

MRIS



# REPORTER

MANAV RACHNA INTERNATIONAL SCHOOL

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*Gateway*  
TO WORLD EDUCATION



# WELCOME TO A WORLD WHERE EVERY CHILD IS CHERISHED AND NURTURED WITH A VISION



Welcome to a world where every child is cherished and nurtured with a vision to provide 'hope' in a world where being 'unique' is prioritized before being 'perfect'.

At Manav Rachna we realize that education is the key to boundless possibilities and opportunities to be the change in this world. Through education, one becomes more aware and enhances the skills to serve the environment in a better way. It is only education that can make a person more responsible; it helps an individual to take decisions which prove to be more peaceful and forbearing and that eventually leads to an inclusive society.

Here we take it as our fundamental responsibility to not only provide introductory learning, expertise and scientific abilities to the students but also help them in developing the necessary skillsets, principles and outlooks.

The curriculum is ever evolving with no inhibitions of repeating age old concepts and it is always made sure that the course will be an amalgamation of both new technologies and yesteryear wisdom. This concept ensures that students will find rich benefits and parents can assertively make cognizant resolutions about their children's education because the future deserves the highest level of scholastic merit.

Clan System (Life Skills Program) in the schools acts as a fostering ground to the students for refining focus, self-control, perspective taking, communicating, making connections, critical thinking, taking on challenges and engaged learning.

Celebrating the individuality and gender equality is incorporated at such a young age here that when one 11th grade student Anish Bhanwala, a shooter wins gold at Commonwealth and another primary student Ojaswini, a golfer wins South African Open; it is made sure that the celebration is top notch and more significantly of equal feats.

# CHILD IS CHERISHED AND NURTURED WITH A VISION

The accomplishments of our students are proof of exceptional experiential learning which the school vouches for, whether it is Jai Bakshi, Grade XII Student who secured a glistening SAT score of 1530/1600 or Manya Arora of Grade II B who was awarded in India's first and most Unique Brilliant Kids Motor Show for her concept of 'Ocean Cleaning Car', the endeavors of our students are vast.

First-hand learning, Edu-trips, Annual Projects and Internships are the keys and students are involved in activities based on specific themes. Junior Lego Labs and Makershala Labs have been established at the schools and the learning methods makes conceptual learning effective which eventually aids in the physical and mental development of students as well.



# CREATING AN ENHANCED REALM FOR FUTURE

We welcome you all to a classroom filled with students embracing their uniqueness and a teacher who is never in a hurry and doesn't take learning as a project but an opportunity to create resources for several inquisitive minds. A plethora of prospects for those students who seek distinctive push to embrace their hidden talents and explore their developmental, we believe no two students are the same ... then why one parameter to judge them?

The students at Manav Rachna International School keenly involve in primary and secondary learning programs. MRIS schools follow a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation to provide students an exposure to a nurturing ambience and the highest standards of global education to enhance the learning experience. The schools have been found committed to providing child-centered education, aiming to develop the child emotionally, socially, physically and intellectually.

## Blended Curriculum and the very unique CREST program

MRIS offers just the right blend of quality education while ensuring holistic development of the students. The school also provides CREST curriculum for Grades I through V which is developed specifically for the MRIS Community of Schools. This fully integrated subject embraces social evolution through Arts, Music, Drama, History, Mathematics, Science and Technology.



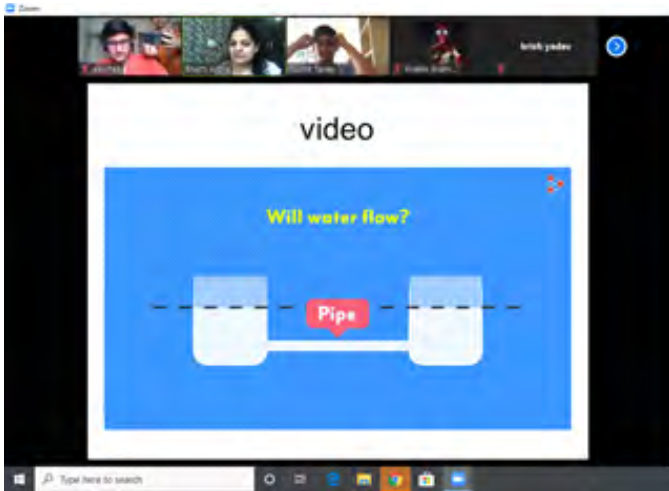
## Unique Skill Development Program

Manav Rachna International Schools (MRIS) run a unique Skill Development Program that introduces the concept of "innovation" at a very early age. The schools are equipped with state-of-the-art TechnoPlanet Labs that trains students in STEAM i.e. Science, Technology, Engineering, Art and Math, the latest approach in modern education. Here, we encourage students to explore the skills of the future such as design and computational thinking, adaptive learning and artificial intelligence.

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# THOUGHTS THAT MATTER

## BUILDING A FOUNDATION FOR NEW ACADEMIC SCENARIOS THROUGH ONLINE CLASSES



We all aware that COVID19 has been declared as a pandemic by WHO and has spared no one in the world. The pandemic has forced educational institutions to shift their processes online including teaching and learning as well.

Manav Rachna International Schools wasted no time to ensure that academics are not affected and students are given complete attention during this lockdown period. Online classes across grades through Microsoft Teams were started from April 6, 2020 for the new academic session 2020-21. However, online classes for Grade X and XII were started in the month of March in order to keep the students engaged and complete the syllabus in time.

Not just academics, but music, performing arts, dance and other classes were also started online and have proved successful.

These online classes equip students with the new ways of electronic communication and allow them to interact from a distance effectively.

Parents, Teachers & students have together made these online classes possible through their continuous support, hard work, & attention.

## PREPPING FOR THE NEW SESSION

How cool is the new session at School!

- Hold Your Head High - Yes, you have managed to cross another milestone and inched a step closer towards your goals. Be proud and be confident.
- Set Goals - Last year made you more accomplished but can you do more? Set your goals early this year because being prepared is the key to achieve better. Be it a foreign language you want to be fluent in or some extracurricular activity you want to explore. Discover, research and register early.

- Manage your schedule - One subject is going to be extremely time-consuming and one you will master in a snap. Go through the course structure to navigate which one will take you on the ride and plan in advance for that.
- Reach Out - A growing bud needs all nourishment and motivation it can get. Reach out to your parents, mentors, and teachers if you are anxious about anything which is bothering you about your school and the new session. Even if it is about new buddies who will be joining or old chaps who have left.
- Rest the Stress- Don't be anxious about the performance this year, rest the negativity, remove the mind blocks and welcome this new session with a belief that you can and you will.



By Dr. M.M. Kathuria  
Trustee, MREI

## In memory of Dr. O.P. Bhalla, My Dearest Friend and Founder of Manav Rachna

Life is not a mere matter of chance. It is part of an orderly progress or growth. God is the source of all life. He is known by many names but he is one and is everywhere. He cannot be seen or heard or touched but can be perceived. We are souls and our

bodies which are our instruments are not permanent, but the soul is immortal.

Everything that lives has divine origin and has the same inner power in varying degree. Hence we are brothers, not only of one another, but of all living beings.

Just as within a seed a whole plant is hidden, within us several latent powers are hidden. These powers grow through our experience in various lives. This is the evolution of life. The theory of reincarnation has been accepted by seekers of truth of every religion.

Life starts at birth with the physical body and ends with its death. What about the soul, before and after death. This is the question to think about, one of the most important laws is the law of karma. Every thought, desire or feeling has a reaction. If we act to bring happiness to others, it also makes us happy. Thought is the creative force of our universe. We become what we earnestly think.

Our life is not mere matter of chance. It is governed by great law and order. Whatever best was possible for our good, has been given to us. Karma is to be washed away before we attain perfection. That is why often pious souls suffer a good deal on the earth and on the contrary those who are not doing any good for others are seen to be enjoying life.

Try to send good thoughts for the good of all without a bad word for anyone. Do not think always of the 'I'. 'I' is a part of the whole plan, when you will work for the good of the whole, then 'I' is also included. Try to find out the place of 'I' in the plan.

Theosophy has the answer to these deep questions. It unveils the hidden meaning of the scriptures. It helps us understand the divine plan.

## INITIATE - DEVELOP - PERFORM AT MANAV RACHNA

As the world seeks to prepare its youth to succeed in a more globalized world, Manav Rachna has also taken steps to demonstrate its commitment to raising universal competency.

The school believes that having an intercontinental perception, cross-cultural indulgence, and the knack to industriously engage with people across the world—is vital to apprehend the multifaceted matters that face the world today.

Moreover, global education activists argue that this extended empathy and commitment is the only way to achieve harmony and prosperity for all.

In acknowledgement of cumulative worldwide interdependence, and the intrinsic educational challenges of this interdependence, the following are the steps adopted by MRIS to ensure that students turn out to be responsible global citizens:

### 1. Sharing One Common Goal:

In the beginning of every academic year, students are allotted with specified Annual Projects based on UNSDGs. From Grade I onwards, seven Global Goals have been included in the curriculum: 'No Poverty', 'Zero Hunger', 'Good Health and Well-Being', 'Quality Education', 'Gender Equality', 'Clean Water and Sanitation', and 'Affordable and Clean Energy'.

### 2. Communication and Engagement Strategy:

First-hand learning, Edu-trips, Annual Projects and Internships are the keys to experiential learning wherein students are involved in activities based on specific themes and are equipped with various life skills, soft skills, and creative skills. This also contains relating critical- and creative-thinking skills when considering elaborate global encounters.

### 3. Nurturing the future:

Junior Lego Labs and Makershala Labs have been established at the schools to provide exceptional experiential learning. The play-way method of learning during Early Years makes conceptual learning effective aiding in the physical and mental development of students as well. Such undertakings inspire students to participate in their own education through active and participatory learning methods, and support the growth of self-assurance, critical thinking expertise, communication, collaboration, and conflict resolution that in the end make them more empathetic towards the world around them.



# GLOBAL CURRICULUM AND EXPERIENCES

## SOIL PRESERVATION

What's more valuable than oil? It's our soil!

Soil is the Soul of the Earth. Conserve it.

By Ms. Rabia Malhotra and Ms. Deepti Shah (PPT Nursery)

Whenever you think of edification, Manav Rachna International School, Mohali, the 'Playground of Education' ensures that sustainability is a part of



every child's educational experience. Thus, the unique curriculum at MRIS ensures to nurture globally conscious students.



When we teach our children about the importance of growing plants which is undoubtedly quintessential, how can we forget to educate them about soil? So keeping this crucial aspect in mind along with the UNSDGs, the little ones were taken to the school Nursery to have a closer look and explore variants of soil in accordance with Goal 15: Life on Land.

This activity was planned to coincide with the 'World Soil Day'. The children were shown different kinds of soil samples. They felt their textures and pointed out the similarities and differences between various kinds of soil. They were then demonstrated how before sowing seeds, the soil is ploughed and softened to facilitate the growth of the saplings.

Later, they discussed about the importance of soil and how imperative it is for all forms of life. The children then planted saplings in the school ground and vowed to protect the irreplaceable resource: Soil.

more achievable by the day. Students go deeper into the roots and causes of events and developments, and share ideas on possible solutions in a dynamic exercise of observation, analysis, reflection and exchange of information that creates a new circle of knowledge and interests.



## FRAMEWORK OF 21st CENTURY CURRICULUM

I stand for a different education: a different education where students will not just learn books but life!

I stand for a different education: a different education where students will understand the real meaning of integrity and responsibility and with true courage and humility be that as such!

By Ms. Navpreet Baweja, PRT-English

The curriculum of Manav Rachna has been specially designed to enable the students to develop the knowledge, skills, values and attitude required for securing a sustainable world where everyone has the right to fulfill his/her potential. The integrated challenging and comprehensive curriculum prepares the students for the needs of 21st century, it develops their communication and networking skills because of which they are more receptive to diverse ideas and culture.

MRIS Curriculum promotes international education benefits by fostering a different type of learning environment where team management, innovation and an extended worldview are prioritized. The curriculum has incorporated UN's Sustainable Development Goals which recognize the importance of global citizenship education as a part of its quality education objective. Students are replenished with technology which can help in making this ambition

STUDENTS GO DEEPER INTO THE ROOTS AND CAUSES OF EVENTS AND DEVELOPMENTS, AND SHARE IDEAS ON POSSIBLE SOLUTIONS IN A DYNAMIC EXERCISE OF OBSERVATION, ANALYSIS, REFLECTION AND EXCHANGE OF INFORMATION THAT CREATES A NEW CIRCLE OF KNOWLEDGE AND INTERESTS.



## Clap Talks

By Ms. Namrata Natt, Clap Talk Curator (Elementary Coordinator)

Clap Global is a platform that enables a unique exchange of cultures by helping international travelers

visit local classrooms and engage in a meaningful and often surprising conversations with the students.



MRIS, Mohali conducts Clap Talks in the campus for the students to learn about diverse cultures and be compassionate towards them. Children get to learn about different cultures through real stories and real people, and gradually develop an understanding of the world that is deeper than popular stereotypes. And travelers get to witness a slice of real life in a foreign land while making an actual difference to the lives of the people they meet.

Clap Talks not only enable students to form informed opinions about other countries and their cultures, by having a sneak peek into the lives, struggles, lifestyle choices and other factors shared by the travelers, thereby, shaping a global outlook for them.

## A glimpse into the previous talks

MRIS-Mohali conducted various sessions of Clap Talk for the students of Grade IV-VII. Ms Aysha Mirbacha, an Afghan National; Mr Lobsang Dondhup, a Tibetan; Mr Sven Daniel Kowarsch, a German traveler; Ms. Lucy Plummer from London (UK); and Heitor Teixeira Couto Campos from Sao Carlos, Brazil have interacted with the students.

These talks help break stereotypes and dispel erroneous ideas about culture and traditions of the two countries, while reinforcing commonalities, respect for unique features, and fostering understanding.

## LEARNING OUTCOMES

- Engage in a meaningful conversation.
- Demonstrate awareness about the other countries and their cultures.
- Articulate information gathered through talks.

- Summarise the information by engaging in brainstorming sessions.
- Compare and contrast information gathered from the talk, with their own set of knowledge.
- Interpret the knowledge thus gathered.
- Collaborate and derive correct judgment, to form informed opinions

## WISER WASTE DISPOSAL

'Waste isn't Waste until we Waste it'

By Ms. Kanika Nikhanj (Academic Coordinator- Early Years)

Children are the pioneers of the 'Save the Planet' movement. Unless they are trained for the endeavour, it's futile to make any current steps towards saving the environment.



India annually generates almost 62 million tons of waste which is causing our country to get buried under its own waste production. Waste management is still a very untouched area in general awareness. One of the crucial aspects of saving the planet is proper Waste Disposal.

Once these facts were shared with the little ones in as simple words as possible, they were alarmed about the current scenario of waste generation and its disposal. Their next question was: **How can we help?**

To answer their queries, a special activity about waste segregation was conducted for the children that could be easily implemented in their daily life. They were first educated about the two broad categories of waste: Biodegradable (Paper and Plant Based) and Non-biodegradable (Plastic, Metal or Glass Waste). Later, two types of bins were created for their segregation. The little ones tested their knowledge by segregating the waste from a common trash tray containing both the categories of waste products and pledged to do so even at home.



## WASTE MANAGEMENT

By Ms Ashima Sood (PRT Computer Science) & Ms. Navpreet Brar (PRT Science)

Waste disposal has become an art instead of a simple daily chore. Too much of thought goes in when any resource is being used, be it water, clothes or fuel because the masses now realize that the only world that will last forever is 'sustainable' and a good life style is 'sustainable lifestyle'.

Students at MRIS, Mohali have been groomed to follow sustainability in almost everything they do. Students are sensitized for the same by making UNSDGs as a part of their curriculum where they work under different projects. Following are the initiatives taken by the students under the same:

- Paper Straw Initiative
- Green School Initiative
- Zero Plastic waste initiative
- Installation of Plastic Bank in school where Aditya Singh of Grade VIII collaborated with Plastic Bank - a non-profit organization in Vancouver, Canada to open Plastic Bank in our school.
- Solar Stills (Condensation Traps) made by Grades I-III
- School survey on Rain Water Harvesting System by Grade IV-V
- Rain water collection system for gardening purposes by Grade VI-VIII

Under UNSDG 6, students have worked on Solar Stills also known as condensation traps which are implemented in the areas with scarcity of water. In the process, students obtained clean water from fresh plants after exposing them to sunlight by implementing the process of evaporation and transpiration in plants. Students from Grade IV-V were apprised and briefed on Rain Water Harvesting System in the school. In this, students checked various storage tanks and identified their utility as recharging ground water and for irrigation purposes. Students also did research work on how technology can help us to conserve water.

# AN INVESTMENT FOR A BETTER FUTURE

The Sustainable Development Goals are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Envisaging a bright 2030, the United Nations' new agenda emphasizes on a holistic approach to achieving sustainable development for all. This includes 17 Sustainable Development Goals. Manav Rachna International Schools have adopted five of the major UNSDGs to work towards the betterment of our surroundings, environment, and nation by discovering suitable alternatives to cope with the present day problems leading to poor environment, poverty, pollution, wastage etc.



Ms. Sonia Walia  
AP Mentor

**Annual Project -1, Decent Work and Economic Growth (UNSDG -8)** aims at creating better opportunities for noble jobs and securing a livelihood. The focus of this Annual Project is to sensitize the students

regenerate and create tons of pollution every year. So, the United Nations has initiated to look out for alternate energy resources. Since, the sun is the ultimate source of energy, the current focus of the whole world is to switch to clean and affordable energy sources i.e. solar energy, and this is exactly what we at MRIS Mohali are trying to imbibe in our students.



Ms. Navpreet Brar  
AP Mentor

**Annual Project - 5 Plastic Free Surroundings (UNSDG - 15)** aims at sensitizing the children about the hazardous effects of plastic on our lives. The students are acquainted with different aspects of plastic pollution and work towards the solutions to

reduce plastic pollution. Under this project, students take different initiatives to make their environment Plastic-free. Some initiatives include Paper Straw initiative, Green School initiative, Installation of Plastic Bank, and Upcycling different types of plastic.

part of the overall school curriculum.

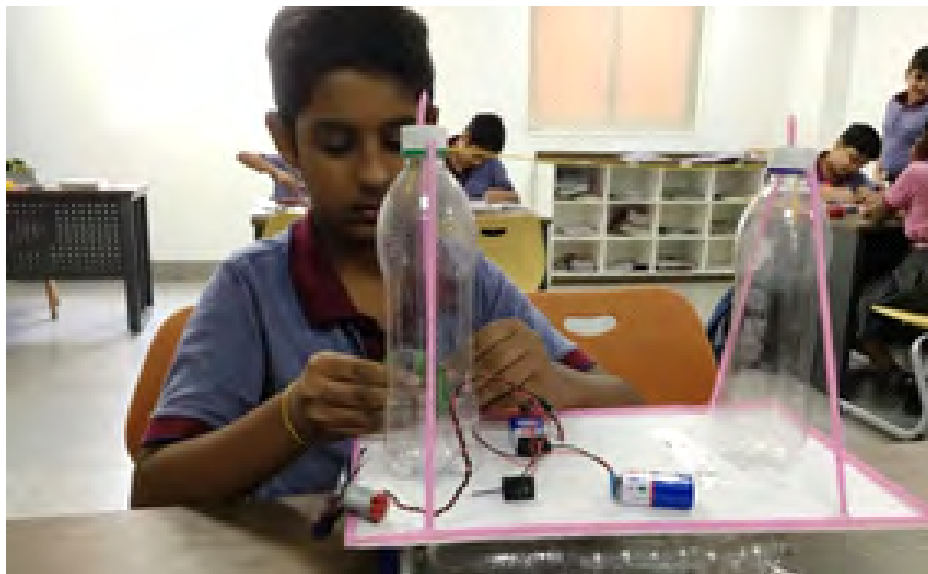


Ms. Ashima Sood  
AP Mentor

**Annual Project – Clean Water and Sanitation (UNSDG 6)** aims at sensitizing the children to the challenges people are facing due to lack of access to clean drinking water. In this project, children focused on and researched the new techniques of conserving water in water stressed countries. Students have worked on Solar Stills also known as 'condensation traps', which are implemented in the areas with scarcity of water. In the process, our students obtained clean water from fresh plants after exposing them to sunlight by implementing the process of evaporation and transpiration in plants.

Students from Grades IV-V were apprised and briefed on Rain Water Harvesting System in the school. In this, students checked various storage tanks and identified their utility as recharging ground water and for irrigation purposes.

These Sustainable Development Goals address the global challenges like poverty, inequality, climate change, environmental degradation, peace and justice, each of which is interconnected. Achieving these goals by 2030 will tread us through the path to a better and sustainable future for all.



towards workers and their economic growth. Students working under this AP learnt block printing, weaving, embroidery and how to make natural dyes.



Ms. Kritika Khanna  
AP Mentor

**Annual Project - 7 Clean and Affordable Energy (UNSDG - 7)** endeavours to sensitize students about the current energy sources, for instance, coal and petroleum (fossil fuels). Fossil fuels take millions of years to



Ms. Monika Mukh  
AP Mentor

**Annual Project - Community Connect: Children as Social Change Makers (UNSDGs 1, 2 and 4)** is based on No Poverty, Zero Hunger, and Quality Education. The annual project deals with inculcating the core qualities of empathy and compassion in children. It involved exercise and work on the four core values of Effort, Respect, Integrity and Ethics which are also a

MANAV RACHNA INTERNATIONAL SCHOOLS HAVE ADOPTED FIVE OF THE MAJOR UNSDGs TO WORK TOWARDS THE BETTERMENT OF OUR SURROUNDINGS, ENVIRONMENT, AND NATION BY DISCOVERING SUITABLE ALTERNATIVES TO COPE WITH THE PRESENT DAY PROBLEMS LEADING TO POOR ENVIRONMENT, POVERTY, POLLUTION, WASTAGE ETC.



# TECHNOLOGY USED IN SCHOOLS THAT IS AT PAR WITH GLOBAL SCHOOLS

By Ms. Ashima Sood, PRT Computer Science

Technology at MRIS is used effectively to supplement instruction by providing educational diversification, by making the abstract concepts concrete, and by inculcating interest among students. It requires students to consume the digital content thoughtfully along with effective and collaborative creators of digital media, demonstrating competencies and communicating ideas through dynamic storytelling, data visualization and content curation. The session planning done by the educators is embedded by links to relevant digital material which in itself integrates the technology in the form of hand-held devices like iPads in the classroom.

Students are learning vital digital skills like creating presentations, movies, editing photographs, videos, and most essentially differentiating reliable and unreliable sources on the Internet to maintain online etiquettes. The information delivered by the teacher is not just confined to the textbook but has extended to the online research done by the students in the class with their sessions. All-time availability of iPads with powerful creative tools, interactive textbooks, the universe of applications and easy access to the internet under educator's supervision has created endless learning opportunities for students. The use of iPads during the sessions helps the students to ignite creativity and inculcate necessary skills to communicate through photography, drawing, music and video. An extensive research work is done in Annual Projects and Soft Skill sessions using iPads as students work on collection, interpretation, analysis and organization of data. In this way, technology has been made an integral part of the curriculum to provide critical thinking and create a learning environment in the school.



## Preserving our Values: Langar Seva

'Culture is the enabler of all initiatives'

By Ms. Kanika Nikhanj (Academic Coordinator- Early Years)

From the awe inspiring Taj Mahal to the architectural ruins of Ajanta and Ellora, from the savoury dhokla to the rich sarso ka saag, Indian heritage, cuisine & culture have been the talk of the globe from ages unknown!

The thread of passing down our heritage should not be broken at any point & the children should

be educated about the goodness of our rich culture and all the virtues it possesses in extending a helping hand to those in need.

One such stellar example of the giving nature of our heritage is 'Langars' that now have an international presence. Stories of pride like the 'Midland Langar Seva Society' that helps feed thousands of homeless people in UK and Annual Langar Week in Canada, Indians have never walked away from feeding the hungry.

To keep the tradition alive and inculcate it amongst students, a Langar Seva is organised at Manav Rachna, Mohali, a day prior to Gurpurab. The children took pride in serving everyone including the support staff and extended Seva at the 'Joda Ghar' too. It was heartwarming to see their enthusiasm towards such a noble cause which they will definitely take with them wherever they go.

## MANAV RACHNA NURTURES STUDENTS IN AN INGENIOUS MANNER



Written by Khushi Goel,  
Grade XI-C

The institution of Manav Rachna emphasizes and truly implements the idea that curricular with co-curricular is the key to success. It aims at the holistic development of each and every student. I have been a part of this prestigious institution since primary class and it has offered me wholesome opportunities which have helped me discover my talents. The school not only caters to the academic requisites of the students but is also able to furnish them with diverse non scholastic activities such as Robotics, Theatre, MUNs, Street Plays and Group Discussion sessions. The fusion of both curricular and co-curricular assessment aids in providing a comprehensive learning platform. The environment created by the school helps us to widen our horizons and think out of the box.

The school not only draws attention towards white board learning but also pays heed to smart and practical learning; this assists the students in actually grasping the concept instead of merely mugging it up. It also looks

after the future career needs of the students by conducting MINDLER workshops that helps them in providing a clear vision about the future. The numerous undertakings, for instance; conducting elections helps us to understand the feeling of sportsmanship, leadership; all at once.

The group discussion sessions have polished my communication skills. Being a part of the MRMUN Secretariat has inculcated within me a sense of responsibility and patience. It has also taught me to coordinate with peers and to understand opinions. Every activity practised here teaches us certain values that are indispensable at every stage of our life. The exquisite Manav Rachna faculty has provided with me absolute confidence and helped me mushroom not only as a student but as an individual too. Therefore, being a part of this family has proved to be nothing but benevolence!

## ARTIFICIAL INTELLIGENCE IN CLASSROOMS-THE NEED OF THE HOUR!



Written By Navya Mehta,  
Grade XI-A

Over the past twelve years, it has been my privilege to be a member of Manav Rachna International School. It takes huge effort to organise educational programmes such as those we, as students, can avail. There is a need to continue to develop our skills in order to touch the heights of success and all of it becomes so much easier with the help and guidance of our teachers. I feel extremely privileged that my school has introduced me to the surreal and phenomenal field of Artificial Intelligence. Artificial intelligence (AI) is the simulation of human intelligence processes by machines, especially computer systems. Each and every decision that we make is now data-driven. The best example of the same is the online recommendations that we receive while surfing retail websites such as Amazon or Flipkart. It is the Machine learning technology that recommends your products based on your previous purchases.

The role of artificial intelligence in education is always a hot topic. While some fear that

Artificial Intelligence will take over education and will have detrimental impact on students and teachers, others claim that artificial intelligence will revolutionize and improve education. Albert Einstein stated many decades ago: "The more I learn, the more I realize how much I don't know." Things are more complex and unpredictable than we've allowed ourselves to see. Success with AI and automation stems from accepting and leveraging results delivered, and not trying to decipher the explanations behind the data fed into these systems. We have to stay vigilant, be proactive and make good decisions, especially as we build more powerful intelligences, including systems that might be able to outthink us or rethink things in ways that weren't planned by the creators. How many of us know that Delhi Police has used AI based facial recognition technology to identify almost 3000 missing children in 4 days? On the other hand, a word of caution on how this technology can be misused.

## INTERNATIONAL STRIDES WITH ROBOTICS



Written By Rishabh Arya,  
Grade XI-A

Well, where should I even begin? This rollercoaster journey of over 3 months, of participating in the First Lego League (FLL) North Zone Championship finally came to an end on 19th January and will definitely be one of the most cherished experiences of my life.

I have been involved with the school Robotics team since the last 5 years and each year brings its own challenges and learning experiences. The wide aspect of the challenge this year made us reach out to the community, to the students and to experts and all of us broke through our shells. FLL didn't only help us enhance our skills in the field of STEM and Robotics but also aided our personality traits and sportsmanship.

I don't even think I can put my experience into words. All 7 of our team members came from different fields and interests, some of us were experienced while some were rookies, but at the

end of the day we managed to pull through. Staying up late till night, coming early mornings, forgetting lunch times and games blocks, we were in this together! All of us wanted the prestige of wearing the Tricolor and representing the nation.

We got the opportunity to share our project and work with the secretary of IIT Delhi, with guests from Russia and with interior designers but while working all this time, a team is also about having fun and learning together.

Music was our primary weapon as it helped us keep calm and focused. Yes, there were rough patches. Yes, there were times when we became hopeless but the continuous support of our teachers and mentors motivated us to stay on track. It made us believe that winter always turns to spring.

## MR-MUN EXPERIENCE



Written By Niharika Goel,  
Grade IX (Pythagoras)

And as the sun has set on another competition, I can look back and say that this time I don't have any regrets. I was so overwhelmed that I got an opportunity to participate in such a mega event and am grateful to my school to give me this platform. If it wouldn't have been for MRIS, I might not have received such a huge opportunity

and I cannot express enough gratitude. As for the results, we are still not sure as we might get an invite from either USA or Australia to participate or there is a chance that we won't get it so we have our fingers crossed but I know ... I just know that we will definitely be able to participate and continue this beautiful journey.

MRMUN (Manav Rachna Model United Nations) has always been a platform where young minds engage in the exploration and analysis of global issues that are current and relevant to the youth. It is always intriguing to witness and be a part of MUN conferences as a delegate but MRMUN gave me the chance to be a part of the International Press as a journalist. As a journalist, our role was to provide detailed reports about the deliberation of the committee or writing our own pieces to bring out our own opinion on the agenda.

the world of journalism that is rare and fortunate to be gained during one's student life. During this process we learnt a lot about reporting and writing. We had a pre-conference article to submit, press-conferences and interviews to conduct, committee proceedings to report and crisis tasks to fulfill.

We had to always be on our toes and think outside the box. Working on and submitting committee reports and articles within given time periods and deadlines gave us an exposure to

Research played a crucial role in our articles. Every journalist strived to bring out articles that were representative of the discussions as well as individualism that she/he had to offer. Also, the general atmosphere of MRMUN was such that it made you want to work hard, explore opinions, speak, analyze and voice them in an environment energized with passion and commitment.

## A PLAYGROUND OF OPPORTUNITIES



Written By Lavanya Singhal,  
Grade IX, Pythagoras

Manav Rachna has proved to be not only an educational institution that nurtures the passions of globally conscious students and with no doubt aims to shape youth with insight, with the vision and power to bring about change.

One of the major contributory factors in achieving this goal is the creation of awareness on the United Nations Sustainable Development Goals. In 2019, Manav Rachna adopted five of these SDGs and since then there have been fruitful deliberations held over the last few months on these issues. These sessions have very well led to the formulation of a plan of action for ending poverty in all its dimensions, irreversibly, everywhere and leaving no one behind. Students discuss and debate so as to bring about peace and prosperity in the world as well as forge partnerships with people and planet at the core.

For the past decade, MRIS has upheld its saga of excellence and has over time contrived a curriculum that is cherishing creative young minds. Manav Rachna's teachings aren't just confined to books, but also extend to the real world. It has made its responsibility to enlighten its students about the persisting problems that are omnipresent yet unaddressed.

## THE WORLD IS ONE STAGE



Written By Yashika Tripathi,  
Grade X-A

Did it ever happen with you that you looked at a model of the globe at your home and got so entranced in turning it around as a four year old that you spent half an hour just gazing at the differently colored countries, and the vast expanses of sea? Well I am one of those who did. The globe is something which can throw anyone and everyone into the interminable ocean of curiosity and marvel. Who knew that years after, the same globe would become a large corporation for the corporate tycoons to aim at, a large audience for writers to conquer with their pen, and a large stage for all the global citizens to showcase their talent on?

cultures between their home and abroad, and that is what well – defines the ancient Indian principle of 'vasudhaivakutumbakam' (the world is one family). Considering yet another advantage, the world provides for an excellent platform for people to exercise their calibre.

Globalization has not only enabled the economy to grow but also the people to flourish. When people of different nationalities chance upon and exchange their varied views, cultures, ideas and opinions, they learn the key values of appreciating and respecting diversities, simultaneously realizing the resemblance of

Let me relate it to the story of 'The Happy Frog'. The frog thought that he was the king of the whole world but didn't know that there was a world beyond his well and so he went out of the well to learn that there were other creatures to challenge him. Same was the scenario with man not so many years ago. But he went out to explore the realm and when he returned, he had transformed for the good. Hence, it is said that the world is grander than you see, more varied than you believe and more united than you had ever envisaged. So stretch the elastic and catapult yourself onto this huge stage.

## GLOBAL INSPIRATION: A MAN WITHOUT LIMBS OR A MAN WITHOUT LIMITS?



Written By Parthivi Ojha,  
Grade XI-C

**"It's a lie to think you're not good enough, it's a lie to think you are not worth living"**

Nicholas James Vujicic, born in 1982 in Melbourne, Australia, is an Evangelist, motivational speaker, best-selling author and an actor. He was born with tetra-Amelia syndrome, a rare disorder characterized by the absence of arms and legs. Throughout his childhood, Nick not only dealt with the typical challenges of school and adolescence, such as bullying and self-esteem issues, he also struggled with depression and loneliness as he questioned why was he different from all the other kids? He was tormented to such an extent that at the age of 10, he attempted suicide. After years of feeling alone and worthless, he had an epiphany one day while reading an article of a disabled man who refused to let physical limitations dictate his life. At that moment, **he decided that instead of looking at everything that he lacked, he should look at everything he could have and accept the way God had made him.**

This led him to become who he is now, a global inspiration. Nick eventually settled in Los Angeles, California, where he is the founder and president

of an international non-profit organization "Life without Limbs" and owns the motivational speaking company "Attitude is Altitude". He has travelled to over 57 countries, sharing his story with over 400 million people. He is a great husband and a loving father to two sons and two daughters.

"The challenges in our lives are there to **STRENGTHEN** our **CONVICTIONS**. They are **NOT** there to run us over." By quoting this, Nick inspires the world to always try and find good in everything that happens in life as every cloud has a silver lining. He motivates us to show grit and courage in order to overcome any obstacle in our path and not give up easily.



## WHY STUDENTS WANT TO LEARN AN INTERNATIONAL LANGUAGE



Written By Tanvi Jain, Grade XI

In this emulous race towards finding a suitable career and finite universities, students want their college applications to be horses of different colours. However, the approach for international languages is like a balm on one's pain. Foreign languages' study offers a sense of past, both culturally and linguistically. In this era of emerging commerce sectors, business skills plus foreign language makes a student more valuable as one is at a distinct advantage in the global market if he/she is as multilingual as possible. Also, it gives a global exposure to the student because one

participates more effectively and responsibly in a multi-cultural world by knowing other's language. In the urge to receive the finest education possible, students often resort to studying abroad where a second language improves your skills and grades in SAT and IELTS. As an icing on the top, travel is made easier and more pleasant through knowing a foreign language. In conclusion, I would say foreign language study should simply be part of every basic liberal education as to "educate" is to lead out, pave your way onto the global bridges linking countries together.

## THANK YOU MY ALMA MATER!



Written By Naveen Kapoor,  
ALUMNI

I started skating in Grade 1 when I saw some students skating in my school. I loved watching them skate and asked my parents to get me a pair of skates so that I could start too. I did speed skating for 7 years and then got into Inline Hockey and worked really hard to achieve the best of everything. I was a normal player first until I realised I need to train really hard to be the BEST.

I know how difficult it was to leave the blanket at 5 degrees and go for training at 3am in the morning. It was the time when I used to go to Delhi for training early morning. I had to leave by 3am

because my training used to start by 4am. Training from 4-6 am and then getting back home by 7 and then attending school by 8. I hated going to school but I never gave anyone a chance to talk about my sport affecting my studies.

I hold 9th best rank in the world now in U-20 juniors. Having played a total of 9 National Championships and winning 2 Golds, 2 Silvers and 2 Bronze Medals and 4 World Championships winning a Bronze Medal in the Asian Championship 2018, I have a collection of more than 350 medals in my frame. I was selected

to represent India for the first time in 2016 for the World Championship in Italy but the performance was really poor that time and I didn't score any goal in that championship. The championship gave me a lot of exposure playing with the best players from different countries. I've worked really hard after that. Earlier, I used to train only for 1-1:30 hrs. But now I would train for more than 6 hrs. a day (3 in the skating track and 3 in the gym). Not just that but also sacrificing your favourite dishes, following strict diet, going to bed on time, no more partying... were really tough decisions but the result made everything equal. And this was the turning point of my game and life.

It was the Asian Championship in South Korea, 2018 when I got to represent India as Captain. It was really the greatest opportunity because I had the responsibility to lead my team and Nation. No doubt our team did really well that year, India won a bronze medal for the first time in Junior Boys Category and I was also the highest scorer from my team. I never looked back since that championship because I had a name to carry after that. People would now call me the captain and notice me play and train every time I get on the field.

World Rank 9- In the World Roller Games, Barcelona 2019, I was again the captain of my team and India again did really well in this Championship. I scored a total of 14 goals (9 in juniors, 5 in seniors) and was ranked in the top 10 players in World that championship. It is like a dream come true thing when you're ranked in the Top 10 players in the WORLD.

One question that 90 percent of the people I met ask me is that how do you manage your studies alongside your game and the answer they get in return from me is that you just need to have a strong determination and willpower. If you want to do it, you will do it. I would play all day and study in the night or my free time. But I never stopped practicing or playing during my exams time also because I knew I would manage both the things together. No doubt the journey has been really difficult with lot of ups and downs but you are never going to know the worth of anything until you pay for it. I was fortunate to have the best school which would let me train for more hours in the morning, go for competitions and keep my sports and study both running parallel. Manav Rachna, thank you so much for always encouraging me and appreciating my achievements.

## CONVENTIONAL TO INTERNATIONAL - A BUDDING JOURNEY AMIDST THE ART FORMS



Written by Arushi Sethi,  
Grade XI-C

Twirling and shaking a leg on those routine-accustomed beats? Or humming the buzz of those overheard retro numbers? When I look at those lucid paper leaves holding the usual native art forms, I wonder why we're still caught up in such a humdrum. We have indeed piled up the monotony of the repetitive folk artworks, that we now need a drastic swap. And a shift to the adoption of the international art forms is perhaps the pressing priority of the youth.

From the anatomy of the architecture, to the arithmetic and rhetoric pieces, the international sphere of mankind is replete with the motley of art. The world is full of styles and patterns, sprawled across distinct cultural and traditional identities of different regions. Therefore, the youth is now engaging in the world-wide prompted international art forms. The students are now

encouraging a paradigm shift from the four-walled arena of our vernaculars to the newer avenues of far-reaching cosmopolitans.

Now, voicing as the youth,  
Let's lend our ears to fresher tracks,  
our voices to newer melodies  
And our craftsmanship to pristine fine arts  
Indeed, let's breathe the aura of novelty,  
the new requisite!

## MY PRECIOUS SOJOURN



Written By Sanya Bhalla,  
ALUMNI

In the early years of my childhood I didn't quite understand what my school's role was all about. Initially, I always wondered why it is that I have to go to school every day because my mother said so. When I was growing up, I found the answer in the guidance provided by my Parents and my teachers.

Looking back, I have come to realise I have grown and learned so much here. Some students have an innate drive to learn new things and explore novel ideas while some others look up to successful people around them and get self-motivated to labour hard. However, this is not the case for all students and many of them will need immense motivation and inspiration from teachers and parents to work hard. I am grateful to all my teachers, especially Ms. Mamta Wadhwa- Director Principal, MRIS14, who has provided that inspiration and motivation to me and helped me explore my inner potential. At Manav Rachna children are challenged to be at their best among their peers who share their sense of purpose, believe in the value of hard work and are building the courage to pursue their dreams. MRIS is the true torch bearer of quality education movement.

The community outreach programme under the aegis of Dr. O. P. Bhalla Foundation benefits one and all with its prolific activities and generous ways of giving back to the society. The school counsellors of MRIS-14, Faridabad, English teachers and some students set off on their journey

once a week to the Govt. Girls' School at Mohna Village in Faridabad in order to impart English Grammar classes and counsel the senior students using customised teaching methodologies. The school counsellors undertake a one-hour orientation session with the senior students of the school highlighting the various aspects of career choices and sensitising them towards the various professions that could be pursued by them. These visits turned into an eye-opener for me and helped me in my overall development.

The school gave me various opportunities and introduced me to the concept of Model United Nations. I have participated in MUN and other debates and this has enabled me to gain valuable skills from public speaking and diplomacy to team building and negotiation. I have developed confidence and leadership skills through my experience at MUN. Model UN conferences are opportunities to practice research, public speaking, teamwork, negotiation, and writing skills in a safe and structured environment. As a person who attended MRIS14, I have been able to benefit enormously from the learning experience that my school provided. Indeed, without having attended that school, I wouldn't be writing these words. The learning environment that was provided to us by the teachers in our school has made me a confident person which helped me in settling down with ease in a foreign university.

## WHAT ARE STUDENTS DOING FOR CLIMATE CHANGE?



Written by Aryan Jain,  
Grade VIII (R. Srinivasan)

Climate change is an alarming problem which not only confronts the nation as a whole but the students as individuals. Climate change is gradually causing irreversible changes, like irregular temperatures, misbalances in the ecosystem and is largely affecting biodiversity. Climate change is not only a problem but an active threat. We, the students of MRIS are putting many efforts to stall the climate change for once and for all. The approach we follow is that first we make changes at our home and school, then work hard to stop it across the country and across the globe. Students at MRIS have been educated from the beginning to conserve resources and not to harm the environment. Students themselves along with the help of teachers create models which send

powerful messages. Student power was once again seen when a mere teenager, Greta Thunberg shook the world -with her power of words on extreme climate change. The emission of green house gases is also controlled by students, when they judiciously use energy (electricity). Students are taught about climate change and its impacts through activities, plays, assemblies, projects, etc. The millennial generation has high expectation upon their shoulders. Reduction of plastic waste, recycling and most importantly the power of change and to change is what MRIS students have delivered and are expected to do. But still there are things we need to cover, leaps we have to take. It is indeed a tough journey but what's the point of a challenge if it is not difficult.

## BEST PRACTICES AT THE SCHOOL THAT ADDRESS GLOBAL CONCERNS



Written  
By Ms. Savita Choudhary,  
PRT Social Science

A growing body of evidence suggests the global crisis is, at its core, an awareness crisis. Advocates for global education also contend that global competence—having an international perspective, cross-cultural understanding is essential to understanding the complex issues that face the world today. Our school is working towards transforming learning environments and make school the hub of education and leadership on the sustainable development goals, ultimately empowering the students to prioritize sustainable development in their lifestyles, behaviour, education and professional careers. We have developed a robust education model and redefined the education system and content for enhancing the global dimension to all aspects of school life can engage and motivate both teachers and pupils.

Through 'Participate by Learning', we place a lot of emphasis on the importance of nurturing global citizenship in the classroom, and since

the SDGs form the backbone of that, our school has aligned with such actions to expand the usage of non-conventional source of energy like solar energy, water harvesting etc. 'Ban Plastic' has been embraced by our students who have exhibited a sensitivity towards the need of an hour. In our curriculum, we have adopted the United Nations goals to guide and prepare the students for adopting practices which will encourage the growth and awareness of the wider world. Recycle, Reuse are promoted and practiced in different forms to set an evidence for the students to incline their action towards such practices in their homes. The values and skills developed as a part of the learning are of great significance and such actions will help to create a better future of the nation. It is rightly quoted by the UNESCO, Commission Delor's report "Education is at the heart of the personal and community development" and we, as an institution, aspire for the same

## 'ONE STEP TOWARDS A BLESSED FUTURE'



Written By Ms. Jincy Thomas,  
PRT-English

"We but mirror the world. All the tendencies present in the outer world are to be found in the world of our body. If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme"- Mahatma Gandhi.

Building on the same principles, MRIS-14 got the proud privilege to host 'ONE STEP TOWARDS BLESSED FUTURE'- an initiative based on the goals of UNSDGs to activate our 21st century learners to inculcate the value of responsible global citizenship, develop empathy and compassion and get inspired to make positive changes in enormous and meagre ways initiating from their closest vicinity to gradually moving towards the world around them.

On the successful completion and accomplishment of Annual Projects as an intricate part of the school curriculum, which are closely aligned with the United Nations Sustainable Development Goals, the school once again proved itself an active and powerful agent in promoting a peaceful, healthy and equitable world. The presentation's focal points were 'No Poverty Zero Hunger', 'Clean Water and Sanitation', 'Affordable and Clean Energy' and 'Life on Land.' The event saw young participants from Grades I,II and III putting up many participatory exhibits comprising of innovative working models, investigation based projects, theme based role plays, mesmerizing songs and dance performances, enriching interactive sessions, etc. They put forth intriguing models, activities and games that beautifully revealed their firm understanding and knowledge about their respective annual project. Multifarious models like that of solar energy and water harvesting were captivating

and raised one's curiosity. The exhibits by the students were indeed eye openers on various topics like poverty, malnutrition, unsafe water, etc. The 'litmus test' was another highlight of the presentation which was demonstrated by the students successfully. The innovative way to promote gardening was revealed to all intriguing eyes in an enchanting corner aptly titled- The Vertical Garden.

The visitors were left dazzled and captivated to see how the students could easily explain such varied phenomenon and a profound concept like 'micro bead plastic' with an in-depth understanding and knowledge. The presentation got wrapped up with immense appreciation and applause by the heads of the institutions, parents and other curious visitors.

Thus, Annual Projects are not just an integral part of curriculum, but the very essence of school curriculum as education and social change go hand in hand and remain intertwined. As dynamic and productive citizens, let us stand up for an equitable and harmonious world around us with bold commitment and conviction in the days to come.



## UNSDG AT MRIS-14: THE THOUGHT BEHIND & A PROGRESS REPORT



Written By Baani Manchanda,  
Grade VII-C (Chandra Shekhar)

To progress is a second human nature. Mankind has come a long way from Stone Age tools to Artificial Intelligence and everything in between. Last 50 years have been the most crucial in development of this world, especially the industrialization that took place during the 70's and 80's. Sadly it has come at the price of the same world! Forests, wildlife, environment, diseases we never heard of before – are some of the prices we have paid as a planet for this 'development'.

United Nations Sustainable Development Goals (a.k.a. UNSDG), were designed to address the challenges that mankind faces today towards its survival, and that of other forms of life on our planet. We at MRIS are glad to share with you that a few Annual Projects purposed around these goals as those at UNSDG have been introduced at MRIS - Sector14, Faridabad from the academic session 2019-20. The core purpose of these projects is to create awareness among our society about the WHY and HOW of figuring sustainable development methods, including required tools and technology. Planning and organizing age-appropriate training is identified as one of the most important approaches taken up. These projects are,

AP 1: No Poverty, Zero Hunger & Quality Education  
AP 2: Life on Land  
AP 3: Clean Water & Sanitation  
AP 4: Affordable and Clean Energy.

Each of these is structured over critical information / data gathered, and is broken up further into sub-projects to be managed by appropriate aged students of different classes in our school. The projects lead to building prototypes as one of respective pre-final outcomes. The desired final outcome is slated to be products for larger masses that can be sold and monetized as well. We sincerely hope, some industries will come forward and adopt our products for commercial production somewhere down the line.

It is very heartening to share with you all that all these projects are on track and progressing very well. Some of the project teams have also written to competent authorities in various government departments to either appeal to them for support, or seeking information where required.

I am reminded of a famous proverb - "We don't inherit the planet from our ancestors, we borrow it from our future generations" for use over our lifetime. We all need to firmly believe that development is possible, without our planet having to pay a price for the same.

## TECHNOLOGY AT PAR WITH THE GLOBE



Written By Rajveer,  
Grade VIII-E (Alan Turing)

From the starting, Manav Rachna has been providing its students with the best technology which is at par with Global Standards. It helps students understand the concepts better and thus perform better in their exams, job interviews and afterwards. Hence it can surely be said that "THE TECHNOLOGY WE USE IN OUR SCHOOL IS AT PAR WITH THAT OF GLOBAL ONES".

Whether it is in the field of sports, extracurricular activities or academics; our school aims to provide us quality education through smart classes, tinkering labs, and practical experiments. "THE EDUCATION WE GET IN EARLY CHILDHOOD STAYS WITH US FOR THE WHOLE LIFE". Technology has a major role to play in fulfilling this purpose; it helps us to understand the present social, economical and political conditions of our society; bridge the gaps and reach out to the world in ways that are unimaginable. As students, we are often lured

by the schools abroad where their campuses are buzzing with the latest technical innovations. But I am sure, our school, stands tall as one such widely acclaimed institution which is the forerunner in terms of adapting briskly and incorporating the changes to equip the students with the dynamic technological advancements.





## TECHNOLOGY TRANSFORMS THE WORLD



Written By Varun Sachdeva,  
Senior STEM Educator, MRIS-14

Technology has the power to transform how children learn - walk into some classrooms and you could be forgiven for thinking you were entering a time warp. There will probably be a whiteboard instead of the traditional blackboard, and the children maybe using laptops or tablets, but plenty of textbooks, pens and photocopied sheets are still likely. We must say that "The world needs a new curriculum with the introduction of new technologies like Artificial Intelligence (AI), machine learning and educational software." We believe that a whole new core of subjects is needed, focusing on the skills that will equip today's learners for tomorrow's world of work. These include problem-solving, creative thinking and collaboration.

We are living in an age of accelerating change. We have to experiment and figure out what works. We are at the ground floor of a new world full of imagination, creativity, innovation and digital wisdom. We are going to have to create the education of the future because it doesn't exist anywhere today. The "innovative" classroom is the idea of inverting the traditional teaching methods by the asset of new technologies in the field of education. Though in the school, we were following the STEAM (Science, Technology, Engineering, Arts and Mathematics) curriculum, as of now, we have now upgraded it to STREAM (Science, Technology, Robotics, Engineering, Arts and Mathematics).

Our students create their own innovative world; build a new India by applying the concepts of computational thinking and applying the same to solve real-life problems. At the very first level, students tinker and throttle their skills to make something new and set up a landmark for the future world. Moreover, the process of Design Thinking (DT) is opposite to this kind of traditional teaching. While teaching DT, students are encouraged to explore real-world

problems without easy solutions. They are expected to take charge of their own learning, work together in teams rather than individually and understand that there are no "right answers" to the greatest of challenges/problems. It includes "building up" ideas, with few, or no, limits at a stretch during a brainstorming session. This helps reduce fear of failure in the participant(s)/students and encourages the process of input and participation from all. The outcome of such a brainstorming phase is what we commonly refer to as "thinking out of the box". For the purposes of tinkering & innovating towards the objectives of the school, the DT process can be defined through five distinct stages: empathize, define, ideate, prototype and test.

At last is the Physical Computing. Physical Computing is building/ designing/ creating/ making interactive systems that use different



kinds of software and hardware to sense and respond to external stimuli – which could be a program, a problem statement, a need, an issue or simply an Idea. In simple words - physical computing is a process where all the input and output devices work together as a single entity on the direction of a brain like object that could be a microcontroller board of a kind using Sensors, IOT (Internet of Things), Arduino, Raspberry Pi and many more.

## INDIA STANDS UNIQUE TO ITS HERITAGE



Written by Khushi Sharma,  
Grade X-A

A prime contributor to the diversity of India is its rich heritage which consists of the traditions, qualities and culture that have prolonged in the country. Indian heritage can be broadly divided into the Art heritage, Language heritage and Cultural heritage. The age old, yet magnificent buildings of the country provide it with dynamic architectural heritage. These take the forms of monuments such as Taj Mahal, Amber Palace and Mysore Palace. The heritage of the country has proved to be beneficial in matters of providing tourism facilities, a unique identity and global recognition. Today, every citizen takes pride in the rich cultural heritage that India offers. But, as westernization hovers over the Indian terrain, preserving our heritage has become the need of the hour. It is vital to

understand that Indian heritage largely contributes to our socio-economic well-being. The government has realized this which has resulted in many preservation laws. In today's time, when the entire world is modernizing, India stands unique with a vision of taking its culture, art forms and languages to the world. Even though the country has come a long way, it is impossible to take Indian heritage away from their minds and souls for it provides them the ability to think differently. Mark Twain has appropriately quoted India's magnificence in the following words:

"India is the cradle of human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grandmother of tradition."

**'INDIAN HERITAGE'**

Written By Lavanya Arora,  
Grade X-H

In India, as perhaps in many other countries of the world, trees have been held in veneration since ancient times. Our rishis of the yore retired to the forests to meditate and do penance amidst trees which are 'Far From the Madding Crowd'. Our forebears loved trees and forests so much so that they even deified and worshipped them as abodes of 'vrikshadevata' and 'vanadevata'. Many of them were not cut without good reason. In ancient India, groves of trees and flower gardens were reared with loving care.

In ancient Indian Sanskrit literature, there are many references to young maidens kicking the Ashoka tree to make it flower. But, in fact, the kick interrupts the flow of water upwards, triggering a defence mechanism which causes the tree to flower.

In western countries, people beat their walnut trees to encourage them to bear fruit. It is believed that a good beating ensures a good crop of walnuts. Like the Ashoka, the walnut too is a tall tree. Perhaps, all tall trees benefit from a sound beating occasionally!

In parts of Uttar Pradesh, people resort to another stratagem to get mango trees to flower. If a tree has not given fruit in a particular year, the owner, accompanied by three or four friends, walks menacingly with an axe and loudly announces his intention of cutting down the tree. His friends persuade him not to do so. When this owner has gone, his friends berate the tree for not giving fruit and advise it to give plenty of fruits next time if it wants to live. This method is said to give good results.

**VISION: TAKING INDIAN CULTURE ABROAD**

Written By Ms. Minkal Gupta,  
TGT-English

India has gifted a diaspora of instruments to the world including Indian Culture, Education, art forms and languages making the world more scrupulous and phenomenal. Be it yoga Gurus, Kathak dancers, Actors, Film makers or educationists, Indians have been migrating and with them is migrating the spiritual spirit, the traditional values and the intellectual mindset.

In ancient times, the traders from India travelled to Rome, China, Indonesia and Cambodia in search of gold. They travelled to the islands of Java, Sumatra and Malaya too. This is why, these countries are called Suvarnadvipa. The kingdom of Kalinga had trade relations with Sri Lanka during the time of Emperor Ashoka. Wherever the traders went, they established cultural links with those places.

Through the Silk Route, it wasn't only silk which was imported; the most important thing propagated was the philosophy of Buddhism. The route was used by the missionaries, teachers and preachers to take Indian wisdom, Indian philosophy abroad. The Universities were the most important centres of cultural interaction. They attracted large numbers of

students and scholars from all over the world. The Nalanda University is known to be the producer of teachers such as Acharya Kamalsheel, who was invited by the King of Tibet.

Another important contribution of India is to the Arab civilization, i.e. Mathematics. The Arabs acknowledged their debt to India by calling Mathematics, "hindisa". They were quick to appreciate the revolutionary character of the Indian Decimal system with its concept of Zero. The other fields of Indian knowledge included works on a wide variety of subjects such as Astrology, Astronomy, Medicine, Ethics, Politics and Science of war.

The Indian youth today has been moving towards the Western Culture, whereas in the western countries it is the Indian culture which is gaining momentum. Yoga, meditation, Indian Dance forms have mesmerised the world and they are all eager to reap the benefits. The merging of cultures has, I believed, made the world a better place to live in with virtual boundaries.



## NURTURING THE POTENTIAL OF YOUNG MINDS



Written by Ms. Reenu Dahiya,  
TGT- English

It is a miracle that curiosity survives formal education.

Curriculum should help children make deeper and fuller understanding of their own experience.

Manav Rachna International Schools are at the heart of nurturing globally conscious students. They aim at the holistic transformational learning for the child, keeping in view the three 'Hs' - Head, Heart and Hand. This approach facilitates the multi-dimensional nature of learning processes and reflects a paradigm shift from theory-based conventional learning to experiential learning. It nurtures the true potential of the students and helps them reach their goals in harmony with the physical environment.

Academics are integrated with sports, life skills, clan competitions, academic workshops and UNSDGs. Students reflect their knowledge in the form of research based projects, interesting dramatizations, hands-on activities as well as various inter-school competitions in sports and co-scholastic areas. Learning is taken beyond the four walls of classroom through educational trips and exposure to national and international

cultures. Travelling helps them understand the global differences, stimulate empathy and empower them with improved adaptability. It also develops intra-personal competencies which are crucial for the 21st century learner.

The students are apprised about global and ecological challenges through UNSDGs so that they can be sensitized to the needs of the world. They also give them a peep into the real-life problems of people around them. They use critical thinking, team learning, digital technology and come up with the best solutions to the modern day problems of mankind. UNSDGs make them understand the diversity and reveal their inclination towards world-wide equality.

The teachers play a crucial role in offering their young and enthusiastic students a window into the world and preparing them for new challenges such as climate change, spread of infections, xenophobia. The students are introduced to diversified experiences to hone their skills and make them strong pillars that hold up the world with pride and confidence. Education at Manav Rachna inspires them to lead with a difference.

## GLOBAL EDUCATION JOINS HANDS WITH GLOBAL GOALS



Written by Ms. Janitha MB,  
TGT- Science

Minds are like parachutes, they only function when they are open.

The dangerous smog filled air, the increasing average temperature, the polluted water, decreasing forest cover, bush fires is just the beginning of a long list of concerns, causing ecological imbalance. These changes in our environment have led to the need for globally conscious citizens. Global consciousness is not just about mastering the body of knowledge but it is also about having the qualities to think of 'the world at large'.

Manav Rachna International School, Sector-46, Gurugram has been nurturing globally conscious students with the introduction of the United Nations Sustainable Development Goals in the curriculum. Working on some of these goals has brought about positive changes in the attitude of the students. They now seem to

display more conscious behaviour towards the environment.

Going along these lines, Divenna Madan of Grade 8 was inspired to create an autonomous student-led committee called the NO PLANET 'B' COMMITTEE along with her peers. The committee is keen on making a difference by finding solutions to the various environmental issues prevailing in our neighbourhood. They call themselves the green-agers.

Students are frequently encouraged to participate in competitions like TOI Young Change Leaders Contest, Blogging and Photography contest at Youth Climate Conclave, Cuckoo about nature quiz organised by Cuckoo about nature club. This has given them an opportunity to explore and develop a sense of responsibility towards the world.

## I GREW WITH EXPERIENCES ...



Written by Krishaang Kohli,  
Grade XII

I was honoured to hold the office of the Deputy Secretary General for the second edition of Vidyanatariksha Model United Nations in 2019. Though the MUN itself was conducted for a period of two days in October, the journey of organising it went on for months. I can honestly say that it was the most enriching experiences of my life, and it taught me the value of leadership, and the various facets of organising any sort of

an event, whether it be registering and communicating with over 600 delegates and more than 10 schools, to budgeting and catering and other logistical requirements. Though it was stressful at times, it gave me a lot to take forward and memories to cherish for a lifetime.

## INTERACTIONS AND COMPETITIONS FOSTER LEARNING AND BROADENS MINDS



Written by Siya Arora,  
Grade X

When a mind is stretched to a new idea, you don't expect it to go back to its original dimension. Events like Model United Nations are a hallmark of Manav Rachna and are dedicated to nurture students with life skills and experiences.

Model UN is a fast-growing competitive activity for many students but to all of us at MRIS, it means something more. It has helped us become global citizens, befriend people from around the world and most importantly, it taught us to voice our opinions.

It is a student-led event in the truest sense of the word. I truly began my Model United Nations journey in school at the age of 13. Admittedly, it was very intimidating as I was unaware of what I was getting myself into. However, after my first conference, I knew that Model United Nations would become an important part of my academic career as I enjoyed both the intellectual challenge as well as the knowledge that I was fostering with regard to real-life situations in which I someday hoped to help.

As I continued to participate in conferences, I grew deeply fascinated by the political scenarios in the world, be it the geopolitics of the middle-east or the nuclear tensions in the Korean peninsula. In Grade IX, I got a wonderful opportunity to be a part of the secretariat - the committee which essentially oversees and decides on all aspects of the conference. It was dream come true! What ensued was months of hectic planning-from determining agendas to selecting the stationery - every minute detail was discussed and debated. How could we not? We had to make sure that the Delegates attended a conference worth their while.

The conference turned out to be a tremendous success. And I'm grateful to the school as it supported us at every given point and always had our back when we wanted to pursue out of the box ideas for the conference. Organizing MUN is truly an exhilarating experience and very rewarding, especially when you see all your hard work paying off. This experience would definitely aid me to be a better leader in the future.

## LET THEM DISCOVER - LET THEM EXPERIENCE



Written by Akshit Gupta,  
Grade XI

I have been a part of VidMUN's secretariat in both its editions in 2018 and 2019. In VidMUN 2019, I was the Under Secretary General for Logistics. As the name suggests, I was in-charge of all the conference's Logistical needs (furniture, printed material, pens, etc.). Even though there was a proper hierarchy, the whole Secretariat worked as a democracy and everyone did whatever job they could find regardless of their post. Our objective was to host the best conference possible, giving the best experience to all the delegates and become a major platform for spreading awareness about global issues. All of us worked continuously for 6 months, 5 days a week, sometimes even from home. It was worth it as we learned a lot about ourselves which we did not know earlier, had a lot of fun and the Secretariat became a huge family to me. Yes, there were a lot of challenges; the biggest one was that 6 different conferences were being held on the same day in the Delhi-NCR region. This caused a problem as some of these

conferences were veteran conferences which were very famous, so we a relatively new conference would have to compete with them with regard to the delegates. Our target at the beginning was about 380, since we were clashing with these conferences, all of us worked very hard to rope in as many delegates as possible and as early as we could. The result, not only did we reach our target delegate count 2 months before the conference, but we crossed it by such a margin that we had to increase the seats we had. This kept on increasing to an extent that a month before the conference, we closed our applications with 612 delegates, double the delegate count we had in 2018.

The best experience we had was obviously on the days of the conference where we saw the result of our hard work. Even on these days, we were on our toes running around continuously all day managing the conference and taking care of problems that arose. At the end, the conference was a major success.

## SANDHRIIT - INTER MANAV RACHNA UNSDG COMPETITIONS - 2019-20

Knowledge, expression, awareness and action - when they come together, a symphony is created and that is how all the required changes are ushered in.

MRIS- 46 hosted an Inter Manav Rachna UNSDG Competition, to nudge the students to express themselves, touch the hearts of many others and compel them too, to take action and

usher in the required changes. The competitions like poster making, writing, photography, mobile movie, celebrating sustainable art were open to all students from Grade 4-9 and Grade 11.

We are happy to share some of the winning entries for writing competition.

## ETHICAL FASHION

Category (Grade 6-7)



Gurpreet, Grade 6 (Scholars),  
MRIS Mohali - participant

There is no beauty in the finest cloth if it makes hunger and happiness." Mahatma Gandhi said these words while addressing factory workers in India in 1982. Almost 36 years later, they are still as relevant as ever. Today, fashion production is still in some cases, responsible for hunger, unhappiness, hazardous work conditions, massive amounts of environmental waste and pollution. That is why 'Fashion Revolution' is calling for fairer and cleaner fashion industry.

Fashion waste comes from a variety of issues, but one of the biggest culprits is the movement towards the 'fast fashion'. This term refers to clothes made at a cheaper cost and quick to meet demands around the new styles. These clothes are typically so poorly made that you will toss them out with the trend. This leads to long-lasting environmental issues. The effects of fashion waste are:

1. Micro-fibres from fabrics wind up in the ocean and threaten aquatic life.
2. Clothes made of synthetic fibres do not break down thereby, adding to our landfills.
3. Making clothes generate an increased use of toxics and pesticides.
4. The push to be trendy and in style leads to quickly and poorly made clothing.

It is high time that we switch to sustainable clothing and save our environment. Sustainable clothing refers to fabric derived from eco-friendly resources. Sustainable clothing can also be called eco-clothing. Historically, being conscious towards clothing means:

- buying second-hand
- donating clothes not in use In modern times, a prominent trend should be
- Reducing the amount of clothing discarded to landfills.

- Decreasing the environmental impact of agrochemicals in producing conventional fiber crops.

The brands that promote eco-friendly clothing are: Levis, H&M, Eileen Fisher, Thread Up, Zara, and several others. The clothes are made from natural fibres. Natural fibres are the fibres which are found in nature and are not petroleum based. Natural fibres can be categorized into two main groups: Cellulose or Animal based. Cellulose fibres include jute, flax, hump, ramie, bamboo, soy, corn, banana, pineapple, beech wood.

We must promote eco-friendly clothing because it reduces the amount of pesticides released into the environment. It is better for us due to its non-toxic nature. It is also unique and lasts longer besides helping the environment in reducing water consumption and waste production.

There are some alarming facts on fashion waste and sustainability. The apparel and footwear industries account for a combined estimate of 8% of the world's greenhouse gas emissions, and fashion is the third highest-polluting industry in the world. A 2016 Mc Kinsey report revealed that three-fifths of all clothing items will end up in an incinerator or landfill within a year after being produced. If we keep this up by 2050, the fashion industry could use more than 26 % of the 'Carbon Budget'. It is also estimated that less than 1% of the material used to produce clothing is recycled into something else. That is about a loss of 100 billion USD worth of materials every year. The clothing brand Patagonia was the first to make polyester fleece out of plastic bottles. Only 15% of consumers recycle their used clothing.

Despite all these alarming facts, there are many ways to cope with the disaster of fast fashion. This is the right time to awake and switch to 'Ethical and Sustainable Fashion'.

## HOW ONE'S CULTURAL HERITAGE IGNITES MINDS AND PUT THEM TO ACTION?



"I do regard spinning and weaving as a necessary part of any national system of education."

-Mahatma Gandhi

In aligning ourselves with UNSDGs, MRIS-46, Gurugram organized a Weaving Workshop for the students of Grades 1 to 4. This six-day long workshop began with an introduction to the art of weaving. It culminated with children in groups operating looms and weaving mats, out of strips of waste cloth. The workshop provided them with hands-on learning from trained artisans on warping, designing, weaving and using a shuttle to seal the mats. They handled a table top loom and learnt about frame loom (wooden and plastic) and Amber Charkha. The workshop had manifold

advantages like it aided visual tracking, build eye-hand coordination, taught them to use both hands simultaneously and gave them a physical experience of spatial concepts of up, down, over and under. The most important lesson the children took home was a sense of responsibility towards environment and how crafts play an important role in sustainability.

To quote Ritisha, a student of Grade 4, "We were alarmed to learn that 85% of textiles end up in landfills. The Weaver's Workshop has made us realise that we kids can spread awareness and encourage changes within our known circle of family and friends. Torn and waste cloth can be recycled for daily use. Our action will be like drops of water in the vast ocean of sustainability." Well said young crusader!



## GETTING CONSERVATION INTO THE MAINSTREAM THE MRIS WAY



Written by Ms. Vasudha Dixit,  
Primary Wing teacher

## ACTIVITIES INCULCATING AWARENESS ON SUSTAINABILITY AMONG CHILDREN

“Often when you think you're at the end of something, you're at the beginning of something else.”

MRIS Charmwood has been at the forefront of raising awareness among its students as well as society at large about global issues like water conservation, climate change, waste disposal, pollution -- that plague our planet. The Annual Projects programme for students at MRIS is

designed keeping the UNSDGs (United Nations Sustainable Development Goals) in mind. Students right from Early Years learn about issues like sustainable living and conservation of the Earth's resources. Students have been working on the themes under the Annual Projects assigned to each grade under MRIS curriculum. Such projects encourage children to strive for a healthier and happier tomorrow.

At Early Years, as part of their “**Big Project**”, the little ones learnt how to save food by making bird feeders, save paper by making note pads out of waste paper and piggy banks and planters out of old tissue boxes and plastic bottles.

As part of Annual Project 2: Quality Education and No Poverty, Zero Hunger, the students of Grade V invited students from our adopted school Abubhav Ek Ahsaas for an interactive session. They were welcomed with love and affection by the students who presented laughter yoga and tongue twisters for the audience. The students also conducted a plantation drive in school. The children have been learning about the perils of deforestation especially its impact on the global climate conditions. Students of Grade V visited "Anubhav Ek Ahsaas" to conduct storytelling and poem recitation activities.

With Annual Project 3 "**Responsible Consumption and Production**", the students of Grades I to V visited the Chemistry lab to learn how to make bio-plastic and to understand its importance. Bio-plastics are biodegradable and can help us deal with the increasing problems of litter, particularly in our rivers and seas. The children also conducted an awareness campaign in school about lowering

the usage of plastic in our daily lives. The students went to classes across the school and sensitized their peers about how plastic is destroying the environment and encouraged their peers to carry steel water bottles and steel lunch boxes to school.

As part of Annual Project 5 “**Life on Land**”, the students conducted an awareness campaign on reducing the use of plastic. They made posters and distributed badges to the school's staff to make them aware of the harmful effects of plastic. The students also presented saplings in old coconut shells instead of plastic bags to the school's gardener. The school's housekeeping staff was sensitized on the importance of segregating waste material generated on campus.

For Annual Project 6, the students conducted an awareness campaign in school about the judicious use of water and the importance of conserving and preserving it. Students went to classes across the school and sensitized their peers about how ground water levels are getting depleted and how we must find ways of saving it.

Keeping the recent ban on plastics in mind, a cloth bag making workshop was conducted for the students of Grade VII. It was a fruitful session wherein the children also enhanced their skills.

## MRIS CHARMWOOD GAVE ME THE COURAGE TO FOLLOW MY DREAMS



Written by Ashween Kaur Siddana, Alumna (Batch 2016-17)

## BELIEVE IN YOURSELF & YOU WILL BE UNSTOPPABLE



Written by Nikhil Sharma, alumna (Batch 2016-17)

Pursuing majors in Human Resource Management; B.Com and Minors in Psychology from Sobey School of Business, Halifax, Canada

"Studying Commerce at MRIS Charmwood was one of the main reasons why I decided to pursue my academic dreams at Sobey School of Business, Halifax Canada. My base for studying Commerce was strengthened because of my teachers at MRIS Charmwood. I am really grateful to them for helping and guiding me, and in fact, it is because of them that I am able to cope up with my studies at Sobey's. My years

at MRIS Charmwood have taught me the value of sincerity and hard work.

The main thing about studying and choosing your career stream is recognizing what your interests are and what you can do best. So, opting for Commerce in Grade 11 helped me become more confident. Like I said, my mentors helped and supported me throughout my journey. I am now an independent 22-year-old woman in Canada. I came here when I was 18, and even as I complete my last year of graduation, I am set to achieve greater glory."

Currently pursuing a degree in Sound Engineering and Movie Production from a leading US University

Ever since I was a child, I dreamt of going abroad for higher studies. MRIS Charmwood helped transform this dream into reality. The exposure that was provided to me was unmatched – right from robotics to innovation in imparting education.

My teachers were the major source of influence for me and every single one of them created a bond with the students to help them reach their potential. I am immensely grateful to the school and my teachers for making me believe in myself. I continue to live by the values that were taught to me at MRIS Charmwood. After I graduated from MRIS, I was awarded a scholarship at Saint Mary's University, Halifax, Canada which I accepted to pursue B.Com. During my first year, I founded the marketing society at the university and remained the President of the same for the following year. At the end of the first year, I secured an internship at a start-up Entrepreneurial Development Conference & Expo (EDCE). I was hired by the same firm after two months of interning and promoted to the role of Director of the company after which we scaled up to being Canada's largest national conference firm for

entrepreneurs and small to medium sized businesses.

My discipline and work ethic that were largely developed during my time at MRIS Charmwood continued to be of service. This led me to confidently engage in business with multiple Fortune 500 C-suite executives while still being a teenager.

To this day, all the values that the school reinforced each time and helped inculcate prove to be the reason for my quality performance. The most important belief that I learned was that I'm the best and that I could achieve greater things than I thought. And the credit for inculcating this thought in me goes to my teachers.

With this same belief, I resigned from the company at the end of my second year and moved to Hollywood, switching my degree to study music production, song writing and sound engineering. The decision to follow my passion backed with the same principles that I gained from the school helped me to work towards a long-term vision and gave me the strength to shape my future accordingly. I have no doubts that I would not be headed where I am if I was at a different school. I express my sincere gratitude to MRIS Charmwood, and each person in the team for their lasting impact.

## GAINING A NEW VISION TO LIFE



Written by Priya Rajan,  
Grade VI (Researchers)

Have you ever learnt an international language like French, German, Spanish, etc.? Well, if you haven't, it's okay, but trust me, learning a new international language has many benefits. It will make you a better communicator, empower you to reach your goals, and boost your self-esteem. I think that is the reason why so many students want to learn international languages. At MRIS Charmwood, we are given options to choose an international language. The best thing about learning an international language is that after school if you choose to study abroad, it will be

an added benefit for you.

I study in Grade VI and have opted for French as an international language. It is a lot of fun to learn French because our teachers teach us very nicely and help us a lot. In fact, it is because of their help that I have been able to secure the second rank in the French Olympiad and am all set for the second level.

Thus, I believe that the main reasons why students want to learn international languages is that it makes us more communicative, gives us confidence and opens new opportunities for us.

## I AM PROUD TO BE ASSOCIATED WITH MRIS CHARMWOOD



Written by Utkarsh Singh is an alumnus of MRIS Charmwood (Batch 2018-19)

He is currently pursuing Computer Science Majors at the University of Texas, USA. He is also a peer educator.

MRIS Charmwood played a significant role in my global leap. I am very grateful for everything that the school has done for me. Be it always pushing me and introducing me to new opportunities or by showing trust in me even when I was not doing good in academics.

I have been a part of the MR family since I was in Grade VIII. When I first joined school, I was a timid kid. Now, I am about to present an orientation session to the incoming freshmen class at my university.

The school helped me a lot in deciding my interest and then, working with me to enhance my skills and encouraging me along the way.

With the help of the Robotics Lab, I could think like a programmer.

When I was preparing for the National round of First Lego League, the school provided me with extra classes so that I could cope up with academics. These efforts that the school made for me helped me achieve my goals. I am incredibly proud to be associated with this institution.

## NEW PRACTICES MAKE THE PATH WORTH-REMEMBERING



Written by Ms Varsha Khajanchi,  
PGT Commerce & President,  
Alumni Association

It is increasingly important for students to develop global competence as countries worldwide become more and more interconnected. Although global competence is a broad concept, globally competent students are commonly very curious about the world, able to understand various perspectives and think critically, able to effectively communicate their ideas, have a positive attitude towards diversity, have a strong sense of identity and empathy, and apply their learning by taking action on issues that affect them and others.

Being one of the prime and leading educational institutions of today, MRIS Charmwood believes in providing its students a holistic, global education and development. Some of the best global practices adopted by our school are:

- Regular Teacher training programs are conducted to ameliorate the skills of teachers to stay updated with the latest methods adopted across globe.
- Sound pedagogy and teaching practices created and refined by experienced teachers through micro teachings.
- Lower Student teacher ratio to enable a teacher to devote more time to each student so that every child can be fostered in a balanced way.

- Well-furnished classrooms with cutting-edge technology offer unique space for collaborative learning.

- Differentiated learning to celebrate each child's learning journey. Promoting critical thinking through symposiums. Peer tutoring, flip classroom teaching and experiential learning are just a few ways adopted in teaching to get each child self-motivated in the pursuit of excellence.

- Digital classrooms to enable Integrating ICT with different subjects, which is the need of the hour. Young learners are facilitated with personal tabs with the aim of instilling digital learning. This also allows differentiated learning as they can gauge their learning pace.

- Inclusive setup to sensitize students towards the students with special needs.

- Cultural exchange programs organized at regular intervals to keep students abreast of international affairs.

- Skill development lab is equipped with professionally trained teachers to figure out the latent abilities and cater accordingly. Also, there are Integration of life skills and other co-scholastic activities with regular teaching learning as a part of curriculum.



- Soft skill development by integrating various activities for an unforced conditioning. Holding theatre workshops, directing documentaries, launching book with Quill Club, tree plantation drives, blood donation camps, self-defense workshops, literary activities, health and hygiene. Internships, community service projects like computer workshops for senior citizens and site visits offer students an opportunity to gain exposure to new perspectives and experiences in the real-world.
- Sensitising students towards global issues like depletion of natural resources, water conservation, land degradation, pollution is done through various activities and Integrated AP (Annual Projects) in club meets, regular morning assemblies based on themes. Multidisciplinary investigatory projects are also used as alternate pedagogical strategy.

- Offering liberal arts to students by not restricting them to traditional career streams, but widening their horizon to explore more.
- Providing career counselling and hand holding through the process of admissions post schooling.

At MRIS, we understand that the global education requires deeper learning and exploration of environmental, social, and economic issues worldwide at the same time having an academic rigour to stand out in global challenge. Students here learn how their decisions and actions, and those of others, can make an impact around the world. In my long relationship with this school, I have seen all my alumni turning out to be smart, competitive, happy and responsible global citizens - All credits to their strong roots which nurtured them from a tender age.

### TECHNOLOGY USED IN MRIS CHARMWOOD AT PAR WITH GLOBAL SCHOOLS



Written by Ms. Ankita Sinha,  
Primary Wing Teacher

Usage of technology has paved the way and made our lives easier, especially when it comes to the field of education. Acknowledging the 360 degree change in the teaching pedagogy, technology has replaced redundant ways of classroom teaching.

Here at MRIS Charmwood, we believe in providing the best opportunities to the students, which comes aligned with the best facilities provided at school. Technology plays a pivotal role when we talk of the amenities of the school. Indeed, technology has become an integral part of our day-to-day lives. From smart classrooms to the tab lab facilities, MRIS, Charmwood has a long list of areas where technologically we are no less than the competency of global schools. With smart networked classrooms, interactive boards with projector, computer labs, I-Pads for research, MRIS Charmwood has brought a complete transformation in the learning process in classrooms making learning an enjoyable experience for students motivating them for research and project based learning.

The technological aid has been provided not only to the students of MRIS, Charmwood but

also the parents have fair access to their child's academic as well as other necessary details through ERP (Enterprise Resource Planning) called Entab. The school management software and mobile apps called Entab helps in streamlining the tedious administrative tasks and develop a powerful relationship between educators and parents for a child's holistic development. The ERP makes the work seamless, easier efficient and productive.

TAB LAB not only supports learning but gives richness and diversity of digital content specially used in CREST. The approach fosters the student centric learning which makes it informative and enjoyable too. It has reduced the teacher dependent learning as the students proactively involve themselves in various researches through this TAB LAB facility.

When teachers effectively integrate technology into subject areas, teachers grow into role of advisor, content expert and coach. Technology helps make teaching and learning more meaningful and fun. It has inspired kids to become more creative and innovative.

### WHY THE WORLD MUST LOOK UP TO INDIA?



Written by Chinmay Chopra,  
Grade V (Amartya Sen)

We're always discussing how India is behind other countries, but we should also remember to highlight and appreciate the things we've achieved and the progress our country has made in several fields.

The Indian space programme is one of the world's most cost-effective. In fact, our Mars mission has been lauded for its economic cost. India has the world's largest deposits of Thorium, a naturally occurring radioactive chemical element that can replace Uranium for nuclear fuel.

India has one of the highest numbers of festivals

in the world. Unlike the West, almost every Indian person can speak two or more languages, including English.

The Indian IT industry is the second largest in the world and will soon overtake China. The Hindi film industry is the largest in the world!

Now let's talk about our people. More than 50 percent of India's population is aged below 25 and is getting younger. This can help our country to become a world leader in innovation. It is quite noteworthy that out of all the countries in the world, India has the third largest number of billionaires.

## YOUR STANCE AND DEEP RESEARCH ENHANCE YOUR GLOBAL OUTLOOK



Written by Aashna Aftab,  
Grade 5 (Tagore)

RESILIENCE MUN 2019 was my first MUN where I won the best delegate award and was able to learn a lot, taking back some great memories with me. A superb way to be introduced into the world of MUN!

I was allotted the role of the RWA (Residential Welfare Association) Chief, in the committee 'Open Forums' where the agenda was about tackling increased levels of pollution in Faridabad. Two things are highly important in a MUN - your stance and research on the agenda.

With this thought, some steps that ensured my success:

1. Research on the meaning, rules and regulations, process and working of MUN
2. Research on the agenda by dividing it into several parts - causes, features, etc.

3. Subtopics and arriving at my stance on the agenda

This is an event where you will get enough opportunities to speak and improve your communication skills. Also, we must remember that there is no one to judge you; it is you who will have to learn from your own mistakes and improve the next time when you come for another conference.

This is the magic a MUN can create. The room has a lot of positive energy to make the impossible, possible. The Delegates are given the freedom to represent their allotted role/country and also drive the committee according to the mandate. Such opportunities are a good learning experience for all of us and MUN provide us a platform where we can think out of the box.

## RESILIENCE MUN 2019



Written by Pranay Bhalla,  
Grade 7 (Aryabhata)

Resilience Model United Nations was organized in Manav Rachna International School, Charmwood recently. What essentially made this MUN special was the secretariat comprising of students aged 12-13 years. The children were enthusiastic and curious to learn and see what will happen in these two fruitful days. The opening ceremony commenced with the heartwarming words of Ms. Sanyogita Sharma, Director-MRIS. Then the conference was declared open by the Secretary General Kanav

Bhugra. Being the first edition of this MUN, it had 6 sensational committees giving the young delegates from grade 5-8 an exposure that gives them a life changing experience where they can discuss the important world issues like Israel-Palestine conflict, deliberation on the ever spreading fake news in India, human trafficking and finding a solution to each one of them. All in all, it was a wonderful learning for me and a lifetime memory to cherish.

## NETWORKING ON GLOBAL ISSUES



Written by Ryan Mehta,  
Grade 5 (Explorers)

Model United Nations provides us a platform where we can gain many skills ranging from public speaking and networking to conducting research, projects and understanding global politics. However, one of the most rewarding parts of the MUN for me has been the opportunity to meet new people from different places. Till now, I have participated in two MUNs and both of them have been the best experiences of my life. It requires a lot of research and understanding of the problems that we are facing globally and helps us to reach to some conclusion and give best solutions to

the problems, thus broadening the horizon of our understanding and taking our learning to a whole new and next level. My favourite committee is United Nations General Assembly. I was mentored by my teachers, brothers and friends as they had experienced it many a times. When I participated for the first time, I was very confused and had many questions like what we have to do or how are we going to do it, but our teacher's told us to be relaxed and enjoy the sessions and like ma'am said, not only we enjoyed but, learned a lot from these events and now I am eagerly waiting for my next MUN.

**“IF MY MIND CAN CONCEIVE  
IT AND MY HEART CAN  
BELIEVE IT  
- THEN I CAN ACHIEVE IT.”**



Written by Sahiba Taneja,  
Grade 7

Top rank players from all over Asia; therefore it was an overwhelming experience. After winning my first match, I was all geared-up towards the remaining matches. My second match was with a Malaysian girl, who was older than me and also was better-in-built, but regardless, I was full of confidence. Though I lost my match with Malaysian girl but I gained good learning experience from this match. One thing which I figured-out after this match was that I can give tough competition to these top rank Asian players.

It was an overall wonderful experience. I was lucky enough that I got the chance to play and witness few jaw-dropping and nerve-wrenching tennis matches. I was well prepared to put all my efforts for achieving more wins besides performing well in my academics. I had been practicing a lot before entering into tournament

week. I was putting three hours daily for rigorous tennis practice sessions and physical activities. I am now gearing up myself to give more time for tennis practice.

I wish to become No.1 rank tennis player and represent my country for Tennis in Olympics one day.



## UNSDGS: BROADENING A STUDENT'S HORIZON



Anhad Ahuja, Grade 4  
(Indian Ocean)

In 2015, the United Nations, in consultation with member states, International agencies, NGOs, corporate & civil society came up with a set of 17 goals called the UN Sustainable Development Goals. These goals focus on developing people, protecting the planet, fostering peace, ensuring prosperity and engaging in collaborative partnerships.

GOAL 1: No Poverty.

GOAL 2: Zero Hunger.

GOAL 3: Good Health and Well-being.

GOAL 4: Quality Education.

GOAL 5: Gender Equality.

GOAL 6: Clean Water and Sanitation.

GOAL 7: Affordable and Clean Energy.

GOAL 8: Decent Work and Economic Growth.

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

These goals were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and

prosperity by 2030. This UNSDG cannot be met without recognizing the role of school teachers as primary contributors as well as a group. Our schools are contributing in achieving these goals. Education imparts knowledge and skills that attract higher wages. The indirect effect of education on poverty is that education improves income, and thus makes the fulfillment of basic necessities easier and raises living standards, reducing human poverty. Education indirectly helps in the fulfillment of basic needs such as water and sanitation, utilization of health facilities and shelter. Schools are providing training to students about food availability (e.g. through growing produce in school gardens), proper use of food (e.g. sanitation, hygiene, and nutrition education). School meals support children's development so that they become healthy and productive adults, breaking cycles of hunger and poverty. Education environment offer an opportunity to teach basic knowledge and skills that promote health and safety such as: healthy eating, physical activity, avoiding wastage of resources like food, water, fuel, etc. We are also learning various ways to combat the critical concerns being faced by our society and our world today. Our schools are providing Quality Education by Teaching methodologies through well trained and motivated teachers, along with a well-designed curriculum, safe and secured learning environment, effective infrastructure facilities, values and ethics.

**Education is key to building the sense of global citizenship that global problem-solving requires. And it is a major tool for developing a sense of shared global values.**

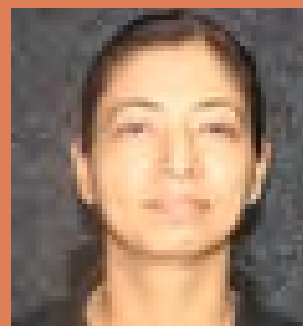
Education is a kind of universal right because it provides “**human capabilities**,” in the words of economist Amartya Sen-the-essential and individual power to reflect, make choices, and steer towards a better life.

Today, schools need to be different because of the challenges facing the world: global warming; population growth and ageing

populations; exhaustion of finite global resources (e.g. fossil fuels, land, and water); threats to employment from automation; moral and ethical issues associated with digital technology the rapid and accelerating the pace of change.

We at MRIS 21C are trying to prepare individuals who can tackle these challenges by following the practices like:

- **Encouraging children to save resources** - Children know that they need to switch off the lights when they leave their room for some



Written by Pooja Kukreja

**Active campaigns for saving environment**

Every year, children participate in rallies to spread awareness about pollution, avoiding burning of crackers, using cloth bags etc. Also, many poster making competitions are held to propagate the solutions on the burning issues.

activity, they know they have to throw waste paper in the recycle bin only not somewhere else, they know the importance of saving water. If any water is left in the water bottle it has to be used to water plants not in the drain. Also the RO waste water in our building is recycled for usage in the washrooms.

- **Good health & Well-being** - We are educating children how to improve lifestyle habits and avoid junk food. Children are encouraged to adopt good habits of exercising and eating healthy.

- **Donation of food and basic resources**- Children in the school are actively involved in donating food, clothes, toys etc. to NGOs. They are regularly participating in social work. It aims to help them in acceptance, self-determination, controlled emotional involvement, and non-judgmental attitude.

- **UNSDGs** - The Sustainable Development Goals (SDGs) are 17 goals defined by the United Nations to tackle the world's biggest problems by 2030. To solve the world's problems, the next generation needs to know what those problems are. A good way to ensure this is to teach them about the SDGs. It is part of a broader, international approach to learning. For teachers, it's energising to teach fresh material. It can give their professional development a boost. Students also enjoy being problem solvers for big issues. We, here at 21 C, are giving opportunities to the children to study, research and contribute to the SDGs through 'Annual Projects'. Students are provided with one goal each year in AP which they study thoroughly and get an insight to the global issues and their solutions.

**WORLD NEEDS INDIA**



Written by Devina, Grade 5 (Tagore)

I will not reason and compare: my duty is to create.

But then due to hard wired human tendency of comparison, I started searching a country with which I can equate my beloved country "INDIA" and I found none.

I started equating it with group of nations; European Union which comprised of 28 countries with 275 languages. India too is a country of 29 states with people speaking 447 languages. Wow!

Diversity of religion, caste, creed, culture, language, geography, talent and creativity

make INDIA stand apart from the rest of the world.

With growing problems of climate change, interdependent economy and scarcity of resources; world needs a more humanitarian approach, a voice that speaks of peaceful co-existence, stability and prosperity. Today's world needs INDIA for its long experience of handling complexity with ease and acceptability of diversity.

Let's dedicate ourselves to create a new INDIA of our dreams that inspires the whole world.

**VIBRANT INDIA**

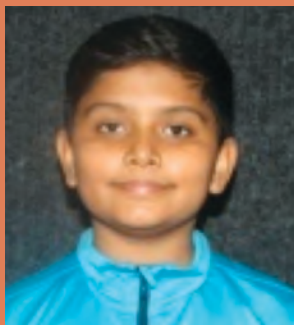


Written by Aashna and Ishanvi of Grade- 5 (Tagore)

India is a well-known country for its culture, art forms and languages to the world. India is one of the countries that has preserved its traditions despite being varied. One of the things that stands out in its diversity is the rich use of colours. Be it the welcome rangoli outside homes or toran hangings at the doors, the hued turbans on men's heads or the designs and

embroideries in women's clothing, the loaded colours of the cushion and bed covers that adorn homes the beautiful, colourful Indian art is difficult to miss. Indian art is one of the most common reasons for tourist attractions. There are many languages spoken in India, but the most common Hindi. We should be proud to live in such a country.

**EXPLORING OUR MAXIMUM POTENTIAL**



Written by Yatharth Kumar, Grade 6 (Achievers)

The Curriculum at Manav Rachna International Schools is a curriculum with a global perspective, with a focus on us...the students of MRIS. Our school curriculum gives us a chance to explore our potential to the maximum. This curriculum helps us to solve our day to day problems. We do not practice rote learning, on the contrary, we are taught to "think out of the box". There are various activities in our school curriculum that help us to view world problems and find solutions as smart citizens. We are taught to inculcate sustainability in our daily tasks, which is a must for survival in the current

scenario as mentioned in the UNSDGs. Through soft skills learning, we also practice additional skills needed to survive and to become street smart and not just book smart. We are given a choice to follow our dreams by learning music, dance, art and other activities. Our curriculum does not include learning in silos but believes in integrated learning. We also build projects as part of the Makershala which provides us practical skills.

## THE ART OF ARRIVING AT RESOLUTIONS



Written by *Vivekanand Jha*  
Grade 6 (Explorers)

Apart from academics in our school, a new system of developing our social and public speaking skills is MUN an acronym for Model United Nations. MUN helps us to broaden our thinking. It is a platform for expressing our ideas and solutions to the agenda provided to us. In MUNs, we represent either a person or a delegate of a particular country or various committees of UN and Indian legislative houses. We research through various sources such as reference books or on the internet to know about the agenda and our country's stand on it. In the conference, we have General Speaker List (GSL). We have moderated caucus in which we speak on various subtopics raised as a motion by other countries or our country. In unmoderated caucus, Executive Board (EBs) do not interrupt and therefore allowing the delegates to talk to each other, form alliances and discuss the agenda and motions in the next

part of the conference. Next, step is the Draft Resolution (DR) which is a formal document that contains the solutions of the agenda and should be passed in the committee by the delegates. There are two choices 1.1 or 1.2 and we vote by analysing which is better. Each of the DRs contains sponsors and signatories who are in support of the DR. EB consists of various experienced people who maintain the flow of the conference, select members of GSLs and also act as a governing body for the MUNs. I have attended two MUNs and it has been a wonderful experience for me. We can even carry our electronics for further research. I want to keep participating in MUNs which has now, for me become synonymous with a lot of fun. I also urge my fellow students to participate in MUN so that you have a better personality and character.

## CHILDREN'S THOUGHTS ABOUT THE EARLY YEARS INTERNATIONAL DANCE FEST — JOIE DE VIVRE...



I enjoyed learning Flamenco dance. My mom dad appreciated my dance.  
**Yashica Jain**  
Nursery-Rhea



I liked the formation of my dance and also the costume.  
**Purvi Bhalla**  
Nursery-Titan



Learning Brazillin dance was a lot of fun. I enjoyed lot.  
**Saransh Mittal**  
KG-Mars



I liked my Paso Doble dress the most.  
**Rabbani Singh**  
Nursery-Ariel



I enjoyed having fun during practice sessions. My mom and dad were very happy seeing me dancing.  
**Reyansh Jasuja**, KG-Mars



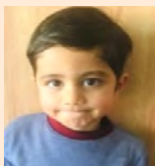
I learned a lot during practice sessions and I also liked my dance steps of Shukriya dance...through which we said thank you to our parents.  
**Gunika**, KG-Jupiter



I liked when my teacher used to appreciate me for my dancing. I enjoyed learning Mexican Folk Dance.  
**Aradhya Bhatnagar**  
KG-Venus



I liked my Tarantella dance costume and also enjoyed learning and performing the dance.  
**Saisha Jotshi**  
Nursery-Titan



My parents watching my performance sitting in the audience made me happy.  
**Reyansh Tyagi**  
KG-Venus



I was very excited to see my dance attire and make-up. I know I danced very well.  
**Devisi Garg**  
KG-Mercury



My mom and dad clapped for my Brazillian dance performance, which made me very happy.  
**Anya Singh**  
KG-Mars



I was excited when my parents clicked my photograph on the day of the event. I enjoyed Jazz dancing too.  
**Suparna Gupta**  
KG-Mercury

**CELEBRATED DR SEUSS DAY TO COMMEMORATE THE BIRTHDAY OF EMINENT CHILDREN'S AUTHOR, DR SEUSS, ON 2ND MARCH.**

Students of MRIS 21C celebrated Dr Seuss Day to commemorate the birthday of eminent children's author, Dr Seuss, on 2nd March. In an effort to foster a love for reading and boost early grade reading proficiency, a story session was hosted at the primary level. 'The Cat in the Hat', one of the stories from Dr Seuss's collection, was read aloud for the children. Lavanya Bansal, a student of Grade 1 shared her experience and

said "I enjoyed listening to the silly tricks that the strange cat played in the story. I went back home and retold the story to my parents." Inferring the learning from the story session, Lavanya shared, "I learnt that we children should not let any stranger in. I now want to read another storybook written by Dr Seuss. It will be 'One Fish, Two Fish, Red Fish, Blue Fish', she added

**ROCK SOLID INSPIRATION!**



Written by Yatharth Kumar, Grade 6 (Explorers)

When it comes to my life, I can list many people who have inspired me with their life experiences in solving my problems. One of the great personalities that has inspired me is Dr. Bheem Rao Ambedkar. He was the man who taught us to be determined and focused even if we are surrounded by hardships in life. He was an economist, politician and social reformer and one of the best architects of the Indian Constitution. Despite coming from a very poor family, he was determined to do something

great in his life and achieved his goal. During his childhood, he was not even allowed to study; still he completed his doctorate. Problems of his life never came in the way of his dreams. He had a great desire for knowledge. He was concerned for society and showed responsibility towards society. He was affirmative in his actions. He had all the qualities that inspire me to be a human first than anything else. I will also try to imbibe these qualities and will do something good for the people around me.

**READ ALOUD SESSION**



Written by Aarna Malhotra, Grade 5 (Amartya Sen)

I would like to share my experiences during a read aloud session held in our school recently. Our teacher chose to read "black beauty" to us. Our teacher started with previewing the book. While reading aloud, she incorporated variations in pitch, tone, volume throughout the session. This made listening to her very enjoyable. It seemed that we travelled in that era. Just before the session was about to finish our teacher asked questions related to the novel. After this, we summarised and shared thoughts about the story. This made the children comprehend the session more effectively. It was a mesmerizing session that we could not stop discussing, even after the session was over!

After going home, I took a story book and enacted the same way as my teacher. I read the story with variations in my tone & pitch. I could read the words more accurately and fluently. This gave me joy as never before. It was a great experience and now I am looking forward to the next "Read Aloud" session by my teacher.

"If my mind can conceive it and my heart can believe it – then I can achieve it."

Written by Sahiba Taneja, Grade 7

It was my first tennis match, which I won in Asian Under-14 Tournament. I got the 16th position among the girls! All players on the court were top rank players from all over Asia; therefore it was an overwhelming experience. After winning

## ENVISIONING 2030 WITH PEOPLE-FOCUSED GOALS



Written by Ambreen Gill,  
Grade VII (Kepler)

We at MRIS -51, Gurugram have put in our best efforts to ensure that the United Nations Sustainable Development Goals are effectively completed. All the clans were assigned separate goals which the students of the clan had to accomplish.

The goal for Wild cats was UNSDG 7 - Affordable and Clean Energy. The students actively participated in all activities that were conducted to make us understand the difference between renewable and non-renewable sources of energy. We made various

projects regarding the same, out of which one was the Solar Panel project.

Solar is a safe alternative which can replace current fossil fuels like coal and gas for generation of electricity that produces air, water, and land pollution. Use of solar energy will eliminate these unsafe, unclean consequences from using conventional fossil fuels.

It was a great initiative to introduce these goals in our school. These goals are the blueprint to achieve a better and more sustainable future for all.

## LET'S MAKE THE 'JUDICIOUS USE' A REALITY!



Written by Prisha Budhiraja,  
Grade VII (Galileo)

We, the students at Manav Rachna International School, Sector-51, Gurugram are working on United Nation Sustainable Development Goal-7 which is Affordable and Clean Energy.

Under this goal, we worked on many projects like making solar panels, solar city, solar houses. So far, we have learnt about renewable energy which can be renewed and used again such as sunlight, wind, water and non-renewable energy which will extinguish after a limited time period. Examples include coal, petroleum and other fossil fuels. We conducted and worked on many surveys with the nannies

of our school and got to know that in remote areas, electricity is either not available or available for very few hours. We are fortunate to have electricity in our residence and must conserve it to make it available for the future generation and people living in slums. We should create awareness among people about the conservation of energy. Government, on its end, must launch schemes for conservation of energy and set up campaigns for the same. We hope that in due course of time, we will be able to use energy conservatively and efficiently.

## GOAL 11 IN ACTION



Written by Vatsal Goyal,  
Grade VIII (Kalam)

Talk about the Global Goals wherever you go and with everyone you meet...

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all the United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Our School has also decided to participate in this action to make our world a better place. We have decided to select four of the most relevant and pressing goals and assign one to each clan. For my clan, Forest Rhinos, we were assigned Goal 11: Sustainable Cities and Communities'.

We decided to go about this in a project oriented method. We decided to complete the project every three months. Thus, we were able to set five projects for ourselves, all of them, relatable

and easy to accomplish, yet very informative. This helped raise awareness throughout the clan and opened our eyes to the problems around us, yet gave us a solution-achieving outlook towards them.

We created a tyre Garden and bamboo sapling beds. Both of these projects were created by us, the students! We had a hands-on experience and loved every moment of it. Researching for the solution ourselves and planning our projects helped teach us many principles like time management, leadership, etc.

We also watched many videos and learnt about the issues that many communities were facing around the world. Using this information and other skills that we had acquired, we also wrote and presented our own 'Nukkad Natak' for our clan.

This was a very informative experience and I am very happy and thankful that I had the chance to be part of such a venture. I hope for many such ventures throughout my life.

**WE SHOULD HAVE EXTREME POWER, NOBILITY AND LONGEVITY BEFORE WE START ANYTHING.**



Written by Dhuni Tanwar,  
Grade VII (Galileo)

We being Forest Rhinos should imitate connection with our mother Earth that makes for its confidence assurance, steadiness and sure-footedness to its purpose.

We, being in Goal-11 which has 255 documents that pertain to save electricity, save marine life, save water, basic services, urban economy, morality, a-forestation, infrastructure, public services (education). It is also the opportunity to harness the transformation force of urbanization for sustainable for development reduce the environment impacts on the cities.

More than half of us live in cities. By 2050, two-thirds of all humanity (6.5 million people) will be living in urban areas. We cannot reach our goal if we don't make any changes, we should start with a small change. In the upcoming decade, 90% of the urban expansion will be in the developing world.

**WORKING ON THE 'PEOPLE & PLANET' GOALS**



Written by Kritika Arora  
Grade VIII (BOSE)

Sustainable Development is that which meets the needs of the present without compromising the ability of future generations to meet their own needs.

It's about collaborating and putting the skills from different sectors together to find solutions that can create a more sustainable world. Our school has adopted United Nations Sustainable Development Goals (SDGs) by including it in the curriculum as Annual Projects for all grades. We are working on the following goals:

**Goal 1- Poverty** has many dimensions, but it is caused due to unemployment, social exclusion, and high vulnerability of certain populations to disasters, diseases and other phenomena which prevent them from being productive.

**Goal 2- Zero Hunger** – pledges to end hunger, achieve food security, improve nutrition and promote sustainable agriculture, and is the priority of the World Food Program.

**Goal 4- Quality education** aims at developing a balanced set of capabilities of children they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

The collaborative learning process at the school has always been the initial goal. Our institution has taken a great initiative in this regard focusing on various UNSDGs that help in bringing awareness amongst us and help us to think beyond the black letters of a book.

With regard to this, we, the students of Air Falcons Clan worked on UNSDG 1, 2 and 4 (No Poverty, Zero Hunger and Quality Education).

It is often said- A goal without a plan is just a wish. We planned various tasks to be fulfilled during the year. Our first step was to interact with the orphans. I and all my companions visited an orphanage wherein we learnt more about new people residing with us on this Mother Earth and their lifestyle. We had a fun-filled experience spending time with them. We had moments of laughter which would always remain memorable for me. Winning a heart and bringing smiles to the needy is something I have achieved, and its value cannot be compared to a

trophy. We came to know that being the citizens of the same country, they are not exposed to facilities we have. So, we should respect and care about things we have. There are many in the queue, who could be more capable but the reason for their lack is inaccessibility. We should feel blessed that we have such opportunities and utilize them until it's too late.

We should make them realize that all of us are children of God. We are all brothers and sisters who are never differed. We know that we cannot feel the same as they do but we could work collectively to reduce the pain. We made separate boxes and placed them in front of the library so that we could collect charities (clothes, books and food) from the whole school to offer to the orphans.

This was all done in order to achieve success in our goals. I hope our contribution would have acted as an inspiration for many.

Taking in mind the worsening condition of our Mother Earth, we went for a drive in the nearby areas. We educated people about the harm we give to Earth. We told them that plastic bags are responsible for the devastation of our planet. Instead, we made cloth and jute bags and gave it to everyone we met on the way. We advised them to use that bag and I hope our efforts worked out to be fruitful to atleast change a small community. A small step of today leads to a great change for tomorrow. We even carried out a plantation drive to fulfil our dreams of giving birth to green earth.

Success is not a big step in the future. Success is a small step taken right now. It is a staircase, not a doorway. The vision must be followed by the venture. It is not enough to stare up the steps- we must step up the stairs.

Along with every activity, we learnt many lessons of life we were not aware of. We look forward to much more coming up.

Without environmental sustainability, economic stability and social cohesion cannot be achieved. Achieving the SDGs requires the partnership of all to make sure we leave a better planet for future generations and this cannot be done alone.



## CLEAN WATER, CLEAN LIFE



Written by Yuvraj Sharma,  
Grade VI (Discoverer)

UNSDG - Clean, accessible water for all is an essential part of the world we want to live in and there is sufficient fresh water on the planet to achieve this. However, due to bad economics or poor infrastructure, millions of people including children die every year from diseases associated with inadequate water supply, sanitation and hygiene. Currently, more than 2 billion people are living with the risk of reduced access to freshwater resources and by 2050, at least one in four people is likely to live in a country affected by chronic or recurring shortages of fresh water. Countries within Sub-Saharan Africa, Central Asia, Southern Asia, Eastern Asia and South Eastern Asia are currently having the worst sanitation and water supply facilities. Luckily in our school, we have got the chance of helping the people. We have

learnt about how rainwater harvesting is done. We have written many articles and made many drawings on this issue. We can make small changes in our daily routine to save water. I know, we all have been told in our junior classes to use a bucket instead of shower and what not but question yourself are you actually doing that???

I will tell you anyways...

1. Use a bucket instead of a shower.
2. Do not use a lot of paper or any other paper product like tissues as making them takes a lot of water and trees are also cut.
3. Do not keep open the tap while brushing.
4. Drink less of soft drinks as they take in loads and loads of water.

## INVENTIONS FOR A GLOBAL FUTURE



ARE WE READY FOR CLIMATE CHANGE?

Written by Namish Gugnani,  
Grade VII (Kepler)

In today's fast life, we don't get time to look upon our mistakes. A big one of them is Climate Change and Global Warming. First of all, neither ignore it nor blame others. It's you who is at fault "if" I repeat "if" you are not talking about it. You know the first step to solve the problem is to talk about it.

Moving on, I want to share four ways to stop climate change/global warming.

### No. 4 {The "You've heard it wrong"}

Walk/Cycle Instead of driving in a car. You must have heard this one but have you ever heard this - "Lessen travelling in planes". No, right. But this is even more useful than the first one as planes contribute to almost 14% to the total pollution index. Also, planes fly above the clouds so the harmful gases take even lesser time to reach the ozone layer. But in the case of cars, the gases take more time if compared to planes. Also, sometimes, rain brings down all the pollution in the form of 'acid rain'.

### No. 3 {Grow trees or not?}

You may have heard "grow trees" but the problem is that between farming and other land uses, there is no space left to grow trees but sea weeds can do the thing, they grow 60 times faster than normal trees and according to

scientists, only 8% of the total oceans covered in sea weed would do the trick. It is actually better than trees as it also purifies the ocean water.

### No. 2 {Artificial Intelligence is actually great}

Scientists are working on artificial plants that will suck CO<sub>2</sub> using direct air trap system. One such active prototype is located in Iceland. It sucks and converts CO<sub>2</sub> into stone. They piggyback on the fact that carbon dioxide will react with certain rocks, like basalt, to form carbonate minerals.

### No. 1 {Permanent freeze}

This might be the strangest proposal of all, but the idea is relatively simple. I'm talking about permanently freezing CO<sub>2</sub>, right out of the air, in a landfill, FOREVER.

Go to a place like Antarctic where CO<sub>2</sub> almost freezes on its own. Build freezers there and get the temperature down to about -140°C so that the CO<sub>2</sub> freezes there and the problem will be solved. But here, the power for the freezers should come from a renewable source. According to scientists, 16 or so wind farms would do the trick.

So friends, before Apple was introduced, we could not even think of touch screen gadgets. Similarly, we all know that Climate Change is a vast problem but if we work together, we can do anything.



## GLOBAL FOOTPRINTS



### CONNECTION BETWEEN INFLUENCE AND INSPIRATION

Written by Anoushka Pathak,  
Grade IV (Arctic)

What footprint do you want to be known for? It's the legacy and the journey that you're on. Trust in yourself. Trust in the passion you have inside yourself.

These days every headline speaks about climate change and activist Greta Thunberg. Climate change has been an important issue since many years. However, people in authority have never taken this issue seriously. Now, we have reached at a level where it is affecting our survival. Greta Thunberg is a young Swedish climate activist who has taken this issue seriously.

Greta Thunberg's rise to fame has not been an easy one though. She has had few difficult years rising to become the face of environmental movement and gaining international

recognition in the process. She is known for encouraging students all over the world to skip school on Fridays and join her in her "Fridays for Future" movement. In this movement, millions of students along with Greta sat outside the Swedish parliament which forced the people in authority to take action on climate change.

Greta was also named "Time's Person of the Year" in year 2019. It is her perseverance that has brought her to this level, making her such a popular figure at this young age.

She inspires me a lot as she is not even an adult, but even at such a tender age she has gained such popularity and is being taken seriously by tallest world figures. Recently, she has been nominated for the Nobel Peace Prize.

## LEGACY OF INDIA



Written by Soham Sharma,  
Grade V (Tagore)

From Qutub Minar to India Gate,

All are part of Indian heritage.

Hindi, Marathi, Telugu, Malyalam,

All these languages are just awesome.

From spices in Rajasthan to sweets in Bengal,

Not only Indians but they welcome all.

Like a plate full of flavours, is our heritage,

Diversities are united at this place...



## GLOBAL OR PLANETARY CITIZENSHIP



Written by Ms. Tripti Sharma  
EY Academic Coordinator.

Today all the intellectuals of the world from different regions are joining hands and raising their voice about the concept of Global fraternity and planetary citizenship. We, Indians are propagating this thought since ancient times. Our vedic literature is based on the concept of "Vasudhaiva Kutumbakam" (वासुदेव कुटुम्बकम्) means the earth is one family. We also relied upon the concept of Mother Nature and all human beings as her children.

India itself is a bunch of various culture, religions, sects and ethnic groups. We have more than 25 languages and 1200 dialects used by Indians all over the country. Narcissism is the root cause of racism and casteism, a prevalent problem arising nowadays which leads to further global problems like imperialism and terrorism.

Global or planetary citizenship usually involves three dimensions- awareness (of self and others), responsibility and participation. The enlightened global citizen understands that there doesn't have to be a tension between a nationalistic sense of duty and moral obligations to the rest of the world.

It's high time to inculcate the values and skills in our education to develop the soft skills required to work in global environment. Today, world is

shrinking with the expansion of technology and industries. The old phrase 'Jack of all trades, master of none', was used in derogatory terms earlier but nowadays, it is the most relevant in today's education system. One may specialize in one sphere of life but being ignorant about rest spheres of life is certainly not bliss. Accommodation in Brazil without having knowledge of soccer and music is as hard as understanding India without knowing country sports like Kushti, Kabaddi and worshipping different deities. Since last two decades, all the countries are adopting enhanced education system covering knowledge of diverse aspects of life and having cumulative effect.

The wellbeing, happiness and betterment of society are possible when you can think from the perspective of not just being yourself but you as a member of this world. Our endeavour as a citizen, as a teacher and as a student will form pavement towards the concept of global citizenship and international fraternity. A competition based on humanitarian principles and practices fits with the concept of global and planetary citizenship as we look to cultivate the future generations of global citizens who can ensure the harmonious survival of planet earth or Mother Earth according to Indian perspective.

## WATER YOU HAVE JUST BEGUN!



Written by Khanak Jain,  
Grade VI - Discoverers

Let's try to do the best  
What we can do for water  
Don't wait for others to request  
You should be yourself stronger!  
Jot down some points that you can do  
Not only those which others can too!  
Save Water, Save Water should be your  
slogan  
Else our water will be one day all stolen!  
We should be ashamed of ourselves  
For the water we have wasted  
'Cause most of us don't know about  
How much water is sacred!  
Let's now start taking some steps  
'Cause after you've taken them  
You'll have some respects!  
I should tell you all  
that it's the time  
As there is no clock  
that will tell you through a chime!  
You should save water by  
Any means you can  
As, my friend,  
you have just began!



## INDIAN HERITAGE



WHY SHOULD THE WORLD  
LOOK UP TO INDIA?  
Written by Kanan Arora,  
Grade VII (Kepler)

"India is the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend and the great grandmother of tradition".

Our generation is very capable of upholding our culture and heritage high up and preserving it with almost all the blood in their veins. With this capability in the children to preserve India, why should the world not look up to India?

Our culture is not one but many, our religions are not one but many. All of us are one. The culture of India has since long been referred collectively to the thousands of distinct and unique cultures of all religions and communities present in India. India's languages, religions, dance, music, architecture, food and customs differ from place to place within the country. Indian culture, often labeled as an amalgamation of several cultures, spans across the Indian subcontinent and has been influenced by a history that is several millennia old. With so much in our culture, why should the world not look up to India?

Throughout the history of India, Indian culture has been heavily influenced by Dharmic religions. They have been credited with shaping much of Indian philosophy, literature, architecture, art and music. All Indian origin religions are based on the philosophy of

dharma and karma. We have very effectively kept our citizens happy even after the difference they have in them.

I do agree that there are several things wrong in our culture too- some practices like sati which have been banned. Then, there's our ever-growing population, poverty and many cases of crimes. With all this, it does get difficult to have faith in India and try learning from it. But India is reforming and so are its people and problems.

I have always been proud of my India and my dream has now simply turned into making my India capable enough so that people look up to India.



### LEARNING THROUGH REFLECTION OF DOING



Written by Kritika Arora, Grade VIII (Bose)

“The best way of learning about anything is by doing.”

In the session 2019-20, we had various opportunities throughout the year not just to participate but to learn as well. One of the major events that acted as a source of learning was SPECTRUM. I, along with all my mates, got this amazing opportunity to represent a historical moment that played an important role in the history of India. The chosen theme was Indian National Movement - The Struggle for Independence. It was just an abstract which took us through the mysteries of history and the struggle of our ancestors to attain freedom from the colonial rule.

We all participated enthusiastically and exhibited our expertise in acting, dancing, public speaking, art and expression and subject knowledge. Being a part of our syllabus for the

year, it helped me in learning the topic in a better way. We felt like we were a part of freedom struggle in reality. The sequence of historical events was just on our finger tips.

The important thing is to learn through experience. The more you do the more you learn. These small events of life give us big lessons. I believe that- Knowledge is the beginning of practice; doing is the completion of knowing.

This event not just helped me to grow as a learner but also as a person. This mesmerizing event was overall a new experience for most of us. “A mind that is stretched by a new experience can never go back to its old dimensions.” I believe that this is true. It taught us how to overcome fear and stand on the stage; how to work as a team; and how to showcase our talent.

### LEARNING THE WAY OF LIFE WITH BASKETBALL



Written by Harnoor Kaur, Grade VIII (Kalam)

“Hard work beats talent when talent fails to work hard.”

Basket Ball has been my favourite sport from a very young age. Although I have won many tournaments when played in school team but playing in GBL (GurugramBasketball League) has been my biggest achievement.

In GBL, I experienced playing with unknown teammates in a team which taught me how teamwork can help us in achieving our goals and I learnt to handle temperament of my teammates. It has also helped me in shaping myself as a positive human being both on and off court.

My game style brought me a lot of appreciation from parents of different teams during league matches. I also won the 'Player of the Match award' during the league. My overall experience was captivating in GBL.



### EXPERIENCES THAT SHAPED MY CAREER IN GOLF



Written by Kartik Singh, Grade IV (Pacific)

I am Kartik Singh. I study in Class IV Pacific at Manav Rachna International School, Sec-51, Gurugram. I want to become a professional golfer. Currently, I have won two championships. Let me tell you about my journey.

One day, in Kochin, my father took me to golf course there. When I started hitting shots, the local coach Alex said that I had great hand-eye coordination. Then my father took me to Karnataka to be trained under Sridhar sir. He said that I was one of the most talented kids he had ever seen. Then, my parents thought that the facilities in Kochin are not very good for Golf. So, my mother and I shifted to Gurugram for Golf. And you won't believe it that the day we moved to Gurugram, my mother took me to Qutub Golf Course by a metro train. Currently, I practice in DLF Golf Club and Karma Lakelands Golf Club.

I like golf because if you play one hole bad, it counts to your total score of the tournament and secondly, it is always fun to see the ball go really far in the air and then just vanish into the hole.

Till date my achievements are:-

1. 70+ trophies
2. 2 -time Champion at the Malaysia World Junior Golf Championship (2018 , 2019)
3. 3rd Position at Pinehurst, USA Junior Golf World Championship (2019)
4. No. 1 in the India Golf Union merit list 2019

I am proud of my achievements. I thank my school, coaches and parents for all the support.

Golf has taught me something – Never Give Up!! I want to work harder and make my country proud by winning a Gold Medal in Olympics.



## MY JOURNEY WITH CHESS



Written by Sayyam Narang,  
Grade VI (Researchers)

It all started few years back when I was in 3rd standard and my mom made me join chess classes as a vocational program. Slowly, I started to develop a keen interest in the game and started playing U-9 Category and won few prizes in small tournaments.

Soon, my coach started to recognise my exceptional learning skills and made me work very hard 3 to 4 hours a day, and then, I started participating at District, State and National level. I even played my first International game i.e Commonwealth when I was just 10 years old. It was a great exposure for me which made me realize that how much more efforts I need to put in my game if I need to succeed on this path. And from here, the journey continued and I never looked back. I bagged 8th position in Haryana State U-11 Category as well.



As I moved to Grade V, there was a challenge that due to extra hours being put in the game (including 8 to 10 hour sessions during weekends), the academics should not suffer at any cost. At this stage, I received full support from my mother as she had put in all her efforts to ensure that I achieve good marks in all subjects. This game has made me more focused and a disciplined person. Every game won boosted my spirit and every game lost helped me improve my game further.

My craving for Chess didn't stop here, I started exploring online chess tutorials and videos to learn as much as I can and didn't leave a chance to participate any tournament that was happening in and across the city.

My exemplary performance in these tournaments gave me a lot of exposure and brought back lots of trophies and medals that boosted my spirit. Also, I forgot to mention that I had become an Internationally rated player during this time.

It was a moment of great pride for me, my parents and my school when I participated in SGFI Chess Tournament and bagged 1st position in U-14 Category District as well as 1st Position in Haryana State. Also, I was among the 4 students who were selected to represent Haryana in Nationals (SGFI) where I achieved 10th position on my table.

My goal is now to become a Grand Master like Vishwanathan Anand and represent my country in the world. The journey is long and tough but I am sure with the blessings of God, my strong will & dedication I will achieve it one day

## CELEBRATION OF GLORIOUS 10 YEARS



Written by Harnoor Kaur,  
Grade VIII (Kalam)

Manav Rachna International School, Sec-51, Gurugram completed the glorious ten years this year and celebrated the anniversary with 'Space Ventura' Carnival- a unique escape into the world of space.

Students shared their experiences of the day and how these experiences helped them understand the importance of dedication, celebration, and togetherness.

This year, our school celebrated 10 years by organizing a Space Ventura Carnival for everyone. There were game stalls, rides and gourmet food stalls.

It was celebrated on February 1st, 2020. The event started with the inauguration which was done by the school Chairman Mr. Rajesh Kalra and Executive Director Mr. Gaurav Rai. Children enjoyed playing games like Unlock the Lock, Black Hole, UFO Stack and many more. Children also enjoyed launching hydro rockets and getting wet. I was representing the stall of rocket launcher wherein I shared knowledge about different rockets.

Through this carnival, I relived my memories of past 10 years. MRIS has helped me transforming into a better person by providing opportunities for overall development.



### SPACE VENTURE: A MEMORY TO BE CHERISHED



Written by Shikar Sourabh,  
Grade-VIII (Kalam)

Space Ventura was a large scale event with a lot of fun rides and a large stage on the theme of Space. The school also opened the celebrations for the locals from around the city.

I was lucky enough to be selected for standing at one of the stalls and explaining the stall game to parents who came for the carnival, along with some other students. Some of the games were Ring the Planet which was a fun game where you (as the name suggested) ringed the planets to win exciting prizes, a weighing scale game where you could find out your weight on different planets, and even a hydro-rocket launch.

A highlight of the carnival was the Extraterrestrial Fashion Show for younger children. There, we saw all kinds of astronauts, aliens and planets walking on the stage. There was also a Columbus at the carnival. The gourmet food stalls kept everyone's spirits high and their stomachs full.

Space Ventura was visited by people of all ages and was fun-filled and enjoyable. It was a successful event and ignited creativity and inquisitiveness in both children and their parents.



### SPACE VENTURA FEST 2020- WORLD OF EXPLORATION



Written by Lakshya Sachdeva,  
Grade-VIII (Kalam)

"The main reason behind Space as the theme for celebrating our 10th anniversary is that our school wants students to think and go beyond what is presently discovered. Space is what is still left to be discovered fully. Today's youth wants to explore what is new. The building curiosity in the minds of the young ones is what takes them over the skies. We had a rainbow of activities to entertain ourselves. There were

many activities such as Rocket Launching, Solar Observation, Live Comet Making, Planetarium, etc. From DJ music to the school children singing songs and the planetarium, the Space Ventura was a great experience. Throughout the carnival, people visited in large numbers to enjoy the endless games, rides and delicious food available at the stalls."



## SPORTS AND SELF-DISCIPLINE ARE INTER-TWINED



By Tisha Kalsi, Grade II B

If there is no struggle, there is no progress. Every struggle in life shapes us into a better and successful person. We should always be thankful to hard times because they make us stronger and wiser by the time.

I am very focused towards my goals in my life. Whatever instructions my parents and instructor give, I try my level best to follow them with my heart and soul and try my best to make them proud.

With help of my parents and instructor, I was able to achieve gold medal at National Level. In spite of the major challenge that was time management as I hardly used to get rest for 5 - 10 minutes every day, I feel happy to have made my parents proud. I am very passionate towards my everyday practice and I believe consistency is the key to anything.

## EXPERIENCES OF SUPER ACHIEVERS

### Hello friends,

By Shaina Rana, Grade VI-B

I along with my team won a Bronze medal in Sahodaya Chess Championship held at BCM Arya Model School, Ludhiana.

I am very thankful to my chess teacher Ms. Priyanka who supported me and my father Arvind Rana whose contribution has played a vital role in my achievement. I started playing chess with my father at my home and aspire to win a gold medal someday. I extend my reverence and gratitude to my mentor and my father for the same.

### Practice and perseverance

By Kinshuk Jain, Grade I A

"I feel very excited when I hear about competitions of karate. When I participated in my 1st championship, I was very nervous. Gradually, I participated in many championships and that made me comfortable every time I participated. My coach at MRIS, Ludhiana keeps on motivating me and makes me feel that I can do better with every game. I think practice and perseverance helps everyone to achieve his goal.

### Explore the unexplored

By Ananya Nijhawan, Grade III C

It was a pleasant morning, I went to school. My Class Facilitator came and told us about the skating competition which was to be held in our school. I was really excited and got my name registered. In the afternoon, when I came back home I told my mother about this. I started practicing very seriously. The final day arrived. Initially, I was very nervous but at the same time I was confident to win the race because I was determined and poured in all the toil and hard work while practicing. The whistle blew and the race started. I tried to maintain the lead from the beginning. With this confidence, I won the race and bagged the first position making all proud.

### Global Inspirers

By Era Goel, Grade X A

I felt disappointed, worthless and lost. Though it was just one out of many coming opportunities,

I felt like giving up because he won and I didn't.

Comparison kills creativity

There is always a room for you

Nobody can do it with your voice

With your experience

With your insight!

These words of my teacher brought back my confidence.

We, Manav Rachanites do not compete with each other but ourselves. Competitions are like necessity. We crave for them. Manav Rachna without any doubt knows how to maintain a balance between practical and theory. The frequent counselling sessions prepares us emotionally and instills the customs required for becoming a good citizen. Do you know what creative living is?

Even I didn't know until I joined this school. I became everything but a quiet and shy student who was afraid to answer. My life started to be driven more strongly by curiosity than by fear. And yes that is creative living. MRIS promised me that you can do and be anything and it kept its promise by constantly motivating me and giving me opportunities whose door I didn't even knock. With every passing practice for various events and competitions, I became better and confident. It not only helped in enhancing my skills but also made the peer bond strong. From ad mad show which showcased my acting skills to patriotic song competition which brought out my inner sentiments on paper, I learned, developed and grew one more step closer to my now not so far dream. I always learned about sustainable development, its importance and steps to achieve it but never thought that I would be able to contribute towards my country's better future. MRIS provided me with this opportunity wherein we were asked to prepare seed bombs and bird feeders and many other activities related to it.

Once upon a time ... I was a little girl with dreams that I promised to make real one day. And my school has taught me enough to say-"I won't disappoint myself or my school".

**“EVERYBODY IS UNIQUE... COMPARE NOT YOURSELF WITH ANYBODY ELSE LEST YOU SPOIL GOD'S CURRICULUM”**



By Sanskriti Gupta, Grade X A

We at MRIS Ludhiana believe that education and technology can bring forth the biggest change in the world and provide ample opportunities to the children to empower them with the new trends. Unique curricular activities have been taken up to boost up the students morale and enhance their capabilities in their skills.

The students of Grade IV took the audience to the world of still photography by presenting the journey of camera from KODAK ROLL to camera phones of today's world. They even shared the guidelines for clicking beautiful pictures. The amazing facts about motion pictures and Academy awards added to knowledge bank of everyone.

Grade V too captured the audience by sharing their knowledge about different sports like Hockey, Basketball, Football, etc. They were dressed up in sports attire and carried the sports equipment to brief about their favourites sports.

The parents praised and applauded the efforts made by the students. The aim of experiential learning under the CREST curriculum was truly fulfilled. Through the CREST Assembly, the students were encouraged to develop public speaking skills. In presentations, students exhibit the manner of lively teaching exercised in the classroom. The academic syllabus covered along with the numerous co-curricular activities conducted in and outside the classrooms are presented in an animated way to the parents.

The international exchange program acts as a catalyst to enhance cultural exchange between India and France through education. French is taught at MRIS, Ludhiana from Grade Nursery onwards. Children get acquainted with the various words and phrases and use them to communicate with their friends who too have opted for French. A new kind of learning takes place when the kids undergo group learning.

**THE WORLD AS ONE STAGE**



By Khushal Sen, Grade X A

Manav Rachna has provided us with the platform to learn and outshine. A Manav Rachnaite gets a lot of exposure in exploring his/her talent to the fullest and also to showcase it, all under very professional and friendly guidance. These small things help a lot in character development and crafting one's career.

Scholars say that every human living on the globe is playing his/her role, which is their profession. But the best of the best human breed has a different belief of the phrase "The World as One Stage". They say that the world is one stage and everybody has a right to perform on it without being bounded by the geography they are surrounded with. The world has been transformed into a big stage with the help of social and mass media communication. In today's fast moving world many commodities have been designed to broaden, widen and expand the stage and to spread knowledge, ideas and what not from one corner to another in practically no time. This has integrated us and has also allowed us to showcase our talent to the world as spectators of one stage.

I myself, a proud and gratified student of MRIS Ludhiana have been able to recognize the talent hidden within me and at the same time was able to showcase it on big stages inside the school campus and outside.

Manav Rachna gave me an opportunity to represent the school in District Badminton competition in which I secured the 2nd position (thanks to the excellent coaching staff). Not only in sports but Manav Rachna also has a very excellent Arts faculty who have helped in bringing the best out of the students and has given an opportunity to exhibit their talents. Before coming to Manav Rachna, I had no idea about my capability of playing drums. But after joining Manav Rachna, my music teacher helped me hone my skills and expand my horizon. Now, I play drums in many school assemblies including Investiture ceremony and welcoming Chief Guests.

Undoubtedly, Manav Rachna has played a significant role in uncovering my talent.

**“THE TASK OF MODERN EDUCATOR IS NOT TO CUT DOWN JUNGLES, BUT TO IRRIGATE DESERTS.”**

Best education is essential for everyone to move forward in life and achieve success but the best educational institute is the one which strives to create better humans for the generations to come. Since inception, Manav Rachna International School, Ludhiana is working on this mission and vision. We are living in a world of information abundance, where a considerable bulk of research literature, policy guidelines, teaching and learning resources are available. It is pertinent to identify and disseminate material that can provide practical ideas and insights to our students. Some best practices followed at MRIS include:

- **Gender Equality:** Counseling Sessions are taken by the School Counselor on Gender Equality to give students the better understanding on this global issue.
- **Good Health and Well-Being:** Apart from the regular health check-ups, school's Doctor also conducts sessions with the students to make them aware about the significance of healthy body and healthy mind practices.
- **Life on Land:** Under this goal, the students learned to make SEED BOMBS. While making the seed bombs, they reiterated their belief in saving the Earth and reducing pollution through a collaborative effort. project as well as environmental friendly.

**VERTICAL GARDENS IN SCHOOL BALCONIES**

Environmental planning is the process of facilitating decision making to carry out land development with the consideration given to the natural environment, social, political, economic and governance factors and provides a holistic framework to achieve sustainable outcomes. Students of MRIS Ludhiana participated in an inter-school model making competition in context to Eco School Plan. Grade 5 students of the school focused on Green energy sources and conventional energy sources (creating an

Eco-green zone). Moreover the focus was laid on the concept of vertical garden in the school balconies to reduce the temperature inside the classrooms and also to improve the atmospheric oxygen. The school team was highly appreciated for its efforts and knowledge and hope that this school plan will prove as the futuristic approach for all the running schools in India with more connect to the nature and less dependency on the conventional resources. It is indeed cost effective



**“TODAY'S PROBLEMS CAN'T BE SOLVED IF WE STILL THINK IN THE WAY WHEN THESE PROBLEMS WERE CREATED”**

UNSDG at MRIS Ludhiana are being implemented with all zeal and vigor so that students take up the projects and develop the basics of entrepreneurship along with working towards a more sustainable planet for the coming generation. The students took the initiative of teaching the uneducated people in their immediate surroundings. Decent Work and Economic Growth- Fashion Industry was taken into consideration and the tasks included Block printing activity- right from creating the

blocks to dyeing of clothes was done by children. Weaving of cloth by their hands even made them appreciate the manual labor and the hard work involved in it. The projects taken up under this program gave a complete hand on experience to the learners. They enhanced their imagination, creative and motor skills too. The focus is also laid on tool handling and catering to their emotional quotient by giving them opportunities to think and empathize towards other living beings as well.

## TECHNOLOGY IN EDUCATION

“We need to embrace technology to make learning more engaging. Because when students are engaged and they are interested, that's where learning takes place.”

We at MRIS Ludhiana believe that technology can bring forth the biggest change in the world and provide ample opportunities to the children to empower them with the new trends in technology. Different projects have been taken up in MAKERSHALA to boost up the students morale and enhance their capabilities in technical skills.



## INDIA-MY HAPPY PLACE



By Nafees Bhambi,  
Facilitator of English,  
MRIS, Ludhiana

Since I am into career counseling, I feel perturbed listening to this particular statement made by the parents when they come to me seeking guidance for their wards, “There is no future in this country, so I want my child to pursue his career abroad.” And yes, it pinches my patriotic heart all the more.

**“Why not India?”**

Just because you all have seen the dark side of it - damaged roads, corruption, and crime? Unfortunately, all this exists in every country, but somehow it does not travel to us through media or different news channels.

There is always another side of the coin. India has shown remarkable growth in the past few decades and has made her presence felt globally. Interestingly as humans, some of us take a decade to build a career, whereas others have a pre-set platform laid by their ancestors. The same way every country has its own pace of development.

India is a land of legends. It has given birth to great saints and sages, intellectuals and democrats, poet and scholars, mathematicians & physicians. They made immense contributions towards the betterment of humanity.

But in today's scenario, not setting up high goals, I just wish to ask... what is our contribution towards the betterment of our own country, 'leaving aside humanity at large'?

Such petty things we do – we take a minute to jump a red light, a second to call our relative who is a Minister when we are caught by a cop and a millisecond to throw garbage out of our car.

So categorically, we keep comparing India with other countries in terms of GDP, standard of living, etc. But never do we realize that it's 'WE' who will make our country like other countries. Nobody can do it for us. It's the way we think, the way we act, the way we initiate which will make it look different.

The people from West visit our country and study about its ethics, culture and values. They find awe in every detail. And for us the grass is greener there, have we ever thought that the grass is green, where we water it!

Our values are intact, we are rooted to our culture, we stand for each other in need, our emotional quotient is on a higher side and we have our neighbours who we treat as families. Such amalgamation of values, culture, and heritage is hard to find anywhere else. India offers a plethora of opportunities to everyone who is willing to seek it. We keep googling about the latest fashion and the new food joints, let's google about the Indians who have done extremely well in their lives and are well settled, about the ones who studied abroad but have come back to offer their services to their country or about those who had very humble beginnings, still managed to carve a niche for themselves.

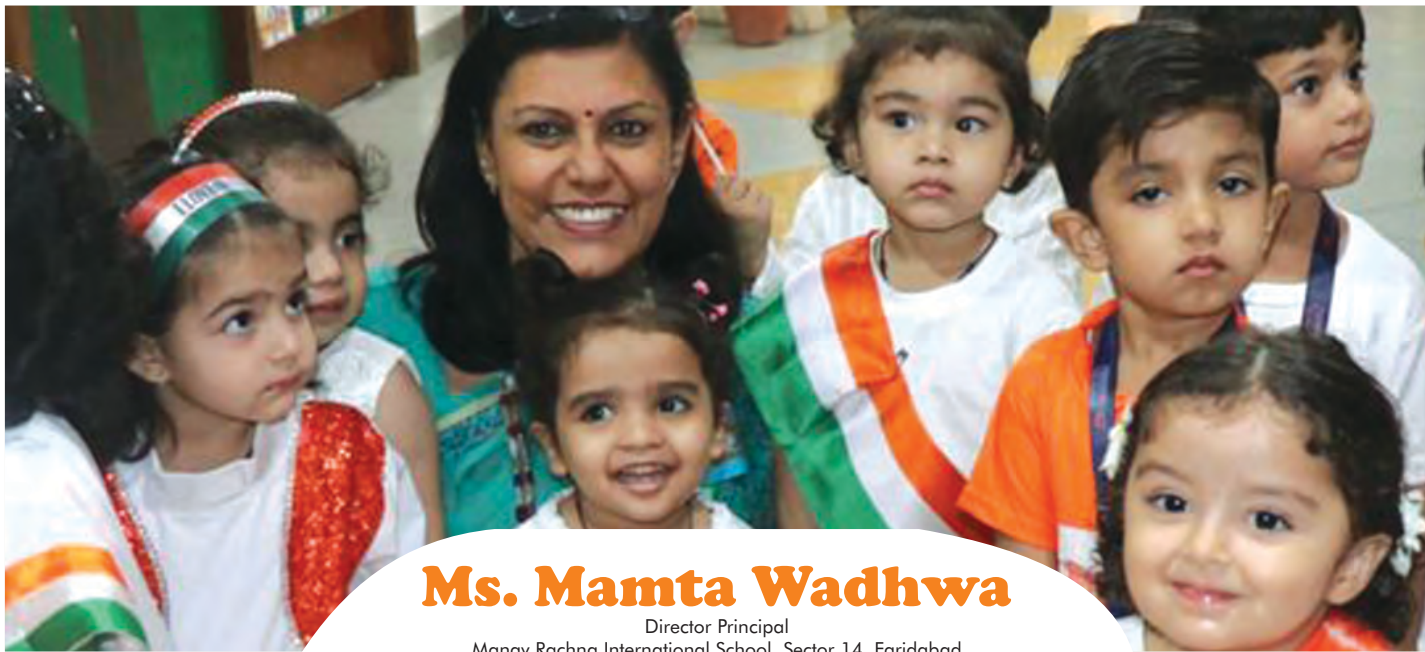
We do not become better humans by studying in Oxford or Harvard, we become better by contributing in the betterment and development of the country we are born in.

It all travels from our parents to us. We as parents have to make our children look at the bright side. We have to convince them to respect their country. The way we teach them 'namaste' and 'satsriakal' the same way we have to instill in them the love for their country.

I am a proud Indian. My heart swells with pride when I hear my national anthem. Tears roll down my eyes when my country loses a match. I feel extremely overwhelmed when our country achieves something. For me, India is the best even if it is ranked 40th globally, at least we have a scope of improvement!

So, let's be the change we wish to see in our country! Jai hind!





## Ms. Mamta Wadhwa

Director Principal  
Manav Rachna International School, Sector 14, Faridabad

### How do you think MRIS has been able to instil the necessary globally relevant skills in its students?

The confine of a perfect education system that caters to the millennial has been drastically transforming and definitions have changed. As mentors, I feel it is our duty to equip our students with skill sets that prepare them to brace the challenges of the Global world. At Manav Rachna, we acknowledge the students' appetite and enthusiasm for global education and believe in channelizing the same for their betterment. Being globally competitive today requires developing global competence. Equipping students with specific hard skills to compete in a global job market is as important as harnessing communication skills while taking cognizance of the students' need to navigate, contribute to and flourish in the world. Our tech savvy students, with the right amount of exposure to world issues, debating over pertinent climate concerns, participating in programmes fostering cultural tolerance and divergent thinking, are certainly peering beyond the classroom walls towards the endless horizon that awaits their arrival.

### How does MRIS leverage technology to connect students with the rest of the world?

Manav Rachna has helped its students rein the Global skies by enabling technology in daily classroom teaching while keeping intact the personal impact of a teacher. The aligning of the curriculum with Makershala enshrines the opportunity for the inquisitive minds across all age groups to dabble in electronics, programming, carpentry, aeromodelling, architecture, design and robotics at the formative stage of learning. The setting up of the Atal Tinkering Labs (ATL) in the school has also exponentially offered myriad vistas for the innovators and students with a scientific bent to channelize their creative instincts. Offering our students the ambience of International Competitions, the participation of our young scientists in the FLL (FIRST LEGO League) that involved designing and programming of LEGO Mindstorms was another milestone giving the aspiring students Global exposure and an opportunity to connect with the international giants. Robotics is an integral part of the Manav Rachna curriculum that encourages development of creativity, imagination and innovation skills of students. It also goes a long way in fostering team spirit, developing tolerance and engaging students in result oriented practices.

### 'With SDGs, everything is connected'. What steps has MRIS taken to ensure the inculcation of global responsibility among students?

With the adoption and implementation of the Sustainable Development Goals, the intention is to imbue young ebullient minds with competence to deal with the highly complex problems that characterise the present society. The curriculum of MRIS takes its students beyond the parameters of a stereotypical textbook learning system and emboldens their vision of a sustainable world wherein they can be significant instruments in bringing about change in the society. The adoption of the four UNSDGs by the school, namely Clean Water and Sanitation, No Poverty Zero Hunger and Quality Education, Life on Land and Affordable and Clean Energy, and the inclusion of the same in the APs (Annual Projects) has been effective in the up surging, confrontation and application of immediate action plans to dissolve the pressing crises. On the occasion of Gandhi Jayanti, our 'Eco-warriors', armed with cloth bags made out of recycled material went on a mission to local markets as a part of 'Mission Vasundhara' convincing the locals and grocers to abandon plastic bags for good. Out of the box ideas to change the immediate world around, like the promotion of 'Car Bins' and the 'Geo Tagging' of trees that were planted have had great impact on the students' awareness of the significant role they can play. As a part of the Affordable and Clean Energy project, the tender minds of Grade 3 researched on statistics and collected data on the Solar Installation projects across the country and awed everyone with the vast canvas of knowledge they possessed. With the promotion of Single Use Plastic in the school, our students imbibe the best practices which will definitely be a part of their system and lifestyle as they grow into responsible individuals.

### Global Education is the new creative approach but we cannot afford to lose the imprint of Indian heritage on our students. How do you ensure that?

Manav Rachna, the name of the institution so thoughtfully penned down by our founders, highlights the making of an individual through experiences and instilling values that become an inherent part of one's personality. The institution, beckoned as the forerunner in keeping pace with Global Standards of education through its inclusive curriculum, also nurtures Soft skills among its students. Harnessing the creative potential of the students, the rich Indian

Festivals are celebrated with great fervour and gusto when corridors echo with pious songs of reverence. With utmost confidence, our students participated in the culturally rich 'Surajkund Fair' where the audience was witness to the effervescent Street Play performed by our students spreading the message of saving the environment. The themes for class assemblies are also thought of and planned in a way so as to include the topics wherein students can deliberate upon the rich Indian Culture that enthuses them with unmatched diversity & makes our nation stand apart as a rare blend of multifarious hues that awe the world. Our students are truly connoisseurs of the rich Indian Art & Culture in the promising and competitive world.

### What initiatives have Manav Rachna International Schools taken to provide students a platform where they can discuss global issues which also justifies the global curriculum offered at the schools?

I strongly believe that education is not the sum total of rote learning from textbooks and grades alone cannot vouch for sure success in the competitive world. At Manav Rachna, we harness the inherent potential in our students by providing them with opportunities to speak their minds and debate about issues that dominate the world. Igniting curiosity through the highly - engaging, integrated global studies curriculum, the CREST (Conceptual Learning through Reasoning, Exploration, Skilling and Technology) for Grades 1 to 5 has given the students new dimension about conceptual learning. With the inclusion of MR-MUN, we believe that it is an excellent opportunity for them to voice their opinions and display scholarly acumen. MRIS also prides in providing the students platforms to dauntlessly express their opinions through the conduction of GD-Pro that invites students to voice their ideas and thoughts in an intellectually charged atmosphere. Offering unmatched platform to ensure participation, the conduction of the Student Environmental Parliament in collaboration with the Haryana Environment Protection Foundation where students vociferously talked about Climate Change was an important step towards inspiring them to be the harbingers of change, albeit at the nascent level. Last but not the least, experiences teach us in ways unfathomable. It is the implementation of practices such as these that make our students ready to foray into the challenging world with confidence and exuberance that is unmatched.



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*Playground of education*

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