic they are curious about and their interests. This enhances inquiry learning to enable them to investigate their topic.

**Choices within a topic or theme:** Students get a choice within a topic or theme which enhances the in-depth understanding of the specific sub topic.

Choice to select from the series of options that teacher offers helps students to reiterate the ideas found in the given option. The lesson taught with "open access" helps in creating small learning groups around the student's choices and inquiry learning to investigate the topics. Hence, making it easier for the students to broaden their understanding and enhances their appetite for learning.

### GROUP PROJECTS: ENHANCING COLLABORATIVE LEARNING

Group Project is one of the strategies used by the teachers at MRIS to bring out the best in learners and to maximize their learning. Group projects can help students develop a host of skills that are increasingly important in the professional world. These projects help to reinforce skills that are relevant to both group and individual work, including the ability to break complex tasks into parts and steps, plan and manage time, better and more lucid understanding through discussion and explanation, develop stronger communication skills and so on.

Group projects can also help individual students develop skills specific to collaborative skill sets such as tackling complex problems, delegating roles and responsibilities, thus developing leadership qualities, share diverse perspectives, pool knowledge and skills, develop new approaches to resolving differences, establish a shared identity with other group members and develop their own voice and perspectives in relation to peers.

This strategy is very effective as it often helps to address more complex and authentic problems by groups of students than they could do individually. This also makes teaching - learning more stimulating and unpredictable, since groups may approach tasks and solve problems in novel and interesting ways. This strategy surely breaks the monotony set by the old school lecture method of teaching.





Ishika Arora,  
Grade XII student at MRIS Charmwood

# “MISTAKES ARE AN OPPORTUNITY TO LEARN”

*“The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience.”*

Education is not preparation for life; education is life itself. Everyday throws a new challenge towards an individual but with the opportunity to overcome it. One is not born with all the qualities that are needed to face the obstacles in journey of life. A person learns and acquires the credentials to face the difficulties by reflecting on various experiences. Experiential learning is the process of learning through experience, and is more specifically defined as “learning through reflection on doing.”

Experiential learning can exist without a mentor and relates solely to the meaning-making process of the individual's direct experience. A genuine learning experience requires certain elements. It is most easily compared with academic learning.

While the dimensions of experiential learning are analysis, initiative, and immersion, the dimensions of academic learning are constructive learning and reproductive learning. Both methods aim at instilling new knowledge in the learner. Academic learning does so through more abstract, classroom-based techniques, whereas experiential learning actively involves the learner in a concrete experience. Students learn a lot when exposed to real life situations whether in the form of open debates, group discussions, various councils or committees. It is commonly observed human tendency that a person only thinks when confronted with a problem.

Taking the real life example of the respected Prime Minister Narendra Modi, one can very well figure out that it is the journey of all odds and events of life, and most importantly, how one reacts in different situations, transforms an individual to stand out in the crowd. Born to a Gujarati family in Vadnagar, Modi helped his father sell tea as a child, and later ran his own stall. He became a successful leader only because he faced the difficulties of life and knew how to tackle them.

Students may tune out lectures if they think the material doesn't pertain to the “real world.”

Experiential learning takes data and concepts and makes them “real” by applying them to hands-on tasks, with real results. As the student interacts with the information, it becomes real to them. Of course, each student's learning experience will be guided by his/her unique past experiences, and thus, each will interact with the information and the task in different ways - and with different results. It also involves trial by error.

As students engage in hands-on tasks, they find that some approaches work better than others. They discard the methods that don't work, but the act of trying something and then abandoning it - ordinarily considered a “mistake” - actually becomes a valuable part of the learning process. Thus, students learn not to fear mistakes, but to value them.

Most experiential learning activities are collaborative in nature, with students working in groups. Through these team projects, students learn to work more effectively together, developing a plan of action, and utilizing the unique qualities of each team member. In turn, the students learn real-life leadership skills, as well as how to apply critical thinking and adapt to changing circumstances. Hence, one should take every mistake as an opportunity to learn and transform into a better human.



# "WORLD THROUGH MY EYES"



## TASTING CULTURES & PLACES WITH AN ADMIRABLE EXPEDITION

*Children experience places with all their senses embracing the true essence of the world around them. These physical locations act as an idea for them for their positive mental construct.*

This summer vacation I went to Dubai with my family. It is such a nice place. It has so many big buildings. It has so many attractions to visit. It is a well planned and very beautiful city. I learnt very interesting things about the city and am very excited to share with my friends. Amusement Park amused me with its themes. The tallest building in the world is the biggest attraction in Dubai. We went to its topmost floor and could see the entire view of Dubai. We even witnessed the fountain show and laser show on the building. Dubai Theme Park is my favourite place in Dubai. I also went to Dubai Marina area; it is very beautiful with all the houses and offices around the water. It was a memorable trip. I wish I can visit the place again.

Rajbeer Singh, Grade 4 (Indian Ocean)

## EVERY EXPERIENCE IS LEARNING BENEATH

*The vibes of the people, environment and culture, all combine to give enchanting experiences when observed with patience and curiosity.*

"My first visit to Paris was quite a remarkable and an unforgettable experience. I was completely mesmerized to see the City of Lights. It is a modern city with an intricate architecture and history. I was wonderstruck to see the 324 meters tall Eiffel Tower. It is the tallest structure in France, and I found that the elevator completes around 1,03,000 kms a year. I have been one of those fortunate people who have seen the Eiffel Tower.

Being in Paris was like being in the City of Cheese. The City is quite famous for its heavenly Fromage cheese. The second longest flowing river, the Seine River, which flows completely in France, is host to several stunning views of the city. It was quite exciting to be at Luxembourg Garden which has many statues and octagonal basin of water where children sail model boats. An interesting fact about the garden was that it was the creation of Marie De' Medici, the widow of King Henry IV of France.

Well, that was not the end. Passing through the canals, seeing the monuments, and travelling through the city feels like a crossing a huge open-air museum. I just fell in love with the romantic city."

Samaira, Grade 8 (Kalam)







## “SUMMER PROJECT EXPERIENCE” YOUNG CHANGE MAKERS FOR SUSTAINABLE DEVELOPMENT

Sustainable Development Goals are the blueprint for a better and a sustainable future for all. Students of Manav Rachna International School are working on the Sustainable Development Goals as a part of their Annual Projects gaining the core qualities of empathy and compassion.

Each sustainable goal addresses a global challenge being faced by every country and every individual. 'Interconnectedness' is one of the practices that can help us meet each goal by 2030 or sooner. This is a global movement to bridge the unprecedented gap between the haves and have nots which stand in the way of sustainable development.

With an encouraged participation of students in the Annual Projects at Manav Rachna International Schools, students are working on the Four UNSDGs (1, 2, 4, 6 & 7)- No Poverty, Zero Hunger, Quality Education, Clean Water and Sanitation, and Clean and Affordable Energy. Within these goals, students are exercising the core values of Effort, Respect, Integrity and Ethics that are a part of the overall school curriculum. The project is divided into different sections and the students are given the opportunity to nurture these traits. This project aims to promote cooperation and collaboration to make a remarkable change in the lives of many. The Power of Kindness and Empathy as well as Planning and Implementation is a highlight in development of each and every segment of the project.

To accomplish the goal of this Annual Project (UNSDG 1, 2 & 4), a Govt. Primary School at Papri Village has been adopted. During this project, 'Kindness' as a value was explained to the students and how an act of kindness brings happiness to millions of people. To continue the same zeal, children of AP-2 made a “Bird House cum Bird Feeder” as an act of Kindness to feed the birds. Children also performed the same activity during their summer project and fed the birds with water and food.

The 6th Goal- ‘Clean Water and Sanitation’ ensures availability and sustainable management of water and sanitation for all. Students envisaged the plight of women who walk long distances to fetch water which included research, interpretation and comparison of data of various parts of India. They researched about the legislation pertaining to ground water extraction and calculated total percentage of the world population and the top 10 water stressed countries that highlighted India with highest percentage i.e. 19% of world's population is without access to clean water live in India. As a part of the UNSDG 7 Annual project, students have shown awareness and enthusiasm to practically apply the Annual Project at home as well by minimizing the use of electricity.

With these annual projects, community connect was established by the students under the supervision of the school and they merged as young Social Change Makers.



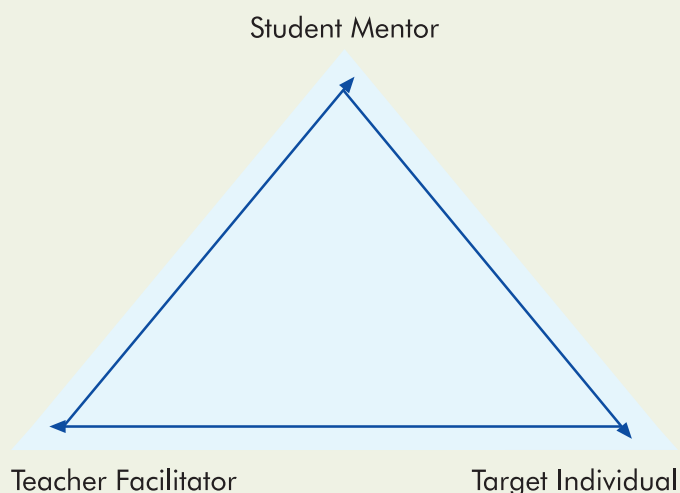
# FACILITATING LEARNING FROM YOUNG RESOURCES

For a literacy program to be effective, it needs to be quick and easy, with flexible timings and locations.

This thought acted as a premise while launching the ambitious summer voluntary project at MRIS, Mohali, wherein the student volunteers had to identify a helper and then to teach him/her. For this extended summer project, the students were mentored for the successful accomplishment of the Annual Project: Community Connect.

The students, who volunteered for the project, were given literacy kits and were apprised about the working of the Literacy kit through an induction session. After the selection of a target individual, student mentors were able to teach effectively with the mindful usage of literacy kit through Pictorial representation with phonetic sounds that the learner was able to grab the alphabets quickly and to form words.

The following flow chart explains the process of this practice:



The efforts of the student mentors brought them to the limelight when the learner started to read after an effective session of merely two hours. The pretest in the kit helped the student mentor to understand the level of understanding of the target individual which further helped the student volunteer to design the sessions accordingly.

The target individuals for this voluntary project ranged from children to senior citizens. They were able to read a newspaper at the end of 5 sessions of 20 minutes each. This doesn't only equip them to be functionally literate but also empowers them with knowledge and confidence.

This short practice under the Annual project reflected upon the children as major untapped resources who when given a chance and a direction surpassed everyone's expectations and emerged out as great community helpers. The students involved in the process developed many skills such as Inquiry, Research, Critical thinking, Resourcefulness, and Teamwork.





## INTEGRATING ICT WITH CURRICULUM TO ENHANCE LEARNING AND EXPERIENCE

ICT (Information and Communication Technology) has been well-integrated into teaching and learning, and aids in the development of pupils' digital literacy, primarily through ICT in Schools programme. This Programme focuses on four key areas:

- The provision of essential ICT infrastructure within schools The provision of access to broadband connectivity to schools Continuous professional development for teachers in ICT
- Integrating ICT within the curriculum and providing curriculum-relevant digital content and software

It extends the scope and reach of student learning beyond the walls of the classrooms. "Classroom" application installed in iPads helps students in collaborative learning and even helps teachers to monitor the students' actions.

The meaningful integration of ICT across all grades allows children to discover, make choices and realize the impact of those choices, as well as to explore, imagine, and solve problems. Early Years i.e. Toddlers, Nursery and KG have technical skill sessions where they explore all the seven learning areas through games installed in their iPads. It provides them practical hands-on experience and also increases their motor skills. Children undergo hands-on training in various ICT sessions like Movie Making, Bee-Bot challenges, installing applications from App Store, videography and photography. It is ensured that the apps which are selected to be installed in iPads allow problem-solving, initiate decision making, have a high level of interactivity, and require reading, writing, listening, and/or speaking. In addition to individual use, children frequently use iPads in small groups for a variety of purposes. A specific example of this small group work is applicable during research part of various Annual Projects where students find statistical information on various issues and challenges faced by the world in which they interpret the data and analyse the information required. Assistance from the teachers is limited during individual and small group use in order to encourage independence among the students. In addition to this, PowerPoint presentations are not only limited to ICT curriculum but are integrated with other subjects so that students can apply their knowledge and understanding in technology in multiple ways.



## A PRACTICAL APPROACH TO TEACHING & LEARNING

*"We cannot teach our students the same way as we were taught."*

Soft Skills Development Program has been so designed at MRIS helping the learners through a combination of technology, curriculum, and activities. It encompasses a wide range of themes like communication, interpersonal skills, attitude building, social skills, time management, responsibility, self-confidence, self-awareness, self-control, self-management, problem solving, critical thinking, negotiation, cooperation, collaboration, and teamwork, etc.

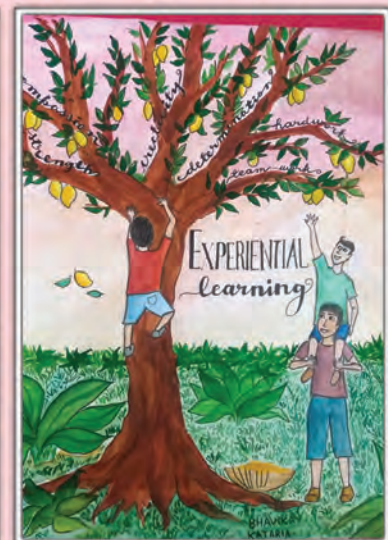
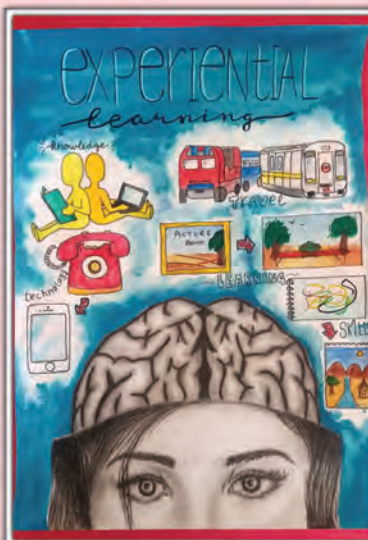
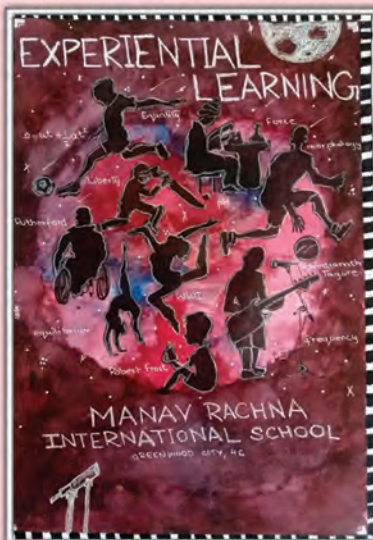
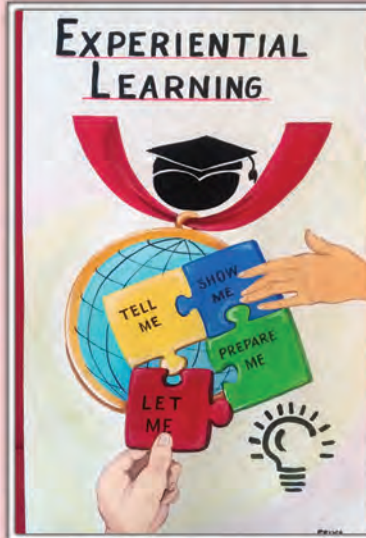
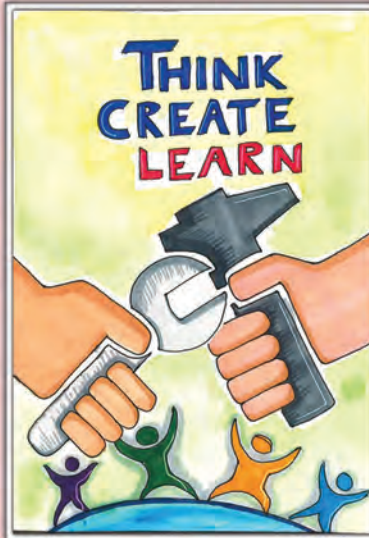
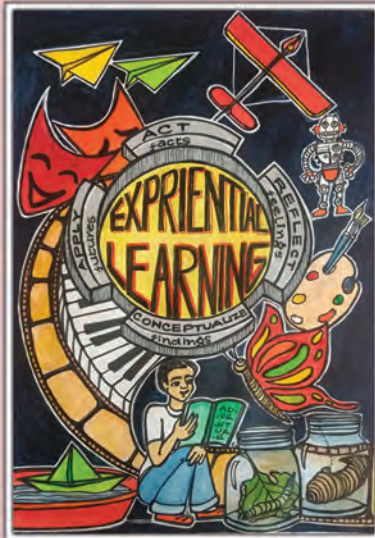
Learners here are engaged and involved in hands-on activities that promote experiential learning. They are indulged in student-driven activities such as conversational prompts, group discussions, debates, role plays and research work. These activities build confidence in the learners and promote their self-esteem. Professionalism is instilled in the classrooms by allowing the children to set clear goals and expectations. Excursions and Edu-trips are organized for the students to let them explore more and have first-hand information and experience of the concepts delivered during the sessions. To give a real life shape to their learning, the students take up a number of projects. For instance, if they are educated and trained on Pet Safety, the students adopt or bring their pets and observe behavioral changes in the pets under different, but controlled situations. SWOT Analysis is introduced to the students so that they know their Strengths, Weakness, Opportunities

and Threats, and thus, become more self-aware and ready to face the world. In order to assess the progress and development of problem solving skills and critical thinking in the students, they are given numerous case studies enlisted with problems related to peer-pressure, behavior, stressful student life, and personality and prestige issues.

The program thus strives to fulfil the aim to create and nurture 21st century learners through an amalgamation of various strategies that promote and cater to the learners' interests, needs and requirements.

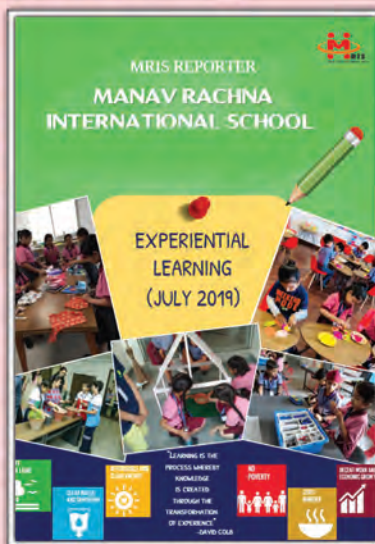
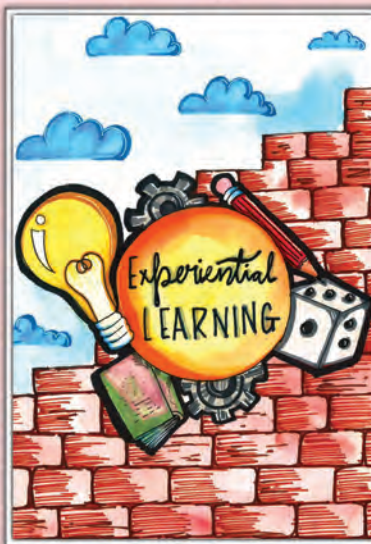
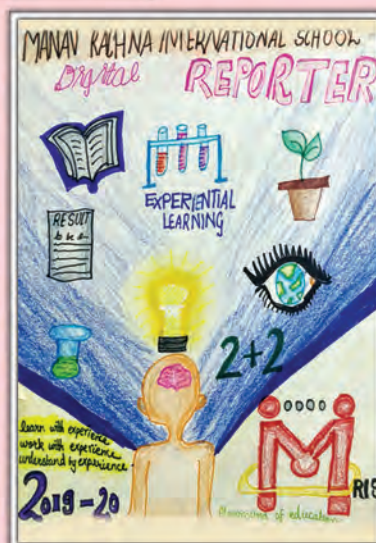
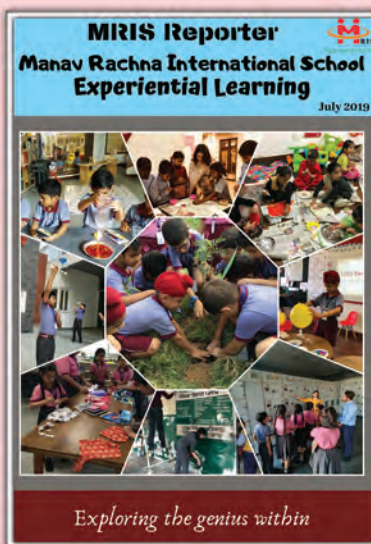
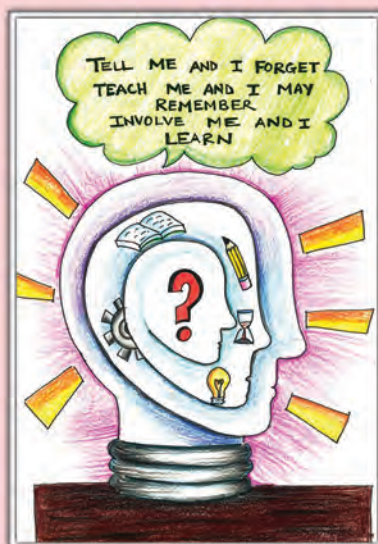


## ART CORNER





## ART CORNER





# SPORTS ACHIEVERS



- A great CSR initiative of Sony India in collaboration with Manav Rachna Sports Academy and The Art of Living has been initiated to help the youth of India live their Sporting dreams. 60 selected athletes in the Sport of Badminton, Table Tennis, Shooting and Football will be provided with an all sponsored Training in state-of-the-art infrastructure with qualified coaches, The Art of Living will help these athletes in the mental training aspect of the game.



- Anish Bhanwala, MRIS CW is the proud recipient of the Rashtriya Bal Puraskar (2018-19) from the President of India. He won the Bronze medal in the 12th Sardar Sajjan Singh Sethi Masters Championship 2019. He became the Haryana State Champion 2019 - in Rapid fire (Senior Men) pistol at Haryana State Inter School Shooting Championship. He is also the youngest Indian Commonwealth Gold Winner (25 mtr rapid fire) at 2018 Commonwealth Games. He has also won the Bronze medal in the 12th Sardar Sajjan Singh Sethi Masters Championship 2019 held at the Dr. Karni Singh Shooting Range, Tughlakabad.







- Vibhuti Bhatia of MRIS-14 won individual Bronze medal in 10 mtr Air Pistol Junior Women at Haryana State Inter School Shooting Championship.
- Sanya Sharma student of MRIS Charmwood bagged a Gold medal at the Haryana Shooting Championship Competition 2019 & a Silver medal at the Haryana Inter School Shooting Championship Competition 2019 in the air pistol 10 mtr events.
- Sanjana Sood, student of MRIS, CW won in both Junior and Senior category in Haryana State Shooting Championship.



- Faridabad District Badminton Association organized the 40th edition of Open Faridabad District Badminton Championship 2019 in which more than 550 players participated. The chief guest of the opening ceremony was Mr. Sarkar Talwar, Director-Sports, MRIIRS amidst other dignitaries such as Sanjay Sapra (General Secretary); Anand Mehta (Patron); B.R Bhandari (Vice President); Mamta Wadhwa (Director Principal MRIS-14); Hemant Sharma (Joint Secretary); Agam Talwar (Executive Member); Alka Chugh ( Finance Secretary) & Kamal Vashishth (Executive Member).

A platform to uplift, enlighten and strengthen is what FDBA & MRSA share under the supreme guidance of Dr. Amit Bhalla, President, FDBA & Vice President, Manav Rachna Educational Institutions.

- Manav Rachna Sports Science Centre is proud to associate with The National Rifle Association of India as the official Sports Science partner of the Indian Shooting Team. The teams are participating in the ISSF- International Shooting Sport Federation Shotgun World Cup in Finland from the 13th of August.





# WORLD THROUGH MY EYES

## TRAVELLING WITH SCHOOLMATES TO A FOREIGN SHORE!

Mansi Gupta, Grade 9 (Pythagoras)

*From visiting United Nations headquarters to Ivy League Universities, to meeting real-life astronauts at NASA; our school trip to the United States of America was nothing but breath-taking!*

Travelling with friends is even more fun. And, I enjoyed every bit of our school trip to USA with my peers.

Visiting cities like Orlando, Washington DC, New York, and Boston was an experience of a lifetime. It was memorable and breath-taking. All these cities were marvellous but I liked Orlando the best. The best part was when we went to Universal studios, it is second to none. It's incomparable, unbeatable and in every way awesome. The rides were extremely thrilling. I was exhilarated by the experience.

We also got the opportunity to go for a campus tour to Ivy League Universities like Harvard, MIT and Berkeley where we realised the hard work one need to put in to make it to these universities.



At NASA, we met a real astronaut and were able to understand real experiences of being in Space. Challenges in the life of an astronaut and knowledge of various space programs enriched our learning experience.

And like confident delegates, we also walked into the headquarters of the United Nations. There we learnt about the vision and mission of the United Nations and its organisations.

Encountering the world of fishes is a rare experience. At the Sea World, we saw the famed Dolphin Show, Sea Lions and Otter Show. We also saw the capital city of Washington DC.

This trip was a great learning experience for me. It taught me how to be independent and exposed me to the culture and traditions of the economic super power of the world. It also gave me the opportunity to make new friends who are now a big part of my life. The experience has enriched me and taught me to dream big!





## EVOLUTION OF THE TEXTILE INDUSTRY

Adwik Das, Grade 8 (Charak)

During these summer holidays, I worked on a Social Science project on Indian Fabrics. The project was about the rich traditional heritage of India, which covers all types of handicraft and traditional textiles. Initially, it seemed like a cakewalk as both my parents work in the Apparel industry.

However, to understand the intricacies of the industry; my parents first advised me to do some online research. While researching, I realised and acknowledged the presence of handicraft items from different states in my own home. My maternal grandparents live in Lucknow and paternal grandparents are in Cuttack. My aunt has lived in Pune and Srinagar, and hence we had fabrics of Chikankari, Ikat, Sambalpuri, Paimthni and Embroidery at our home.

To source material for my project report, we went to the Craft Emporiums of various States in Connaught Place. On the way to the market, my father started telling stories of how the Indian textile industry evolved over the ages: Mohenjo-Daro, Medieval India, Khadi movement, Nil Vidroh, Swadeshi Andolan and more.

Travelling to various emporiums was like travelling through the streets of India. I entered the Khadi Emporium first and was told about the revolution of textiles by my father and the shopkeeper. The next stop was Gujarat Emporium. It was fun seeing the way they decorated the store on the theme of a traditional Gujarati house. The emporiums of Madhya Pradesh, Assam, Tamil Nadu, J & K, Uttar Pradesh and Maharashtra were equally invigorating.

The information and research that I did was then converted in to a PowerPoint presentation. I also made a chart on the map of India with samples of traditional fabrics pasted on it. After traditional textiles, I worked on the modern textiles. The fun part was that I could relate with each and every part of information with our daily lives and what we wear.

The project gave me an opportunity to learn and understand a part of the business that my parents are in. I have developed huge respect for the traditional crafts of India and will try my best as a student to conserve this heritage. Last but not the least, from next time, I will complete my homework first and then enjoy my vacations. I hope this inspires my fellow classmates.



## EXPERIENCE THE INNOVATION

### Edible Candy Wrapper for responsible production!

Ms. Sukhmani Khalpada, Class In-charge, Grade IV (Atlantic)

I am a firm believer in responsibly using the resources bestowed upon us by Mother Nature and I'm always curious and enthused about doing my bit to identify areas where we can contribute towards sustaining natural resources, helping in reducing toxic and non-biodegradable wastes which are endangering our habitat.

For young minds of our students, it is critical to be aware about pro-earth and pro-nature sustainable habits and behaviour which will be a cornerstone for their future and generations to come. I was really excited when I got to know that 'UNSDG Goal 12 - Responsible Consumption and Production' was introduced as a part of our school's pedagogy and as such always wanted to find ways where I could lead by example for the students to help inculcate in them, at an early age, a conscience to preserve our natural habitat in whatever small way they can contribute. To this end, when I got an opportunity to work on the 'Responsible Production' topic as a part of the annual project, I endeavoured to produce Biodegradable Plastic and Edible Candy Wrapper which I sincerely felt would generate curiosity in students to give them a first-hand experience of live implementation while strengthening their

understanding of these concepts for them to do advanced work in future.



It was a great learning opportunity for me as well, to be able to try out and see it first-hand that it is not really as difficult as we might think to produce pro-nature substitutes for plastic with ordinary items of daily use. To be candid, it was an eye-opening experience. I found that there are so many things in our daily life that we get used to and take them for granted. So much so that we may not be in a position to appreciate that there could be easy substitutes for some of them like bio-degradable plastic or edible candy wrapper. If we start using them even at a smaller scale, it can really make a lasting impact on our environment.

### F1 IN SCHOOLS - ZERO TIME

Formula 1 in Schools is a worldwide challenge which incorporates various aspects of design and technology in practical application. It involves designing and manufacturing a scaled miniature Formula

1 car for racing using Computer Aided Design (CAD) technologies. Additionally, it involves creating a team logo and uniform, obtaining materials and operating components for the car, creating a pit display and seeking sponsors and collaborators. We created our very own team "Zero Time" comprising Abishek Ramachandran (grade 9 Pythagoras), Nischay Goel (grade 9 Pythagoras), Sushit Tanay (grade 9 Pythagoras), Krish Aggarwal (grade 9 Brahmagupta) and Nikhil Ohri (grade 9 Pythagoras). The team had its own identity and uniform.

It was an enriching learning experience for us with multiple stages of competition. We learned a lot of skills like unique identification (Team Identity), role specification, marketing strategies (sponsorship), documentation of the project (Portfolios), presentation of ideologies (Verbal Presentation), Research and Development (car design and manufacturing research), graphic designing (Pit Display), evaluation and improvements, assessing inputs and outcomes, finance management (Budgeting), disaster and risk management, and car designing and manufacturing.

We had a joyous experience. We finished ninth in the national finals held at Noida. Overall, we had a very good experience throughout the competition. To sum up, we feel happy to have secured a good position amongst the 80 teams that participated in the event.







# ACHIEVING MULTI-LEVEL LEARNING GOALS THROUGH INDIA CALLING

## 550+ students of Delhi NCR make a resounding impact at 'India Calling'

Peer learning enhances when students interact and compete against each other, while achieving Multi-Level Learning Goals. Giving rise to imagination and creativity while leading to strengthening faith in one another and oneself; 'India Calling' is one such annual event at Manav Rachna International School (MRIS), Sector 46, Gurugram. More than just a competition, it is a platform for students to apply their knowledge, learn new things and introspect.

**India Calling**, an Inter-School event, is held annually in the month of August where students from various schools across Delhi-NCR participate and share their views through multitude activities. Conceptualized a decade ago, India Calling is based on thought provoking themes like Dharohar- Reviving the Lost Indian Heritage, Futuristic India 2045, India of my Dreams, Meri Maati Ki Khushbu- Folk India, Make in India and others.







This year, the school celebrated the 10th edition of India Calling for students across all Grades. More than 550 students from 24 renowned schools of Delhi-NCR participated on the theme **Navodit Bharat, an Emerging India**. Events included Artistic Yoga, Shadow Theatre, Stage Reading, Rap Relay, Standup Comedy and Poetry Alive; giving students the opportunity to showcase their talent in varied verticals. The two-day celebration culminated with a vibrant musical performance by the school alumni Rankirat.

Ms. Dhriti Malhotra, Director Principal, MRIS 46 shares: "The school has always endeavored to provide students with multiple platforms to channelize and fashion their thoughts in a positive direction. We strongly believe that a nation becomes what its young people read and do in their youth. Its ideals are fashioned then, its goals strongly determined".

Combined with these events is the holistic curriculum model of the school across all grades. Academics, Sports and Performing Arts at MRIS feed the varied sensibilities of students and prepare them for the world, and its multitude platforms. Annual Projects, a unique concept adopted by the school based on United Nations Sustainable



Development Goals inculcates necessary soft skills in the students and develops them as holistic individuals. Students have initiated, in school as well as home, projects based on RO waste water management, waste segregation and composting, rain water harvesting, alternate energy sources and are looking for plausible solutions to problems plaguing the world.





# WORLD THROUGH MY EYES

## THE FIRST SUMMER VACATION

Ms. Deeksha Jain, Mother of Dev Kashyap, Toddlers

In his first summer vacation, Dev went to his Nani's house in Bijnor. He enjoyed a lot as he got a big open place to run around and do cycling. He celebrated his 3rd birthday there with the nearby young kids and his happiness knew no bounds when he took a holy dip with his papa at the Ganges River in Haridwar. He spent time with his maternal grandparents and learnt some very good habits such as having cold coffee, greeting everybody, coloring, watering plants and feeding birds every day. When he came back home, he missed his maternal grandparents and asked to go there every weekend. Now he talks to them on phone and does video calls too. The best part is that Dev has become a good friend and partner in crime to his mama (maternal uncle) and likes to talk to him endlessly.



## EXPERIENCE IN DALHOUSIE

Vedika Mendiratta, KG (Mercury)

This summer break, we went to Dalhousie by car with my family. The hotel where we stayed was very beautiful, and had many stairs to climb. After reaching the hotel, we ordered our food and then we took rest in our rooms. Later we went to attend bonfire in the play room and celebrated my sister's birthday.

The next day we went to Khajjiar and Chamera Lake. Khajjiar is famous because in 1999 the president of Switzerland came there and it is also called the Mini -Switzerland. The Chamera lake was in Chamba, it was far from there, so it took us 6 hours to get there.

The next day we went to the Tibet market which is known for Buddhist painting. We bought paintings for our home and my friends. We also bought other stuff from there. Then we went to Gandhi Chowk , special for its mall road and restaurants. We saw virtual reality show there and also went to sun set point; we enjoyed there a lot. When we were coming back to hotel it started raining heavily and the sun was also shining bright, so we saw a beautiful rainbow.

I saw it for the first time so I was very excited. Then we sat on the terrace, ate our dinner and slept. The next day we had to head back but I didn't want to come back...that is how I enjoyed in Dalhousie!





## TREK TO CHANDRANAHAN LAKE

Ayaan Gera, Grade-2 (Nilgiri)

"Instead of visiting any commercial place during my Summer Break, my parents always plan to take me for Trekking. This time we went for a trek to Chandranahan Lake. It was so much fun being at 14000ft in (-3) degrees with my parents. I was so close to nature and we camped for 6 days. We were thrilled to stay in the camp and watch sheep as well as horses grazing grass right in front of our camp, which was the focal point of our trip. We played lots of games over there. Those days gave me memories to cherish forever."



## LEARNING FROM NEAR & DEAR ONES

Anushka Ticku, Grade IV (Atlantic)

"I enjoyed my summer vacations this year a lot because I learnt new things, I visited and explored new places. I went to my maternal grandparent's house, Akshardham, Kingdom of dreams and Birla temple. I met my relatives and learnt good things from my elder sisters at my maternal grandparent's house. The 'Water Show' at Akshardham was mesmerizing and one can never forget the glimpse of those colourful water waves dancing beautifully. During the show, they told a story and the moral was we should not be angry with anyone without a reason. I also went to Kingdom of dreams with my aunt, uncle and my little sister. We also enjoyed in Kingdom of Dreams. At Birla Temple, with my parents, I explored new things and learnt about Gods and Goddess. I also studied during my summer break. I spent time with my grandparents and really enjoyed my holidays a lot."



# SUMMER PROJECT EXPERIENCE

## WATER WATER EVERYWHERE AND NOT A DROP TO DRINK



Yeshika Gupta,  
Grade 7 (Aryabhata)

Water crisis is growing in India and It has already hit Chennai. It has been predicted that the groundwater is going to be 0% in many places by 2020. The places which will face this crisis are Delhi, Hyderabad and Bengaluru.

school project we were guided to bring in effect some solutions which can help us to prevent water crisis. These included: Rainwater harvesting, Treatment of polluted and sewage water.

We studied in detail about these concepts and were made aware about the entire procedure. It is a permanent problem and needs permanent solutions. It is also said "Little by little, fills the pot." So, let's all do our best to save the water.

## PLIGHT OF AND FOR WATER



Vyom Sehgal, Grade-6 (Scholars)

Only 3 percent fresh water is available. Of this, only 1 percent water is found easily, a situation which can affect us adversely. 60 percent of the world's population doesn't have access to clean water. In India, more than 163 million people don't have access to clean water. There are several places which are suffering from drought or low water table.

In our summer project, we were taught about various ways to SAVE WATER:

1. While brushing teeth don't, keep the water running
2. Check your faucet regularly
3. Practice rain water harvesting
4. Do not install automatic taps because they have a sensor which detect any object, resulting in wastage of water
5. Use buckets to wash cars or for bathing
6. Do not waste food because about 70% of water is used for agriculture



# EXPERIENCE THE INNOVATION

## CHILDREN LEARN AS THEY PLAY, MOST IMPORTANTLY IN PLAY CHILDREN LEARN HOW TO LEARN

We at Manav Rachna believe in imparting learning through hands-on activities that stimulate the child's senses. Sensory play is an important part of learning. For this purpose, a Sensory Area was created to sensitize children towards the sense organs. Children had a good time exploring and learning about how our sense organs help us do different things.

Sensory play is beneficial for children in following ways:

- It helps to build nerve connections in the brain.
- It encourages the development of motor skills.
- It supports language development.
- It encourages 'scientific thinking' and problem solving.

## UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

Value based learning in the Early Years through the 'Big Projects', which are in correlation with United Nations Sustainable Development Goals had been initiated. Their first Big Project is based on 'Why is it important to save electricity and water?' The Big Project aims to bring awareness of the fact that 'flicking a switch' or turning on the tap for water is so quick and easy that one almost never considers the huge positive impact electricity and water have on our daily lives.

The children have been exploring about electricity through discussions, demonstrations and experiments. It is heartening to witness that they are keen to help save electricity. As part of the Big Project, they also conducted a simple survey regarding electricity being used at home and the steps they can take to reduce the usage at home.

At School too, children have taken over the role of 'Power Savers' and ensure that they turn the switches off when they leave the room. If we can manage to spark off the initiative to 'save electricity' in our little ones, we are sure a big change can be brought about.







### EXPANDING IMAGINATION AND CREATIVITY 'PLEASE EXCUSE OUR MESS, WE ARE MAKING MEMORIES.'

The faith that keeps things going at Manav Rachna International Schools is that every child is an artist who looks at the world in his/her own unique way. Visual Arts is an integral part of the Manav Rachna Early Years Curriculum. Children have been exploring various aspects of Visual Arts in Toddlers and using paints, crayons along with a variety of material like - comb, balloon, sponge, etc to create art. Such activities foster creativity and imagination in children, apart from boosting their self confidence as well as strengthening their fine motor skills and eye-hand coordination.



### IMPORTANCE OF TRUE FRIENDSHIP

Friendship is priceless. It is a treasure for those who have true friends. Friends are those who help us in every situation no matter what, but every person who flatters and praises is not a true friend. If we don't have a friend, we feel lonely. A true friend should be trustworthy, helpful, selfless and a good human being. We live in a world where gravity exists, so if we go up, we come down also. A true friend encourages his/her friend to recover from his downfall and failures. Our friends should not be taken for granted. They are not only meant for hanging out or gossiping, etc; we should learn to respect our friends and should always help them. Many people will walk in and out from our life but only a true friend will leave footprints in our heart. We should always value friendship as once it is broken, it cannot be easily mended.

Vrinda Sharma, Grade-VII (Aryabhata)





# WORLD THROUGH MY EYES



## “TO TRAVEL IS TO EVOLVE”

Jim Corbett -Nainital Trip

Educational and adventure camps promote the concept of peaceful coexistence of man and nature. Manav Rachna International School believes to give a holistic approach to the students towards life. 128 students of Grades 4 to 8 went for an adventure and leisure trip to Jim Corbett National Park and Nainital under the supervision of the Principal, teachers and trainers from SPACE.

Enroute, they had a fun filled experience amidst good music and company of friends. Students found themselves engrossed throughout the first day in various activities which helped to bring the spirit of camaraderie to the fore. The same evening was filled with adventure activities at a camp in Devbhoomi. Next day, students visited ARIES Observatory, a 50 year old Observatory situated on quiet and picturesque hills. Students were amazed to see the functioning of reflecting telescope and mechanism of opening of dome and focusing in the direction of an object. Visit to Eco Cave Garden comprising six caves was filled with excitement and adventure. Shopping at the mall road for their family and themselves was a pleasurable experience.



The third day was the much awaited Jungle Safari! The keen eyes of the students did manage to sight peacocks, monkeys, deer and a herd of elephants and the mighty tiger. The DJ and music every evening infused them with energy for the next day.

The camp instilled in the students key tenets of being independent, active and alert. They relived the tag line of every adventure camp which starts with “I CANNOT” and ends with “I DID” just by doing it! The 'Call of the wild' is there to stay for long in everyone's memory.



## “ENTREPRENEUR WITH MY VERY OWN COMMUNITY LIBRARY”



Zayyan, Grade VIII (Bose)

We were encouraged by our school to undertake an internship project during our summer vacations. I therefore, visited Xebia, the Company where my mother works and met senior people across various roles. The visit was enriching and I came back with the idea of starting ‘My Own Community Library’.

After consistent efforts and a lot of challenges, we were able to run the library efficiently for one-month duration (June 2019). Books for the library were arranged through donations made by people. I assembled a team to help run the library. Several operational problems were identified. For instance, what if somebody accidentally damages a book, should we repair it? We identified many such situations and worked on solutions for them. We decided to make an issuing card which had the details of the person who was issuing the book. The card would cost 50 rupees if someone wanted to issue a book and this was a kind of a safety deposit which we could forfeit if someone didn't return the book. The money was then given to the donor of the book. We also decided that if a book is severely damaged, then we can charge the cost of book plus a 10 rupees fine. This money was also given to the donor of the book. We identified a nice building for the library and started putting temporary furniture for the librarian and visitors who would like to read the book within the library itself.

Our team started out as a friend group but gradually evolved into a working team. We made comics which we let our peers read. In turn, they gave us used sheets of paper to make more comics on. We have since made many improvements in our team. Perhaps, our journey has just begun. We are not planning to stop now and want to make this a real corporate team. We have made many comics; and our own comic series named as ZOMITCS.

I thank my school for motivating us to take up such projects which practically inculcate in us all the soft skills required to be better leaders and a good human being.

## NURTURING A “GREEN LIFE”

Nishtha Sharma, Grade 8 (Bose)

During the summer vacations, I pursued my passion for gardening. After taking permission from the secretary of the society where I live, I began my gardening project in the vacant area of our society. The society gardener was my guide during the process. I first mowed the land and added manure to it. Plants were bought from a nursery on the Golf Course Extension Road. After mowing and manuring the land, I planted Curry Patta saplings. It was ensured that the plants get adequate sunlight for growth. I watered them regularly and the saplings nurtured into healthy plants. Today, the plants are being used by various society members. The experience enriched my understanding of gardening and the growth cycle of plants.



## COMPREHENDING “KINDNESS”

*“Kindness has a beautiful way of reaching down into a weary heart and making it shine like the rising sun”*

To carry forward the mission of developing a child harmoniously and holistically by emphasizing on physical, cognitive, emotional, aesthetic, social and spiritual needs; soft skills sessions were started with great fervor at the school. The first theme of the session, Kindness, was taken up from Grade I to VIII. As an extension to the theme, Anti bullying sessions were also taken up. It is observed that Kindness can be spread through gratitude which promotes a sense of peace, contentment and positive thinking. This positive thinking results in being more empathic, more socially aware and connected. Thus when a child is connected with his peers and surroundings, activities like bullying can be avoided. The students were explained how their acts of kindness can bring a positive change in their life. It was also noticed that being kind had a profound and noticeable impact on students: they were more respectful of each other; they willingly gave each other compliments and were empathetic towards their peer's emotions.

Through the Anti bullying session, the students learnt the importance of treating others with respect and kindness, even when no one else is watching. They were introduced to the 4 S.T.A.R. step i.e S-Stick together, T- Tell the bully to stop, A-Alert an adult at school and at home, R-Respect others and treat them the way you want to be treated. The session was fruitful and students took a pledge to make the school a bully free zone.







### THE NEW LEARNING STYLE: LEARNING FROM EXPERIENCES

Ms. Namrata S Joshi.,  
Headmistress, MRIS-51, Gurugram

From the above saying, we all know that learning happens best when it is “learning by doing”, a very simple way of explaining Experiential Learning!

Therefore, I reiterate, experiential learning is the practice of learning through doing. It encourages the student to have first-hand experiences with the materials, rather than learning through someone else's experiences in a textbook or through a lecture. It's a learning style that has been studied thoroughly for decades and one that has proven to be beneficial for all ages of students.

The main steps of experiential learning are: experiencing, observing, analyzing, and experimenting.

Students are most excited about learning when they are an active part of the process be it through discussion, group work or hands on participation. John Dewey said, “We do not learn from experience... we learn from reflecting on experience.” It can be more specifically defined as “Learning through reflection on doing”.

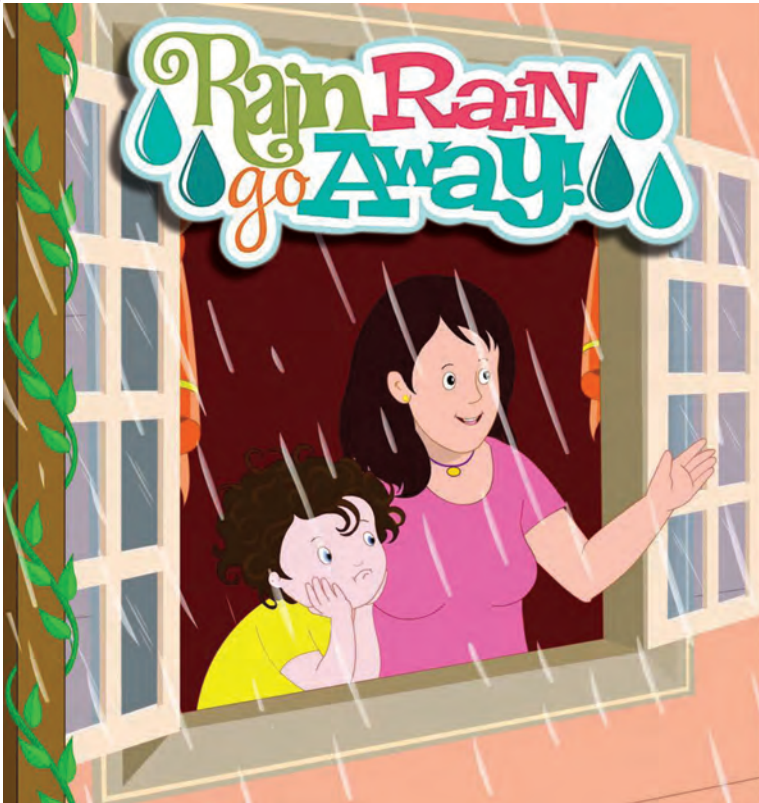
This kind of learning helps the students to immediately apply their knowledge. An experiential learning activity must include a debrief session where learners receive feedback from experts & team members and then, put it to practice again. Therefore in simple words, this is a student-centered approach that empowers participants to take learning in their own hands & apply it in an engaging context.

We, at Manav Rachna endeavour to do the same in our classes. From experiments to debates and discussions to field trips and internships we let them experience it in a way that this learning results in development of skills and new ways of thinking.

Our attempt with experiential learning takes on a multitude of forms, including games, activities, role-plays, presentations, and various types of group work. For all this to take place smoothly, the teachers put a lot of thought in it to make their lesson plans. These plans are made after discussions with other teachers for more ideas.

Overall, amongst its many advantages is that it develops skills for lifelong learning, it links theory to practice by making learning relatable to students. By encouraging group work of various kinds it also increases students' engagement and helps them to think critically, improve problem solving skills and make the right decisions in the long run.





Rain Rain go away!!  
Come again another day,  
This is what we used to say,  
When little Jonny (kids) wanted to play.  
This year we got an extended holiday!!  
Some practice worksheets, and more time to play,  
As the temperature kept soaring each day,  
The DM suggested, we (kids) stay home all day.

The monsoons are a week away!!  
I heard the weather man say,  
I wonder what caused the delay,  
The nature it seems is angry and upset in some way.

In tall buildings we all stay!!  
No greenery to attract the "Holy spray",  
If all this stays this way,  
Very soon, we all will cry one day.

Let us all wake up today!!  
And take a pledge, else we will have to pay,  
That we have to plant more trees and pray,  
Rain, Rain, please, please, PLEASE, come EVERYDAY!!!

Mr. Shashi Gopal (Father of Siddharth, Grade-V Student)

## THE JOURNEY OF A STORY: FROM AUTHOR'S MIND TO THE BOOK

Stories are an essential part of our lives. They can be about anything one can imagine. It could be fiction or non-fiction; biography or auto biography, bedtime or moral, romantic or thriller etc. Everyday, a lot of new stories are written across the globe. A story idea pops out of an author's brain and he immediately pens it down. As new generation sweeps in, loads of new authors are writing stories which gets published in various books. Do you know how a story is published? Well, let me take you through the journey of a story from the author's mind to its final destination in the book.

It all starts when you write a story and find a publisher. A publisher works in a publishing house. When a publisher likes a story, he selects it to get published out of many other stories, like a prize distribution. Sometimes, he only selects one in 500 stories. Do you know, Harry Potter was denied by the publishers 20 times. That's a lot. So when a publisher selects a story, he sends it to an editor. The editor finds mistakes and fixes them. For example, if the author repeats something, then he tries to change the words or sentence to replace it without changing the idea. Then, the editor sends the edited story to the author. The author reads it and sends it back. But, however, if the author doesn't want something to change, he can tell the editor to make it the way it was. Now, the story is ready to be printed. It is sent to a printing press especially made for publishing houses. Then, comes the cover. This part is done by an experienced artist. He reads the story and designs the cover page. He knows the way to present the cover page in a way that is most appealing to the eyes. This is how a story is published.

Kabir (Student)



# WORLD THROUGH MY EYES

## A TREASURED BOUQUET OF MEMORIES & LEARNING

*"The best education does not happen at the desk, but rather engaged in everyday living-hands on, exploring and in active relationship with one another. Give children the wings to fly and let them explore the world through their eyes."*

## AN IMMERSED LIFELONG LEARNING

Ms. Diljeet Kaur, Social Studies Teacher (TGT)

When we travel, we learn; we learn about the world, about cultures, and about ourselves.

Career Exploratory Tour to USA was no less than an adventure aiming to weave a unique texture of each student's life and give an impetus to their futuristic vision. The 13-day international excursion during summer holidays was full of adventure, excitement and zeal to explore the pristine avenues where the students learnt by exploring the traversed. Be it the Space Shuttle Ride, Interaction with an Astronaut, or Visit to Smithsonian Museum of Natural History, everything was setting the kids free giving them an opportunity to learn the best from the best. Activity on teamwork at Broadway inculcated not just one skill but a bunch of skills in the students. Programming and decoding of robots in groups was the most enchanting part of their learning. Gallery Walk at MIT gave students some wonderful insights and widened the pores of the learning of our inquisitive enthusiasts.

## NOT ALL CLASSROOMS HAVE FOUR WALLS

Samkit Jain, Grade 9 A (Aristotle)

"Travel is like an endless university which enhances our learning. Our trip to NASA was very interesting and informative. We learnt about Aerospace engineering and explored everything related to space life. We met an astronaut - Anna Lee Fisher who shared about her journey in space. Every aspect of the Harvard University amazed us and left us all spellbound with its magnificence. At MIT, we learnt about the concept of programming and coding. Cheery on the cake was the visit to the Berkley College of Music which envisaged our knowledge about career opportunities available in Music. It was altogether an enriching experience- seeing, meeting and interacting with protagonists of different genres."



## IMAGINATION AND CURIOSITY BREED INNOVATION

*"Children must be taught how to think, not what to think".* Manav Rachna believes 'Imagination is more important than knowledge' and has created a culture of innovation at the schools where ideas are generated, mentored and nurtured with experience and guidance.

## 'LINE FOLLOWING ROBOT'- A PROJECT DEVELOPED

Vihaan Gupta, Grade 8 (Kalam)

I have created an Arduino driven Line following Robot. Its principle is to sense the black line using the sensor and then send a signal to arduino which later drives the motor according to the sensor's output. This autonomous robot defines the kinematics of the robot and works on the feedback mechanism.



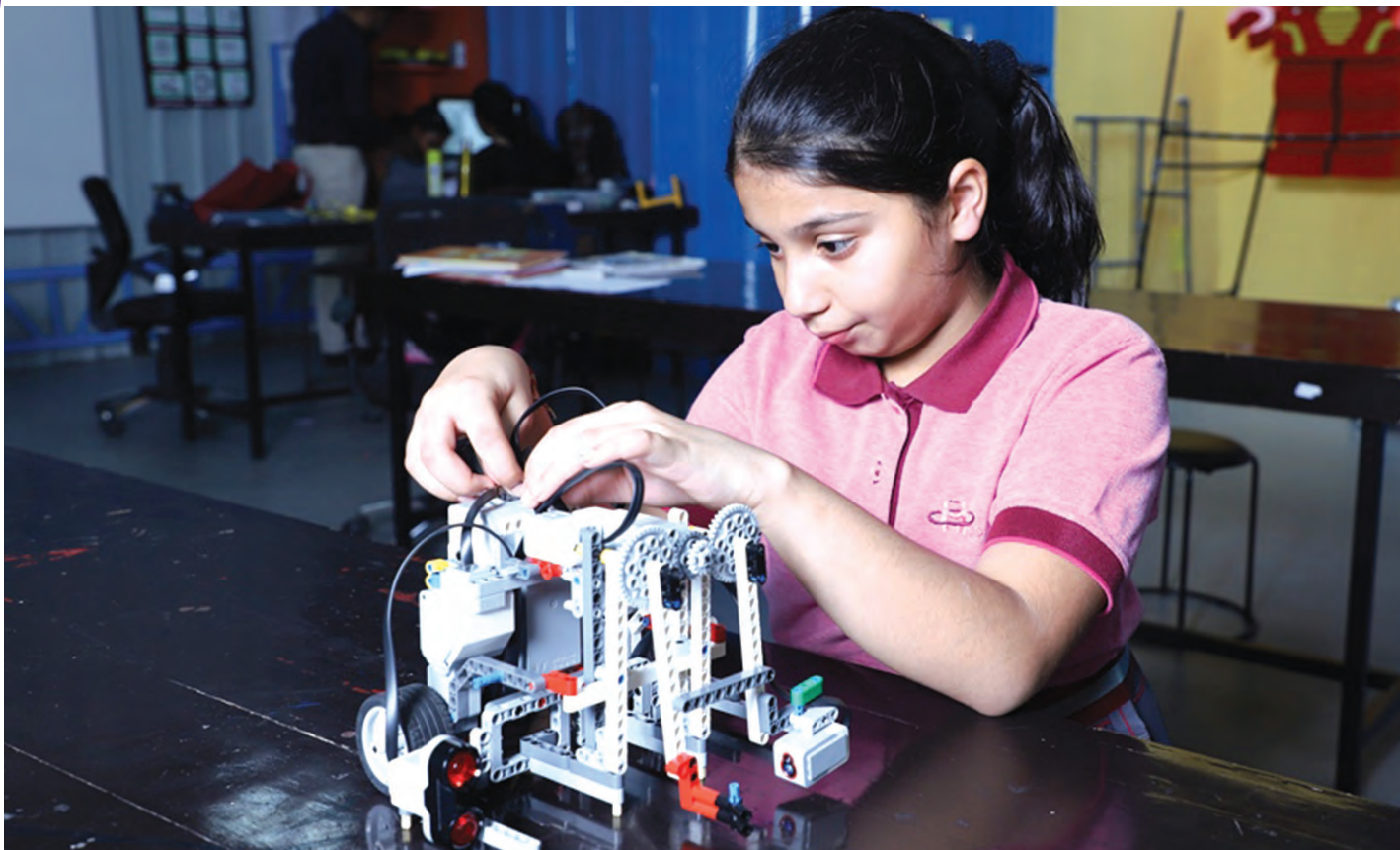
## 'SMART BIN' - A PROJECT DEVELOPED

Krish Kalra, Grade 8 (Kalam)

Working on the project, which was not just a social activity or innovation but also has various positive and long-term social benefits for the physically challenged people, was quite satisfactory. With valuable insights from my mentor at the school, I developed this Smart Bin which has the motion sensors attached to it and is further connected to Arduino. As soon as someone approaches near the bin, the sensors detect the movement and send the signal to Arduino which automatically opens the lid of the bin. This invention proves as a boon for the society as it can significantly aid someone who is handicapped and also endorses the call of the Prime Minister of India, to keep India clean.







### EXPERIENCE THE INNOVATION

Together our potential is unbound

Ms. Neha Jalota, TGT- English

*"By giving students to do something, and not something to learn, makes thinking operational and results visible with learning manifold."*

It is aptly quoted, Learning is Experience; everything else is information. Experiential learning immerses learners in an experience and then, reflects about the experience to develop new skills, innovative ways of thinking and creative attitude to implement it. Education begins at the moment we see the children as innately wise and capable enough to perceive in their own way and explore their unique understanding.

The school has adopted hands-on learning as a cornerstone of its mission and propagates a balance of in and out-of-classroom experiences, an opportunity to bond with their classmates and mentors, and learn in creative ways that involve them in comprehending and not just memorizing. In its most basic definition, experiential learning is learning by doing. Through reflection, the learner connects new knowledge to past experience, finds insightful patterns through analyzing the experience, and applies those new discoveries to everyday life situations. This leads to a change in thinking and behavior when encountering the next experience.

MRIS, Ludhiana bestows its students with experiential learning opportunities through research and teaching. The Experiential Program exposes students to real-world issues and problems to tackle in a structured work environment. Working with mentors at our partner sites, students recognize and use their strengths and interests to contribute to the community. With this increased responsibility, we challenge students to reflect on what their experience is teaching them about themselves and how it helps them evolve as diligent activists.

"Education is not an affair of being told, but it is an active constructive process."

### EDUCATION WITHOUT EVALUATION IS INTELLIGENCE

Ms. Gitanjali Kalia, Student Counselor

To say education has changed is an understatement. There is a clear need to define what it is changing into, where we are heading with the change in our minds, what are we going to do about the change and how we are going to keep up with the future as it becomes the present.

I feel that the term 'experiential learning' is a broad umbrella term to cover this wide variety of approaches to 'learning by doing'.

As an educator, I understand that the focus here is on some of the main ways in which experiential learning can be designed and delivered, with particular respect to the use of technology, and in ways that help develop the knowledge and skills required in a digital age. The most committed experiential educators are constantly searching for potential educational situations, a strategy that refers to as "keeping your radar up in search of interesting problems".

**"TELL ME AND I FORGET TEACH ME AND I REMEMBER, INVOLVE ME AND I LEARN."**

Suhanveer Singh, Grade 5 A (Nobel)

"I feel honoured to share my experiences at MRIS Ludhiana. The TechnoPlanet Lab follows a curriculum based on the STEAM model of learning- Science, Technology, Engineering, Arts & Mathematics. I have clearly understood the mechanism and the inputs in a cell. I even got to learn about the functions of various parts of the cell like negative and positive terminal, and its structure. I learnt concepts related to Culture, Art & History in the CREST module. I am sure that Learning by doing will surely help me to accomplish my dreams and pursue my goals."



**“A THOUSAND STEPS TOWARDS LEARNING BEGIN FROM A SINGLE STEP.”**

Vaani Sharma, Grade 5A (Nobel)

“At MRIS Ludhiana, I had an awesome experience of hands-on learning experience. The broad spectrum of all the subjects including foreign languages, technology, art and music has been practically implemented. We all emerge with explorative ideas related to various subjects. The Crest session educates us by inculcating the moral values and their relation with real life implementation as being compassionate team mates and helpful human beings.”



**“EXPERIENTIAL LEARNING GENERATES CURIOSITY IN THE STUDENTS AND CLASSROOM TEACHING IS A GREAT FUN FOR BOTH-THE TEACHER AND TAUGHT. THIS TEACHING METHODOLOGY WILL MAKE THEM INQUISITIVE LEARNER FOR A LIFETIME”**

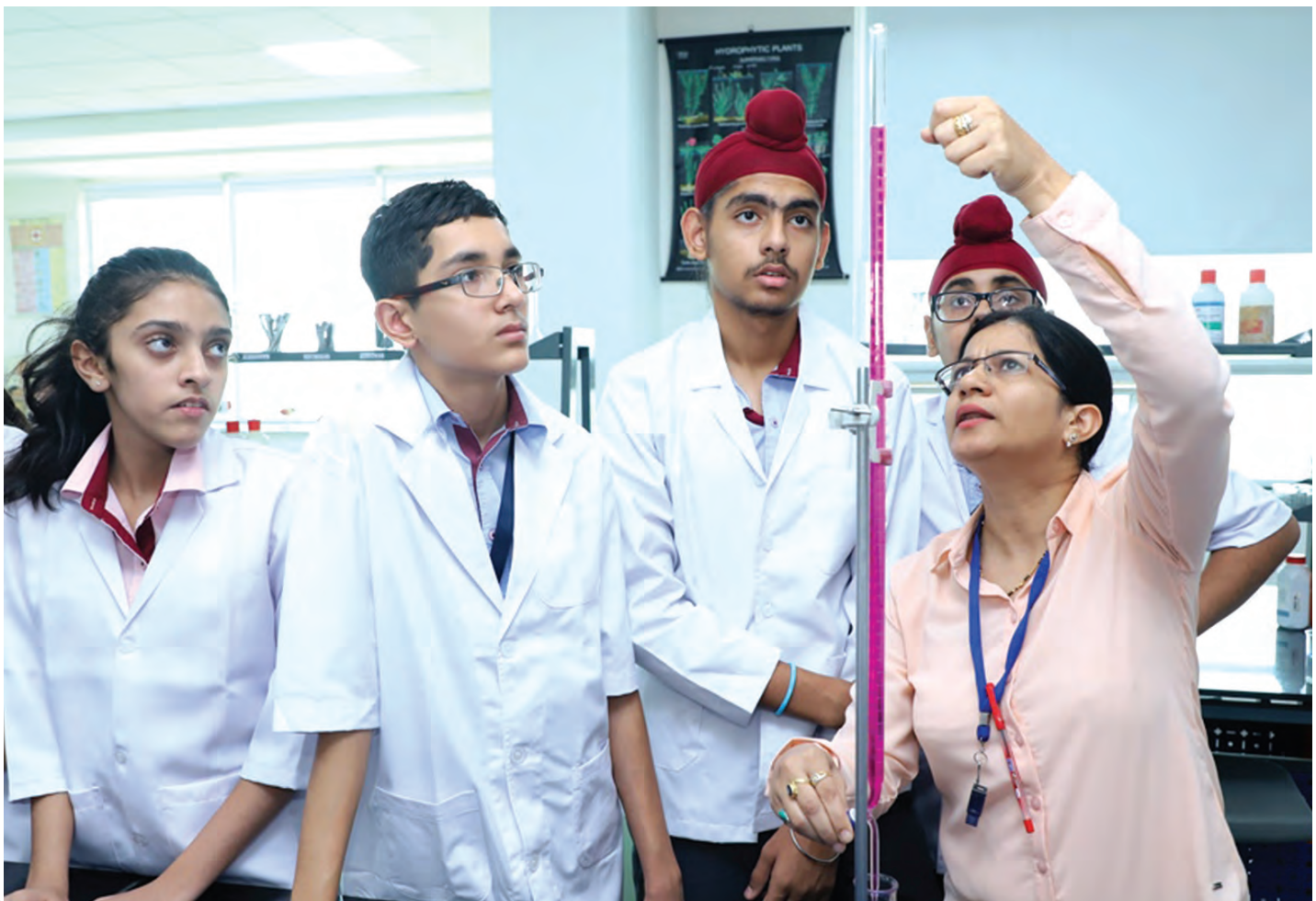
Rishika Trehan, Grade 9 (Aristotle)

Sciences experiments, robotics sessions, and lego lab sessions have been the best part of my learning here. My experience of learning expanded while performing a science practical where I carefully learnt to make a chemical and understood its properties through my own observations. I felt 'When you're really hands-on, it's going to give you a real-life experience on how it's going to be', to be true.

I also performed fantastically well in Robotics programming and gained practical knowledge during various sessions in Makershala. At our school, age appropriate activities are planned for students so that they can learn at their pace.

As the saying goes, behind every successful man, there is a woman. Let this be expanded to say that behind every outstanding student, it is the educational system and the best practices of the school.

Hail to my Alma Mater.....MRIS, Ludhiana.







### CREST- MAKING LEARNING FUN AND EFFECTIVE

Learning is a process where knowledge is constructed at the individual level as all children do not learn at the same pace. Each child is blessed with some skills. They cannot be denied and must be motivated to polish them. In order to achieve the vision of spreading knowledge and education, MRIS has developed a special engaging curriculum for the young learners of today. It has Blended Curriculum and the very unique CREST program (A highly engaging, inquiry and exploration based Science and Social Science curriculum).

The curriculum covers 6 themes in an academic year. The content is presented in the form of colourful and well researched books that endeavour to develop scientific temperament and wholesome learning. The Self-Reflection done by the students also ensures their learning and provides the teacher with scope of improvement as well. It helps in developing conceptual learning by providing opportunities to kids to consolidate learning by reviewing, practicing, and applying it to their lives. The digital media makes it more enjoyable and children have lifelong experiences as a take away for them.

### LIFE SKILLS PROGRAMME: NURTURING GROUND FOR MRIS STUDENTS

*"Teaching children life skills in schools are the best way to ensure that the future generations flourish!"*

The main focus of education at MRIS is to prepare future generations to be independent and to feel empowered. A range of age appropriate activities are planned in the curriculum to prepare them for socialization and reasoning, and to develop healthy self-esteem. To ensure maximum participation of students in multifarious activities and competitions, Clans have been established in the schools. The aim of the clans is to provide a nurturing ground to the students for honing life skills.

This curriculum aims at using teaching and learning strategies in classrooms which emphasize on active learning by involving the children in discussions, investigations and problem-solving activities. The children are also encouraged to take part in a range of practical activities such as basic Table Manners and use of compassionate words like sorry, excuse me and thank you etc. Valuable habits for lifetime are inculcated in students such as importance of health, management of money and basic budgeting, cleaning up and washing activities, basic etiquette, comparative shopping and much more. The activities are organized in such a manner that children are practically able to participate in discussion to resolve everyday conflicts. Each class takes part in a daily circle time session to discuss and focus on areas of relationships and feelings, building confidence and improving self-esteem.



## Empowering Young Children With Psychological Well Being



### Sanyogita Sharma

Director Manav Rachna International schools

#### **What role do you think schools can play to improve the Happiness Index of the future citizens?**

Schools have a major role to play in increasing the Happiness Index of our future citizens. If the schools are successful in creating a happy learning environment, we shall have happier children and a happier future. Cultivating an environment which maximizes both development and delight among students should be the overarching learning outcome across schools. This is only possible in a system where every child is felt valued. Child-centered learning, the cultural ethos that the school follows, the conduct and behavior of the teachers and a stress-free learning environment encourages joyful learning.

**Among various parameters used for measuring the Happiness Index psychological wellbeing of people is considered a prime factor. The schools play a significant role in developing right attitudes, perspectives and emotional stability among the growing children. What curricular and other steps should be taken to empower the young children with a sense of psychological wellbeing?**

A positive environment contributes extensively to psychological well-being. Happiness should be the main objective of education and should reflect through the vision and mission of a school. An academic environment that allows children to make mistakes and learn from them is the need of the hour. In today's competitive age, with greater access to social networks, peer pressure, dependence on gadgets, and the pressure to perform; students often lack the necessary emotional support. Schools can create an environment where each teacher is a counselor and a cordial mentor-mentee relationship exists. Activities where students can give expression to their emotions should be advocated. Dance, drama, poetry, theatre-outlets other than theory and text focused on developing the emotional intelligence help develop the right attitude.

Give our students an engaging environment. Let them benefit from experiential learning, allow them to identify their strengths; let learning be an enriching experience!

**Assessing the use and Management of Time is a key concern in assessment of HI. How could schools help in developing these attitudes so that the concept of productivity becomes a second nature among the children?**

Regular workshops on helping children make their own work plans, take ownership of their learning, analyze their results and setting time frames can help children better manage their time.

This is a trait that should be ingrained from a very early age. Following plans should not be imposed, but encouraged. At Manav Rachna, we facilitate and help students with their learning journey document. This allows them to create their own portfolios, view their progress and plan their action. Teachers can also track progress of the child. However, this should be a regular and a consistent practice and not a one-off activity.

**Cultural diversity and resilience is a positive index of a happy community of people. Given that India has a strong cultural diversity and a history of meaningful and positive cohabitation, how could these ideas be promoted in the school environment?**

Children should be encouraged to show interest in different cultures and appreciate diversity. Cross-cultural events, food festivals, dance, music, theatre are some ways that students from different cultures can integrate with each other. Celebration of all religious and national festivals, learning about personalities across states brings in joy and the spirit of oneness.

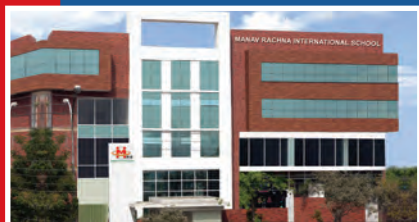
Manav Rachna International Schools offer just the right blend of quality education while ensuring holistic development of the students. The schools also provide CREST (A highly engaging, inquiry and exploration based Science and Social Science curriculum) which is developed specifically for the MRIS Community of Schools, instilling among students knowledge as well as confidence.

**Do you think the National Curricular Framework and the pedagogical strategies adopted by the schools should integrate the concept of Happiness in a more focused manner with well-defined inputs?**

Definitely! The objective of education is to enable people to lead happy lives and creating better human beings. To achieve this, all activities should be child-centered. Teachers and parents should be oriented towards the concept of happiness. Parents play a very important role in the happiness index and schools should work closely in educating parents about the concept. Schools should add a tool in assessment where the happiness quotient could be measured through parent, teacher and student feedback. Happiness should be a culture built which can be felt, seen, heard and experienced by all stakeholders.

If children have an emotionally enriching and a balanced day, they will come running to the school every day! All Manav Rachna International Schools, you can see all of the above in life & action!





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Manav Rachna International School

Playground of education

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