



From the Principal's Desk

Honesty

It has been said in the Upanishads, *“Satyam vada, Dharmam chara”* — *“Speak the truth, pursue righteousness.”* This may be one of the most difficult values to follow, but it is also one of the most important, especially in student's life and beyond. When students learn to be honest and do what is right, even when it is hard, they build a strong moral character. This character becomes the foundation for a successful and respected personal and professional life.

When we study the IB curriculum in our school, one of its most important values is academic integrity. This principle is introduced right from the primary years to help students develop honest habits in their learning. It becomes especially important in the senior classes when they write their Theory of Knowledge (ToK) essays and Extended Essays.

The spirit of truthfulness, as also taught in the Upanishads, helps students build a strong bond of trust with their teachers and peers. On the other hand, cheating or plagiarism can have serious consequences and may even damage a student's entire academic future.

As I mentioned earlier, this is one of the most difficult qualities to practice because it is not easy to control our temptations — especially during exams or important tests. However, if we learn to overcome these temptations, this habit will surely benefit us in the future. It helps in building a strong and honest moral character, which becomes the foundation for a successful and respected life. At the end of the day, whether we become professionals or run our own businesses, we all look for honest and morally upright people to work with. That is why it is so important for parents and teachers to help students develop these values from an early age. But to truly inspire them, adults must become role models by practicing honesty and righteousness in their own lives—because children learn best by example.

I would like to end this article with some famous quotes on honesty:

“Honesty is the best policy. If I lose mine honour, I lose myself.” — **William Shakespeare**

“If you tell the truth, you don't have to remember anything.”
— **Mark Twain**

“Honesty is the first chapter in the book of wisdom.”
— **Thomas Jefferson**

“Whoever is careless with the truth in small matters cannot be trusted with important matters.”
— **Albert Einstein**

Dr. Sanjay Sachdeva (School Principal)

Building Academic Integrity from an Early Age

In today's world of AI and easy access to information, academic integrity is the foundation of honest learning and responsible behaviour. It refers to values such as honesty, fairness, respect, and responsibility in completing one's work. While it is often discussed at higher levels of education, at Scottish High, the habit of academic integrity begins in primary school, where children are most receptive to learning values that shape their character.

Young children are naturally curious and eager to explore. This is the perfect stage to teach them the importance of doing their own work. Teachers and parents can encourage students to express ideas in their own words rather than copying from books or classmates. Simple practices, such as acknowledging help from others or admitting mistakes, can go a long way in building honesty. When children feel safe to try, fail, and learn without fear, a supportive environment is created. We treat mistakes as learning opportunities so that students are less likely to resort to dishonest practices. For example, instead of scolding a child for getting an answer wrong, we guide them through the correct process and appreciate their effort.

Another effective way to develop academic integrity is through role

modelling. Teachers and parents need to demonstrate honesty and fairness in their own actions. When adults give credit, follow rules, and admit their own errors, children learn by example. Storytelling, classroom discussions, and activities based on ethics help students understand why integrity matters. As a school, we introduce age-appropriate lessons about plagiarism and cheating. While these terms may seem complex, they are explained in simple ways, such as - copying someone else's work without acknowledging it is not fair. Encouraging group work with clear roles can also teach accountability and respect for others' contributions.

We believe that consistent reinforcement is key. Praising children for honesty, even in small situations, helps build a strong moral compass. Over time, these small lessons become habits that guide students throughout their academic journey. Therefore, developing academic integrity in primary school is not just about preventing cheating, it is about nurturing responsible, confident, and ethical individuals. By instilling these values early, we prepare children not only for academic success but also for life.

**Ms. Seema Bhati (Primary School Director)
PYP Coordinator**



PYP

Coffee Morning: A Window into our young Nursery Highlanders' World of Learning!

The Coffee Morning for the Nursery classes came alive as students joyfully shared their holistic learning journey with their parents. The event featured a vibrant showcase of play-based and engaging learning experiences, thoughtfully designed to highlight their understanding across numeracy, language, and the Unit of Inquiry. A strong focus on student well-being was evident as the young Highlanders participated in energizing movement breaks and calming breathing exercises. The event further highlighted the students' growing confidence and skill development through games, music, teamwork, rhymes, and specially prepared songs and dances. Parents also became active participants in the experience by joining in to sing songs and taking part in a fun and interactive quiz, adding warmth, enthusiasm, and a sense of shared joy to the morning. Overall, it was an action-packed yet heart-warming morning, offering parents a wonderful glimpse into their children's all-round growth and development.



Running, cheering, and shining bright - Early Years Sports Day in full spirit!

The Early Years Sports Day, held on 10th and 11th March, was graced by our School Principal Dr Sanjay Sachdeva and Primary School Director Ms Seema Bhati, making the occasion even more special. A much-anticipated event, it was celebrated with great enthusiasm and joyful energy by the young learners. The days of practice culminated in an enthusiastic turnout, with students arriving in comfortable sports attire, ready to participate with excitement. The event, spanning over two days, began with warm-up exercises and energetic Zumba sessions, setting a lively tone for the day followed by students taking a pledge that highlighted the importance of participation, sportsmanship, fitness and wellbeing. Each class enthusiastically participated in both Flat Races and Fun Races, conducted separately for girls and boys. The Fun Races such as 'Pick, Run and Win', 'Twisty Track Challenge' and 'Bounce and Balance Bonanza' were thoughtfully designed to enhance the student's agility, listening skills, coordination, and their ability to navigate obstacle paths while following multi-step instructions, all while ensuring that the spirit of fun remained at the heart of every activity. The young winners were especially thrilled to receive their medals and certificates,

standing tall and proud as they celebrated their achievements while being applauded by their friends and teachers. The event concluded with joyful group photographs, happy faces, and cheerful hoots, leaving everyone with a renewed spirit and a shared commitment to grow into true sportspersons.



Celebrating Progress, Partnership, and Possibilities Together - Parents Teacher Meeting

The final Parent Teacher Meeting of the academic session, during which the Final Term Report Cards were shared with parents, was held on 20th March 2026 for students from Nursery to Grade V. The day provided a valuable opportunity for parents and teachers to come together and celebrate the growth, efforts, and accomplishments of the students while revisiting the joyful memories and meaningful experiences shared in the classroom throughout the academic session. The interactions fostered a warm sense of partnership between parents and teachers, as they discussed the children's development and looked forward to their continued learning and success in the years ahead.





A Milestone Today A Journey Tomorrow - Graduation Ceremony

The Kindergarten Graduation Ceremony was a delightful and proud moment, celebrating our young learners as they stepped from Early Years into Primary Years. This special milestone recognized their growth, accomplishments, and eagerness for the journey ahead. The graduates were awarded certificates, symbolizing their curiosity, enthusiasm, and love for learning, making it a memorable and meaningful moment for each one of them.

The corridors of Scottish High International School carried a little extra joy on Thursday, 12th March, as the Grade V students gathered to celebrate the culmination of their Primary Years Programme, a journey that stretches all the way back to their very first days at school.

The Graduation Ceremony was intimate and joyful. The event, which was presided over by the School Principal and Primary School Director, was initiated with a heart-warming welcome speech.

As the students walked onto the stage to receive their graduation certificate, their teachers introduced them through little portraits in verse of who they are - a personal tribute to something unique and wonderful observed in each child over the year. The applause felt earned, not just for the certificate, but for everything it represented. The room was full of pride, recognition, and smiles.

The PYP is a programme built on inquiry, creativity, and a deep sense of responsibility towards the world and the graduating Class of 2026 has embodied all of it.

From their earliest years of wondering and exploring to their final Exhibition, these Young Highlanders have grown into reflective,

principled individuals ready to take on new challenges.

As they step into Grade VI and the Middle Years that await them, one thing is certain, Scottish High is immensely proud of each and every one of them.

Congratulations, Class of 2026. The journey continues.





Grade I and II Camp: Exploring, Experiencing, and Growing Together

Grade I students embarked on their first overnight adventure at Lohagarh Farms, where they participated in fun activities such as trampoline jumping, hurdle walk, rope climbing, and the thrilling Bhoot Bangla. The experience helped them build confidence, resilience, and independence while strengthening friendships during the lively evening celebrations and overnight stay.

The Grade II Highlanders explored real-world professions through engaging role-play activities at KidZania Noida. From firefighters and chefs to doctors and radio jockeys, students gained valuable insights into teamwork, decision-making, and responsibility.

Both camps offered joyful and memorable learning experiences that allowed the young Highlanders to explore, collaborate, and create lasting memories with their friends.





Little Steps towards big Independence- Nurturing life skills for a smooth transition from Early Years to the Primary Wing!

As our young Highlanders of Upper Kindergarten prepare to move ahead to Grade I in the Primary Wing, efforts were made to ensure a smooth and comfortable transition. As part of this, they were taken to the dining hall to have their breakfast, providing them with an opportunity to further develop their self-management skills. The students were observed managing their plates independently, patiently waiting for their turn while being served, and practicing table etiquette. They also learned to sit and dine as a larger community, finishing their meals together in an organized and responsible manner. Bravo!



**Ms. Virender Bhullar (Primary School Coordinator),
(Deputy PYP Coordinator)**
**Ms. Shivani Johri (Initial School Head),
(Deputy PYP Coordinator)**

Medley of Activities



Celebrating Creativity: Annual Art, Craft & Photography Exhibition 2026

Continuing our cherished and widely appreciated tradition of celebrating creativity, the Annual Art, Craft & Photography Exhibition was held on 25th March 2026. The school auditorium was transformed into a vibrant art gallery, showcasing not only artworks, crafts, designs, and photographs born from creative expression, but also the enthusiastic and artistically nurtured spirit of our Highlanders.

The exhibition once again served as a meaningful platform for self-expression, allowing students to communicate their thoughts, imagination, visions, and perspectives through a wide range of artistic media. The hall was adorned with numerous pieces—paintings, sculptures, photographs, and multi disciplinary artworks—each capturing attention, narrating its own story, and reflecting growing proficiency, conceptual depth, and artistic maturity.

This year's exhibition featured a rich and diverse collection of works, blending innovation with elements rooted in folk traditions. It included paintings of remarkable charm, evocative and technically refined watercolour compositions, striking drawings, and sculptural displays such as clay modelling. An impressive range of talent was evident, showcasing the creativity and skills of our Art & Craft students. Learners employed a variety of techniques and materials, including pencil shading, charcoal, poster colours, watercolours, acrylic paints, and mixed media, to create their masterpieces.

Key elements of design were thoughtfully incorporated throughout the exhibits, highlighting artistic merit through aspects such as form and mass, positive and negative space, emphasis and focal points, proportion and balance, unity and variety, interplay of light and shadow, texture, layering, colour usage, and symmetry.

The Photography Exhibition, a popular feature from previous years, offered a visual treat as both budding and experienced photographers presented compelling photo stories. These works evoked a wide range of human emotions and captured diverse perspectives of the world around us. The exhibition stood as a proud testament to the creativity, dedication, and artistic growth of our students—truly reflecting the vibrant spirit of the Highlanders.



Ms. Amita Gahallot,
HoD - Visual and Performing Arts



When Movement Found Meaning

The year began with a sense of pride and promise as January filled the school with patriotic spirit. During the Republic Day celebrations, students from different grades performed with confidence and enthusiasm. Powerful choreography, synchronized formations, and heartfelt expressions beautifully reflected unity, discipline, and love for the nation. Grade III explored folk dances from India and around the world, while Grade II inquired into the importance of conserving and sustaining energy—bringing deeper meaning to movement both in the classroom and on stage.

February arrived with its own vibrant rhythm as students from Grades VI, VII, and VIII illuminated the stage during the Cultural Fiesta. Blending the grace of classical forms with the energy of western styles, their performances captivated the audience and earned warm appreciation from parents and teachers alike.

Just as the curtains seemed ready to close, March entered with colour, playfulness, and joy. As the academic session neared its end, the festive spirit continued to linger. The colours of Holi filled the corridors with laughter, music, and cheerful melodies.

Amidst this lively celebration, Grade I students discovered a quieter yet powerful way of expression—communicating through gestures, mudras, and facial expressions.

They revisited songs they had once performed, reliving moments that had now become cherished memories. It has been a year of learning—not only through perfect performances, but also through missed steps, brave attempts, and the courage to rise and dance again.

And now, as little feet pause before stepping into a new beginning, they carry with them stories of growth, joy, and fearless expression. From patriotic rhythms to colourful celebrations, every step has been part of a journey—where pride met passion and magic gently unfolded.

Ms. Himani Yadav
Dance Teacher



During the month of March, the Drama students showcased a variety of performances at Cultural Fiesta 2026. Their presentations included a thought-provoking street play on the theme “Social Media: Good or Bad?” as well as plays such as

Snow Queen, Lazy Man & Magical Creatures,

Merchant of Venice, and a folktale from Uttarakhand.

The performances were a delight for the audience, offering both entertainment and meaningful messages. Each act reflected real-life situations and conveyed important social themes, leaving the viewers with much to reflect upon. The audience thoroughly enjoyed the stagecraft and applauded the performers for their impressive dramatic skills.

For the students, the experience proved to be highly enriching. Performing on stage helped them build confidence and provided valuable exposure to the world of theatre. They also

learned to portray characters effectively within given circumstances while demonstrating strong teamwork and collaboration. Overall, it was a wonderful learning opportunity for the students, and they thoroughly enjoyed being part of the performances.

Mr. Vikas Sharma
Theatre Arts - Teacher



March marked the closing phase of the academic year, as primary students revisited the songs they had learned throughout the session before it concluded on 19th March. Classrooms echoed with familiar melodies as students sang through their repertoire once again—this time with far greater confidence and ease than when they had first learned them. It was a wonderful opportunity to reflect on how much they had grown over the year.

The month also witnessed remarkable musical performances in the Senior School. The Inter-Clan Solo Instrumental Competitions for Grades X and XII showcased exceptional talent and dedication. With external judges, Mr. Shay D'souza and Mr. Chirag Gulati, invited to evaluate the performances, the event reached an even higher level of excellence. The competition was incredibly close, making it challenging for the judges to decide the winners, as each participant brought a distinctive style and flair to the stage.

As the session drew to a close, many students were already looking ahead. Several shared their plans to continue practicing their instruments and vocals during the break, while also discovering new songs and artists. Exploring different genres and styles of music helps broaden musical appreciation, making the holidays an ideal time for such experiences.

With the new academic session beginning on 1st April, students eagerly look forward to returning refreshed, inspired, and ready to embrace another year of musical learning and expression.

Mr. Shivam Srivastava
Western Music - Teacher

News From The Sports Arena



The month of March began with the selection trials and preparations for the Annual Athletic Meet 2026–27 for Grades X and XII. The Highlanders enthusiastically participated in a variety of track and field events, including the 100 m, 200 m, 400 m, and 800 m races, as well as long jump, discus throw, and shot put. The Athletic Meet for Grade X was held on 23rd March 2026, while Grade XII students participated in their meet on 25th March 2026.



The event commenced with a ceremonial Torch Run, where Highlanders Ehan Khan, Daksh Malik, Lakshay Dhiman, Mehher Sharma, Muskaan Arora, and Siya Joshi proudly carried the torch and lit the ceremonial lamp.

The School Principal, Dr. Sanjay Sachdeva, along with the Heads of Departments and Clan Elders, officially declared the meet open. The participants then took the oath, marking the formal beginning of the event, which started with the 200 m Girls' Race.

In Grade XII, Clan Boyd secured the first position, followed by Clan Macarthur, Clan Lamont, and Clan Anderson.

Similarly, in Grade X, Clan Boyd achieved the first position, followed by Clan Macarthur, Clan Lamont, and Clan Anderson.

Mr Darshan Singh Gahallot
HOD Sports

Senior School Head

Beyond the Classroom: Exploring, Experiencing, and Evolving through School Camps

Students from Grades VI and XII embarked on a series of enriching school camps set in picturesque and culturally vibrant locations. These thoughtfully planned journeys offered opportunities for experiential learning, encouraged self-reliance, and nurtured collaboration among students. The Grade VI Highlanders travelled to Bhimtal and Nainital, where they explored local landmarks and experienced the lively charm of Mall Road. The camp blended sightseeing with light adventure activities, helping students build confidence while adapting to new surroundings. Grade VII students visited Jaipur and Sariska, where they enjoyed a thrilling wildlife safari in Sariska, witnessing animals in their natural habitat. Their time in Jaipur included visits to significant cultural sites and an engaging evening at Chokhi Dhani, offering a glimpse into the rich traditions of Rajasthan. For Grade VIII students, the journey to Mussoorie and Kanatal provided a refreshing connection with nature. Through nature walks, outdoor adventures, and visits to scenic spots, students experienced both relaxation and learning in a serene environment.

Grade X students attended an adventure-focused camp in Mussoorie. Activities such as guerrilla warfare exercises and river stream trekking, along with various team challenges, promoted leadership, resilience, and strong teamwork skills. Grade XII students travelled to Lansdowne, where the camp centred on team bonding and rejuvenation. Through group activities and informal interactions, students strengthened their relationships while enjoying the calm and peaceful surroundings.

These camps proved to be highly rewarding experiences, extending learning beyond traditional classroom settings. Students not only explored new destinations but also developed key life skills such as independence, adaptability, and cooperation, making the journey both meaningful and memorable.

Winter Whispers of Hard Work

January comes with frosty air,
Sleepy mornings everywhere.
Scarves and sweaters, books in hand,
Students walk the schoolyard land.

Pages turn and pens all write,
Dreams feel closer, goals in sight.
Lessons learned in quiet rows,
While outside the cold wind blows.

Evenings stretch a little long,
Revision steady, focus strong.
Formulas, notes, and chapters too,
Each small effort builds anew.

Then February softly arrives,
With hopeful hearts and busy lives.
Highlighters glow on studied lines,
Confidence slowly starts to shine.

Friends revise and doubts grow small,
Teachers guide and help them all.

Every answer finally found,
Feels like victory all around.

Though exams may bring a little fear,
Courage quietly grows each year.

For winter months help students see,
Their strength, their will, their ability.

And when these chilly days are through,
Spring will smile at work so true
For every page they chose to read,
Has planted now a brighter seed.

Ms Isha Verma
Senior School Head
HOD - Modern Foreign Languages

Modern Foreign Languages

Report on French Native Speaker Session – Grade XII IBDP French B SL (Theme: Technology)

A French native speaker session was conducted for IBDP students as part of the Human Ingenuity unit by Ms. Neha Gupta on Tuesday, 24th March 2026. The session aimed to strengthen language skills while exploring technological issues from a francophone perspective.

Students engaged in an interactive discussion on the advantages and disadvantages of technology, including its impact on communication, education, privacy, and social interactions. The session encouraged critical thinking and allowed students to express and justify their opinions in French.

It concluded with a “pour ou contre la technologie” debate, promoting ATL skills such as communication and critical thinking, along with international-mindedness. Overall, the session was engaging and enriching, with enthusiastic student participation and meaningful learning outcomes.



Ms Isha Verma
Senior School Head
HOD - Modern Foreign Languages

Through The Eyes Of Middle Schoolers

“Coming together is a beginning; keeping together is progress; working together is success.”

— Henry Ford

As we begin the new academic session, it is a wonderful opportunity to reflect on our priorities and set clear goals for the year ahead. Let us step into this session with renewed enthusiasm and a strong sense of purpose. Each one of you should strive to reach new milestones not only in academics but also in co-curricular activities.

Goals are best achieved when we support one another—by listening, collaborating, and working as a team. This year, our focus should be on building strong connections as a classroom family so that we grow together and create a positive and comfortable environment where everyone feels encouraged and motivated. To make this possible, we must remain humble, appreciate each other's efforts, and respect different perspectives.

“Alone we can do so little; together we can do so much.”

— Helen Keller

Togetherness reminds us that unity is our greatest strength. Just as a single stick can be broken easily while a bundle of sticks remains strong, unity makes us more resilient. The same principle applies in the classroom. When students come together—whether to complete a project or support each other during challenges—they develop a sense of belonging and security. This spirit grows through open communication, mutual trust, and a willingness to help others succeed.

Working together also brings diverse ideas and perspectives. When individuals share their thoughts and creativity, it broadens everyone's understanding and inspires them to perform better. Many achievements that may seem difficult individually become possible when people collaborate and

support one another.

Recognizing the value of unity is essential for building a happier and healthier community. Whether within a family or in a school environment, togetherness creates a space where individuals contribute their unique strengths for the greater good. It is a timeless principle that fosters harmony, growth, and collective success.

By helping one another, standing united during challenges, and celebrating each other's achievements, we grow not only as individuals but also as a family. Together we learn, grow, and shine—because true strength lies not in one person alone, but in all of us when we stand united.

Ms. Geetanjali Ahuja
Middle School Coordinator

IGCSE

Weather Forecast Presentation as German News Readers

On 16th March 2026, an engaging and interactive classroom activity was organized for Grade X Cambridge IGCSE students, where they took on the role of German news readers to present weather forecasts. The primary aim of this activity was to enhance students' speaking skills, improve pronunciation, and strengthen their vocabulary related to weather conditions and geographical locations in the German language.



As part of the task, students prepared short and informative weather reports for various German-speaking cities, including Berlin, München, Hamburg, and Wien. Each participant confidently stepped into the role of a television weather presenter, delivering forecasts that included temperature details, weather conditions, and future predictions using appropriate German expressions.

Students effectively used phrases such as “Heute ist es sonnig,” “Die Temperatur liegt bei 20 Grad,” and “Morgen wird es regnen,” demonstrating their understanding of sentence structure, numerical usage, and weather-related terminology.



The activity not only reinforced their linguistic skills but also encouraged creativity and self-expression.

Overall, the exercise proved to be highly beneficial as it boosted students' confidence, improved their fluency and pronunciation, and provided a real-life context for language application. The experience of presenting like professional news reporters made learning enjoyable, dynamic, and memorable for all participants.

Ms. Sakshi Puri
German Teacher

ICSE / ISC Bulletin

After completing their final examinations, students of Grades IX and XI have stepped into the new academic session with enthusiasm and optimism. The beginning of the session has brought renewed energy to the school as students returned with eagerness to embrace new learning opportunities and challenges. With the guidance and encouragement of their teachers, they have begun this significant academic year with focus and determination. The Badge Ceremony was organized to honour academic scholars based on their Grade IX and XI results, inspiring students to continue striving for excellence in the year ahead.

While the new classes have commenced smoothly, the ICSE and ISC Board Examinations 2026 are also currently in progress. This is an important and crucial time for the students appearing for the examinations, and both teachers and parents are supporting them wholeheartedly. Teachers are not only assisting them academically but are also motivating them to remain calm, confident, and positive. Each examination day begins with a prayer, offering students a moment of peace and reassurance before they begin their papers.

At the same time, preparations for the upcoming academic session are also underway. Students of Grade VIII, who will soon move to Senior School, are being introduced to the ICSE curriculum in a clear and simplified manner. An orientation session was also conducted for parents, where they were provided with essential information and given the opportunity to clarify their queries. Since subject selection is an important milestone, parents received a carefully designed Subject Option Form based on CISCE guidelines and expert recommendations.

To further assist parents in making informed decisions, one-on-one meetings are also being conducted. These interactions enable parents to understand the subject choices better and select the most suitable options for their children with confidence. The school continues to guide and support every learner with care, ensuring that their academic journey remains smooth, enriching, and meaningful.

Beyond academics and regular school engagements, SHIS students have also distinguished themselves on prestigious national and international platforms, bringing immense pride to the school. The student company "DeNew", led by Anya Arora, Suhanee Achra, Dannica Bajaj, and Avantika Palakeezhil, achieved remarkable success at the JA Asia Pacific Company of the Year Program in Seoul, securing First Position in Product of the Year and Third Place for Company of the Year.

Adding to this achievement, Vihana Sharma (Grade VIII) and Manya Sharma (Grade X) presented their innovative project "Filter Fusionist" at the Conrad Challenge 2025–26, where they earned the prestigious Distinction of Conrad Innovator for their sustainability-focused solution.

It is indeed a proud moment for the entire SHIS community.

Ms. Barkha Anand
ICSE & ISC Curriculum Head

IBDP / IBCP

India-Germany Virtual Exchange

In today's world, global awareness is more important than ever. IB students of Grade XII had a fruitful discussion with German students held over Zoom on 27th February 2026, regarding the first Sustainable Development Goal, "No Poverty", specifically, on measures taken by their respective country's governments to work towards this goal. The students also exchanged their views on various policy and program implementations and goals respective to their countries in groups, aided by digital presentations, all while maintaining a special emphasis on academic subjects, such as chemistry, economics, and biology. The interactive environment provided by the session encouraged the students to partake in healthy discussions, exchanging perspectives from two different sides of the world. The students understood the importance of government intervention in handling economic crises, through real-world examples. This session was able to greatly enhance the student's International mindedness, a core part of the IB philosophy, focusing on critical and analytical thinking while maintaining a global perspective

By: Kavin Pant XII DP A

A Trip through History, Beauty and Development

Our recent school trip to Delhi was a really fun and memorable experience for me. We visited Amrit Udyan and the Prime Ministers' Museum, and it was exciting to explore these places with my classmates.

Amrit Udyan was the first place we visited, and I was amazed by how beautiful and peaceful it was. The gardens were full of colourful flowers and well-maintained paths. Walking around with my friends and enjoying the fresh air made the visit very relaxing and enjoyable.

After that, we went to the Prime Ministers' Museum. I found it very interesting because it showed the lives and achievements of India's Prime Ministers in a very interactive way. The digital displays and videos made learning about history much more engaging than reading about it in a textbook.

Overall, the trip was both fun and educational. It was a great chance to learn something new while spending time with friends outside the classroom.

By: Arhan Arora XII DP A



Stress and Society: An Expert Talk

We had a session with a psychologist who spoke about health and well-being and how different pressures affect young people today. She mainly focused on how family expectations and societal standards can sometimes create a lot of stress for students. Many teenagers feel pressure to perform well academically, behave in a certain way or meet the expectations that parents and society have for them. She explained that when these expectations become too heavy, they can affect a person's mental health and overall well-being.

She also talked about stress. According to her, not all stress is bad because it can sometimes motivate people to do better and push themselves. However, when stress becomes overwhelming, it can negatively affect both mental and physical health. Because of this, it is important for people to recognize when they are feeling stressed and learn healthy ways to deal with it.

Another interesting point she made was about Generation Z. She mentioned that Gen Z is often criticized by older generations, but in reality, many Gen Z's today are more aware of mental health than before. They are more open about discussing their feelings and seeking help, which she said is actually a positive change.

By: Omina Agnatova XII DP B

A Delhi Excursion

During our school trip to Delhi, we visited Amrit Udyan and the Pradhan Mantri Sangrahalaya. The visit allowed us to experience not only the beauty of nature but also important moments from India's economic history.

At Amrit Udyan, located within Rashtrapati Bhavan, we walked through wide pathways lined with colourful tulips, roses, and many other flowers. The carefully maintained lawns, fountains, and flower beds created a peaceful atmosphere. As we explored the garden, we also noticed the work of gardeners and maintenance staff who constantly care for the plants. It helped us understand that behind such beauty lies careful planning, labour, and the use of resources such as water, tools, and fertilizers.

Later, we visited the Pradhan Mantri Sangrahalaya, where we learned about the history of India's leaders and major economic developments. One of the most interesting sections explained the Green Revolution in India. Through interactive exhibits, we learned how new agricultural technologies, improved seeds, irrigation, and fertilizers helped increase food production in India during the 1960s and 1970s. This transformation strengthened the agricultural sector and helped India move closer to food security.

Overall, our trip to Delhi helped us see how both nature and history connect to economics—whether through the management of public spaces like Amrit Udyan or through large-scale changes such as the Green Revolution that shaped India's development.

By: Saanvi Mehta XII DP B

Biology in Everyday Environments

The excursion to Amrit Udyan, India Gate, and the Prime Minister's Museum presented numerous opportunities for the observation of biological principles within authentic contexts.

Amrit Udyan was the most biologically engaging part of the trip. Plants exhibited a diverse array of leaf morphologies, floral architectures, and developmental behaviours, characteristics fundamental to species classification. The colourful flowers further exemplified pollination syndromes, wherein floral attributes like pigmentation, morphology, and fragrance have adapted to entice particular pollinators, including bees, butterflies, and avian species. I observed numerous insects traversing the flowers, thereby illustrating the mutualistic interactions between flora and their pollinators. Furthermore, the garden's design underscored the significance of horticultural practices and human involvement in sustaining plant vitality through techniques like pruning, irrigation, and soil management.

The micro-ecosystems present in the garden represent another intriguing biological dimension. Even diminutive patches of vegetation fostered intricate interactions among various organisms. Consider, for instance, the soil within the garden beds, which probably harbours microorganisms like bacteria and fungi. These organisms are responsible for decomposing organic material and facilitating the recycling of nutrients within the soil; indispensable to biogeochemical cycles, particularly those involving nitrogen and carbon.

Exhibits on India's development at the Prime Minister's Museum emphasised the contribution of science and technology to the country's advancement, including improvements in agriculture and environmental projects. Biological research is essential to many of India's agricultural and sustainable policies, such as increasing crop yields through plant breeding and biotechnology.

All in all, the field trip made me gain a deeper understanding of plant adaptations, ecological interactions, and the significance of preserving biodiversity in both natural and urban ecosystems by observing these settings.

By: Navya Chaudhary XII DP B

Packaging with Purpose

There was a recent TOK and business integrated activity, that encouraged us to think creatively and apply our knowledge in any practical situation. In groups of four, we were given 5-10 minutes to design an innovative bag and promote its uses, similar to the examples that was given regarding Blinkit using creative packaging to attract customers. To create a deeper impact while promoting we assigned ourselves themes related to festivals or events, which also helped connect culture with marketing.

Furthermore, we were provided with brown chart paper similar to the style of paper bags. Despite the limited time, each group created various unique ideas and approached promoting in a different manner.

One group designed a samosa shaped bag that connected with the food itself, the team I was in created a '4k birthday glasses' inspired by lens kart, while another designed a Holi themed bag that focused on the authenticity of festivals. Through this activity we developed skills such as time management, collaboration, communication and critical thinking. Working under time pressure strengthen our decision-making skills. Overall, this activity gave us insights on how with even a sheet of paper, you could create an impact on customers or anyone.

By: Ananshya Dhar XII-IBCP

curiosity and reflection. At the National War Memorial, everything slowed down, there was silence, respect, and a shared feeling of gratitude. And at the Amrit Udyan, surrounded by colours and calm, it was easy to just pause and take it all in.

Back at school, stepping into the kitchen with the school chef was a completely different experience, one filled with laughter, small mistakes, teamwork, and a new appreciation for the effort behind every meal.

Some of the most special moments were created while working with Scottpride and the Integrated Department. Teaching Canva and Excel, making ATL posters, and sitting together to create air-dry clay pieces, these weren't just activities. They were moments of connection, patience, and shared smiles, while also supporting fine motor development in a gentle, thoughtful way.

And then there was the terrarium, tiny world carefully built and held in their hands. Watching them come together brought a quiet understanding of balance, linking beautifully with what Highlanders learn in ESS.

CAS truly lives in experiences that are felt, remembered, and slowly shape who we become.



Community Outreach and CAS

CAS – Where Moments Turn into Meaning

CAS at Scottish High is felt most in the quiet, meaningful moments, the ones that don't feel like lessons, yet stay with Highlanders for a long time.

The recent Delhi visit was filled with such moments. Walking through the Pradhanmantri Sangrahalaya, there was a sense of



Ms. Purva Sanduja
CAS Coordinator

The World of Economics

SHIS team secures 'Product of the Year' and ranks third in 'Company of the Year' at Seoul event!

Students from Scottish High International School have brought international recognition to the city by winning top honours at the JA Asia Pacific Company of the Year Program held in Seoul, South Korea. The student-led company DeNew, comprising Anya Arora, Suhane Achra, Dannica Bajaj and Avantika Palakeezhil of Grade XII, represented India at the prestigious competition that featured young entrepreneurs from across the Asia-Pacific region. The team competed through tGELF Harmony competition and qualified multiple levels to reach the Asia Pacific round. They secured 1st Place in the 'Product of the Year' category and 3rd Place in the 'Company of the Year' category, marking a significant achievement for the school and the city. The students worked through the year refining on the sustainability and innovation aspects of the project and hosted several pop-up stalls to popularise their products. School officials and parents congratulated the students, stating that the achievement reflects the spirit of innovation, collaboration, and responsible entrepreneurship among young learners.

About DeNew - DeNew is a sustainable enterprise focused on creating denim upcycled products with mindfulness tools. Their products combine innovation and design thinking that support responsible consumption and environmental stewardship. You can learn more at <https://denew.co.in/index.html>



Ms. Sananda Das
tGELF- Co-ordinator
Ms. Neha Gupta
Teacher in- charge
(JA tGELF- Company of the year program)

From The Counsellor's Desk

Resilience in Children

Resilience refers to the ability to bounce back from difficulties and challenges. Childhood is often seen as a carefree phase of life, free from worries and hardships. However, children also face their own set of challenges and situations that require them to be strong and resilient. Adjusting to a new school environment, for example, can be as overwhelming for a child as making an important career transition is for an adult. Such situations require individuals to assess the resources and support available to them.

Social support plays a vital role in developing resilience in children. When a child has trusting and secure relationships with primary caregivers and friends, they feel safe to take risks



and try new things. In such an environment, failure becomes less intimidating, and learning becomes as joyful and natural as play.

Examinations are often a source of stress for many students. Even when they are well prepared, self-doubt can arise and affect their performance. Resilience acts as a protective factor that helps students cope with the pressures and stresses they may experience. One of the most encouraging aspects of resilience is that it is not an inborn trait—it can be developed and nurtured over time. Opportunities to engage in problem-solving, motivation to succeed, and a strong sense of self-efficacy enable children to build resilience during their formative years.

While many aspects of resilience are shaped by internal factors, external influences are equally important. Parents and caregivers play a significant role in strengthening a child's support system by encouraging meaningful social connections. Social support acts as a safety net—it reassures children that there are people who care for them, motivate them, and inspire them to do their best.

As we teach children the value of grit and perseverance while working toward their goals, it is equally important to help them understand that taking a break does not mean giving up. Sometimes stepping back allows them to return with renewed focus, strength, and clarity. Practicing self-care in daily life helps children recharge and prevents burnout.

Resilient children learn to view challenges not as threats but as opportunities for growth and self-discovery. It is a mindset that develops gradually, built step by step through experiences, encouragement, and support.



Creative by Grade VI

Ms. Babita Bisht
School Counsellor



From Our Budding Writers

The Joy of Books

While I have a lot of friends in my class, school bus, and my condominium; I feel my best friends are books. This is because books like Tinkle make me laugh, encyclopaedias give me knowledge, science experiment

books make me inquisitive, and story books take me to amazing imaginary adventures. I love playing with my friends but when I pick up a book and dive into the words, it gives me endless joy.

By: Vihan Walia, Grade II-C

Education For Girls in the 18th Century

Did you know that these essay assignments that you find boring were a privilege for girls in the 18th century. Yes-you read that right, the main purpose of a girl's education at the time was to become prepared for marriage, managing a household and social graces.

Their education was strictly class based due to which some people faced class discrimination. Parents in the upper class educated their daughters by hiring governesses for homeschooling or the girls were sent to boarding schools often called Seminaries. Subjects were limited to languages, music, art and needle work.

The formal higher education and professional training available to men was considered to damage a woman's femininity. While some women did publish novels and poetry but access to books was limited to religious texts and notes only.

By the late eighteenth century, activists began protesting for a more complex education system for women. Groups like "Bluestockings" in Britain rebelled against barriers for women's intellectual advancement. In 1792, a woman named Mary Wollstonecraft published a book called A Vindication of the Rights of the Woman. The book argued that women should be educated the same way men are. Savitribai Phule was recognized as India's first female teacher. She established 18 schools, championing education for women and the marginalized despite facing intense abuse.

While women's influence sphere was limited to household duties, it developed a greater sense of value of these roles, and the work women could do within these spheres expanded gradually. The influence mothers had over their children, especially sons, was seen as a powerful force, and so women began receiving a more rigorous education to better train the next generation of leaders and statesmen.

About 200 years from now women can see a paradigm shift towards education being their basic right as they moved from training future leaders to becoming leaders. They added more to their role as power women.

By: Aaradhya Mittal, VII-CS-A

Reflexes: Your Body's Silent Guardians

The human body is an extremely smart and efficient system that always works to keep itself safe and in balance. One of the most fascinating things about the nervous system is that it can make you perform certain actions without prior knowledge. These actions are quick and automatic responses to stimuli that happen without you even thinking about them.



Reflexes are important for survival as they help the body to react immediately and provides a support in dangerous or harm-causing situations. A reflex action follows a simple pathway called a reflex arc. This involves a receptor, sensory neuron, spinal cord, motor neuron, and an effector organ.

Since the brain is not directly involved in the initial response, reflex actions are extremely fast.

One common example of the same is the blinking reflex. When our eyes are exposed to bright light, the eyelids close automatically. This reflex protects the delicate structures of the eye from damage and prevents harmful particles from entering the eye. Secondly comes the withdrawal reflex. If a person accidentally touches a hot object, the hand is pulled away immediately. This action occurs even before the brain processes the pain, thereby preventing and protecting the body from serious injuries such as burns.

Lastly, the sneezing reflex is essential for keeping the respiratory system clean and healthy. When irritants like dust, pollen, smoke, or strong smells get into the nasal passages, sensory receptors in the nose identify these foreign particles. This sets off a strong and automatic response, where air is forcefully pushed out through the nose and mouth. This action helps to clear harmful substances before they can enter the lungs, preventing infections and irritation. In this way, the sneezing reflex serves as an important defence for the body.

To summarise everything that has been stated so far, involuntary reflexes are vital for the protection and proper functioning of the body. They highlight the remarkable efficiency and coordination of the nervous system, especially the spinal cord and brainstem, responding rapidly to external and internal stimuli. These automatic responses save time, reduce the risk of injury, ensure that the body can react instantly in critical situations and protect the body from serious injuries. Without such reflexes, even simple daily activities could become dangerous, making them an essential feature of human survival and health.

By: Jiyanna Khanna, Grade X-D

The Evolution of Weather Forecasting

Long before satellites and supercomputers, people tried to decode the weather through instinct and belief. The journey of weather from folklore to modern science isn't just about technological advancement, but development of the human ability to understand nature.

Early weather forecasting relied on patterns recognised by humans in their natural surroundings. Farmers, sailors and shepherds created rules based on experience. For instance, animal behaviour like cows lying down and birds flying low indicated rain, haloes surrounding the moon suggested thunderstorms, and so on. Such predictions were based on empirical observations, though they lacked scientific evidence, were primitive and greatly inaccurate.

The Greek philosopher Aristotle's book, *Meteorologica*, was one of the first attempts to explain weather as a scientific phenomenon. A fundamental shift occurred in the 16th and 17th centuries, with the invention of the

barometer and thermometer, allowing scientists to quantify weather rather than simply assuming it.

By the 19th century, advancements in communication, especially the telegraph, allowed for real time radar sharing across regions. This led to the creation of nation-wide weather services, identification of cyclones, etc. Soon, meteorology emerged as an independent science, with principles rooted in physics and math.

The most significant progress occurred in the 20th century, with the advent of space technology. TIROS-1, the world's first successful weather satellite, was launched by NASA in 1960. It revolutionised weather forecasting by offering real-time images of clouds, tracking storms from their origin to where they made landfall, and so much more.

Fast forward sixty years, and now weather forecasting has become a complex science dependent on advanced satellites, artificial intelligence, and vast data networks. The journey from prediction to precision reflects our progress, from simply observing nature to truly understanding its workings.

By: Suhanee Achra, Grade XI-E

How Historical Myths And National Legends Influence Modern Politics

Historical myths and legends have played a significant role in shaping our modern day political environment, helping influence both power and public opinion. Oftentimes facts are combined with historical symbolism to create memories that strengthen national unity and brotherhood. Historical events and major victories throughout our past help our citizens to connect to a larger history but at the same time can also cause ignorance to diverse perspectives in our modern nation.

In India's conflicting political environment, leaders often relate to major historical figures and present their actions as part of a national mission, showing the public their loyalty to our nation. This helps make policies more acceptable to the citizens even when they can be seen as controversial. The use of historical myths and national legends can also discourage criticisms against a leaders actions as going against such narratives can be seen as disloyalty to our nation's past. There have been multiple occasions of selective retelling of these myths to instill a sense of nationalism within the public and justify present tensions or actions within various communities. While these legends can unite people, they can also deepen differences and divisions and promote biased or old fashioned thinking. We can summarise the influence of historical myths and legends in one word, a catalyst.

By: Ahana Jacob, Grade XII-E



The Birth of Risk: How Early Modern Europe Changed the Way the World Thinks

The idea of “risk” as we understand it today did not always exist. In medieval Europe, uncertainty was often explained through fate, religion, or divine will. However, during the early modern period (roughly 16th–18th centuries), a major intellectual shift began to take place. Thinkers and merchants started viewing uncertainty as something measurable and manageable rather than mysterious.

This transformation was closely linked to the expansion of trade and exploration. As European merchants undertook long and dangerous sea voyages, they needed ways to calculate potential losses. This led to the development of probability theory and early insurance systems. Marine insurance, first popular in Italian trading cities, allowed traders to share financial risks, laying the foundation for modern insurance industries.

At the same time, financial markets began to evolve. The rise of stock exchanges and joint-stock companies meant that risk could be distributed among multiple investors. Instead of one individual bearing all losses, risk became a shared and calculated element of economic activity.

Governments also adopted this new mindset. Public policies increasingly relied on statistics, censuses, and actuarial data to predict outcomes and manage populations. This marked the beginning of evidence-based governance.

In essence, the emergence of “risk” transformed uncertainty into opportunity. By learning to measure and manage it, early modern Europe set the stage for modern finance, insurance, and policymaking—systems that continue to shape our world today.

By: Harsh Kashyap, Grade XI DP

How Lawless Seas Forged Maritime Law and Trade

“Dead men tell no tales.”

During the 17th and 18th centuries, the oceans were full of stories that never made it back to shore. Global trade relied on vast sea routes carrying spices, silk, and precious metals, yet these waters were dangerously unprotected. Pirates dominated key regions like the Caribbean, the Atlantic shipping lanes, and the Indian Ocean, turning every voyage into a high-stakes risk. Strategic chokepoints such as the Strait of Malacca and the waters around the Bahamas became hotspots for attacks. For merchants, survival often mattered more than profit.

This constant threat forced powerful maritime nations such as England, Spain, and the Netherlands to take control of the seas. Piracy was no longer treated as simple theft. It was redefined as a universal crime, giving rise to the idea of *hostis humani generis*, or “enemy of all mankind.” This legal shift allowed any nation to capture and prosecute pirates, regardless of nationality or location. Special admiralty courts were established to conduct swift trials, and naval patrols were expanded to actively hunt pirate ships. These developments laid the groundwork for modern international maritime law.

Trade systems adapted just as rapidly. Merchant ships began sailing in heavily guarded convoys, often accompanied by warships. Ports introduced stricter regulations, documentation, and inspection systems to track goods and reduce illegal trade. At the same time, marine insurance markets grew, particularly in places like London, allowing merchants to offset the financial risks of piracy and encouraging continued global exchange.

Ironically, pirates themselves often operated with surprising discipline. Many crews followed written codes that outlined rules, compensation, and even injury benefits, while major decisions were made through voting. This internal order helped

Piracy brought disruption, but it also forced innovation. In responding to it, nations built stronger legal frameworks, safer trade networks, and more organized systems of global commerce, many of which still shape maritime trade today. It highlighted the necessity of structure, even in rebellion.

By: Prisha Abrol, Grade XI DP

The Dark Knight

The Dark Knight hits with a kind of intensity that feels almost physical. The opening scene throws you straight into Gotham's danger, and the feeling never loosens its grip. The film doesn't wait, doesn't warm up. It arrives fully alive.

Christian Bale's Batman carries a heavy kind of silence. He moves with purpose yet looks weighed down, as if every choice has left a mark. His eyes show the cost of being the person everyone turns to. The suit makes him powerful. The person inside it feels worn out. That mix creates a version of Batman that feels strangely familiar, almost fragile at times.

Heath Ledger's Joker changes the air the moment he appears. His presence creates a kind of tension that sits in the stomach. The way he talks, the way he laughs, the pauses he takes, everything feels unpredictable. There is no pattern to him, no clear motive, no hint of mercy. Ledger plays the character with a wildness that feels unsettling and real. The kind of performance that leaves the theatre buzzing.

The movie never drifts. Scenes strike one after another, sharp and gripping. The chaos in Gotham grows, the pressure on Batman rises, and the viewer gets pulled deeper into the conflict without noticing how much time has passed.

The final moments leave a sting. No clear victory, no tidy resolution. Just the sense that heroism can be lonely and that justice is rarely clean. It lingers in the mind after the credits roll.

The Dark Knight leaves an impact that is hard to shake. It is gripping, emotional and unforgettable in a way that feels almost unsettling, and despite that, I think that that's the best feeling of all.

By: Mehr Kaur Aulakh, Grade XII IB DP



The Oceans Living Network

“Beneath quite waves, a thousand lives begin unseen”.

Coral reefs among many are the most diverse ecosystems on earth, they are often known as the “Rainforests of the sea”, and this comparison reflects their immense importance. Despite them covering less than 1% of the seabed, they support nearly 25% of all marine species. These reefs are formed by small coral organisms that grow into intricate structures that provide habitat, creating a space where marine life can live, feed and hide.

Reefs play a crucial role in maintaining marine biodiversity especially young fishes as they depend on reefs as nursery grounds where they can grow safely before moving into deeper waters. At the same time, natural relationships within the reef help in maintaining balance – herbivorous fish prevent algae from overgrowing while others keep population in check.

In addition to their ecological importance coral reefs have a strong connection to human life. They contribute to food security through fishing, protect coastal areas from erosion and storms, and support scientific advancements. However, due to the climate change, ocean warming, pollution, and overfishing it is causing coral bleaching and a serious harm to the reefs.

Preserving coral reefs is very important for sustaining marine biodiversity. They reflect how interconnected life in the ocean is and reminds us that small, fragile systems can build and sustain entire ecosystems that benefit the planet.

By: Ananshya Dhar, Grade XII-IBCP

भारतीय संस्कृति हमारी शान

हमारी संस्कृति अनमोल निधान,

दुनिया में ये सबसे महान ।

रंग - बिरंगे हैं सब त्योहार,

खुशियों से भरा दिन - बहार ।

नाचे - गाए सब मिलजुल कर,

एकता का यह है अद्भुत स्वर ।

भाव अलग पर दिल है एक,

यहीं तो है हमारा विशेष लेख ।

पुरखों की ये धरोहर प्यारी,

आओ बढ़ाएँ हम सब मिलकर यारी ॥

आरना यादव
कक्षा : दसवीं

“I May Be Small, but I Have Something to Say”

A child's voice in a big, changing world

They say the world is vast and wide,
With oceans deep and endless sky,

But here I am, just in my teens,
With silent thoughts and noisy dreams.

I'm told to wait, to not speak loud,
To follow rules, to please the crowd.
But in my heart, a voice grows strong—
It's been quiet... for far too long.

I get confused, I feel alone,
In lunchroom corners, on the way home.
Sometimes I smile, sometimes pretend,
When all I want is just a friend.

I see the news, the fights, the fears,
And wonder why no one hears.
The world is hurting, can't they see?
And still, no one is asking *me*.

I care about trees, and books, and peace,
About fitting in, and being free.

I worry if I'm good enough—
This growing up stuff feels so tough.

But then I write, or sing, or draw,
And something shifts inside my core.
My voice comes out, not loud, but true—
It tells the world: “I matter too.”

I speak for kids who feel too shy,
Who dream in silence, who question why.
We may be young, but we're not blind—
We hold a hope the world can't find.

So please don't hush me, don't look away—
I have something real to say.

Because even if I'm small today...
I'm the voice of tomorrow, finding my way.

By: Saisha Bahal, Grade VIII CLS A



Clan News



“It's time to start something new and trust the magic of beginnings.”

— Meister Eckhart

After tasting the success that comes from burning the midnight oil, it is now time to step into the new academic session with renewed hope, new targets, and the determination to achieve what we could not in the previous session. Promise yourself that in this new journey of self-development, you will maintain discipline and consistency to strive for excellence.

We carry with us the learnings of the previous session, along with the failures that have taught us valuable lessons for success. We must approach academics with sincerity and regularity. Alongside academics, co-curricular activities also play a vital and inevitable role in school life. They provide a platform not merely to win positions, but to discover potential, build confidence, and learn the values of teamwork and perseverance.

Clans, through inter-clan competitions, offer a vast platform for students to tap into their hidden talents, showcase their skills, and enhance their overall personality. It is equally important to maintain a balanced routine that includes proper rest, physical activity, and mental well-being. A focused and healthy mind enables one to give their best in both academics and co-curricular pursuits.

We firmly believe that our students possess great potential, which contributes significantly to the growth and success of the clan. Numerous opportunities lie ahead, and we encourage you to make the most of them and strive for excellence.

As we move forward, let us continue to set high standards and aim for excellence in all that we do. Let us remain focused, disciplined, and determined to achieve our goals. We are confident that, just like in the previous session, all clan members will work with vim and zest, along with a strong team spirit, to achieve new milestones.

Together, we can create new records and take our clan to even greater heights.

Clan Elders

Result of the Week (02.3.26- 06.3.26)

Grade: X

Date : 2nd March, 2026

Competition : Inter Clan G.K Quiz Competition

Name of Student	Clan	Position
Samiddha Bhatia 10 D	Anderson	I
Shaurya Singhal 10 A		
Advita Atri 10 A	Boyd	II
Amay Goel 10 A		
Angadbir Singh Khosli 10 D	Lamont	III
Jaivv Kandarp Asher 10 A		

Result of the Week (09.3.26- 11.3.26)

Grade: X

Date : 9th March, 2026

Competition : Inter Clan Instrumental Competition

Name of Student	Clan	Position
Nabhya Nagpal X IGA	Anderson	I
Swastik Garg X C	MacArthur	II
Anika Jain X D	Boyd	III

Grade: XII

Date : 11th March, 2026

Competition : Inter Clan G.K Quiz Competition

Name of Student	Clan	Position
Aaroh Sarvesh XII C	MacArthur	I
Aanya Nigam XII D		
Kartikya Arora XII IBDP B	Lamont	II
Varnika Bansal XII IDCP		
Jaikrit Bijlani XII C	Boyd	III
Arav Bajpai XII D		

Grade: X

Date: 16th March, 2026

Competition: Inter Clan Hindi & English Movie Scene Competition

Name of Student	Clan	Position
Kaira Kapoor XF	MacArthur	I
Kyan Kapoor XD		
Swastik Garg XC		
Krishay Yadav XE		
Nabhya Nagpal X IG	Anderson	II
Aniruddha Agarwal X IG		
Avnee Gossain X IG		
Amushka Pareek XIG		
Devanshi Koul XE	Boyd	II
Irvan Pilani XF		
Chhavi Bagga XF		
Hiren Solanki XB		
Manvata Jain XE	Lamont	III
Ananya Ajit Kumar XA		
Ruhika XA		
Samaira Guglani XA		

Grade: XII

Date : 18th March, 2026

Competition : Inter Clan Instrumental Competition

Name of Student	Clan	Position
Avantika XII E	Boyd	I
Aryaman Suri XII E	Lamont	II
Ananshya Dhar XII CP	Anderson	III



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Golf

ANITYA'S TIP OF THE MONTH

Bunker Shot Basics

Having set up correctly in the bunker, let's have a look at two important aspects in order to take the ball out of the sand

Firstly, in a bunker shot, there is no direct contact of the club head with the sand. The club head goes into the sand under the ball and the sand is thrown out with the speed of the swing along with the golf ball sitting on top of this sand.

You can see in the set up picture that there is a line drawn in the sand approximately two inches behind the golf ball. This is the place where I want the club to enter the sand and thereafter go under the ball. If the club hits the ball directly, the ball will simply go too far and end up over the green. If it hits too far behind this line, there may not be enough energy given to the ball for it to come out of the bunker. Hence hitting the sand at the line is hugely important

A combination of a good set up along with ensuring that the club head strikes the sand at the correct location will go a long way in helping you get the ball out of the sand



Mr. Anitya Chand
HOD, Golf Coordinator



The Scottish High International School

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