



SCOTTISH HIGHTM INTERNATIONAL SCHOOL

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From the Principal's Desk

Perseverance

“यस्य कृत्यं न विघ्नन्ति शीतमुष्णं भयं रति समृद्धिरसमृद्धिर्वा स वै पण्डित उच्यते।”
“One whose task is never hindered by cold, heat, fear, love, prosperity or lack of it, is truly superior.”

This powerful shloka from the Mahabharata perfectly captures the spirit of perseverance, which I have chosen as the final and one of the most important qualities of a good student.

Perseverance teaches students to learn from their mistakes and to bravely face challenges. Whether they are preparing for a difficult exam or working on a complex assignment, this quality becomes a key strength.

For example, when solving a tricky Math problem, students should try on their own instead of quickly flipping to the answer key or depending on solution books. If they build this habit, the desire for excellence will grow naturally, and success will follow with time and effort.

Some failures and setbacks are a natural part of life, especially during school years. What matters most is how we respond to them—and this is where perseverance plays a crucial role. It helps students bounce back from difficult situations and develop a positive outlook even in tough times.

The foundation of this life skill lies in effort and determination, or

simply put, in the mind-set of “keep going.” Students must understand that no invention or discovery in history was achieved in a single day or in just one attempt. It is the perseverance of humanity that has brought us to where we are today.

In one of the lines of his Sanskrit book Niti Shatak, Bhartrihari said: “The top level people are those who inspite of repeated obstacles, persist in their endeavour until they take the understanding to a successful conclusion.”

If students have this quality it's going to support them tremendously in the later stages of their personal and professional life.

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

“It does not matter how slowly you go as long as you do not stop.” - Confucius

“Perseverance is not a long race; it is many short races one after the other”

- Walter Elliot

“To succeed, work hard, never give up and above all, cherish a magnificent obsession.”

- Walt Disney

“Never stop fighting until you arrive at your destined place - that is, the unique you. Have an aim in life, continuously acquire knowledge, work hard, and have perseverance to realise the great life”

- A. P. J. Abdul Kalam

Dr. Sanjay Sachdeva (School Principal)

Every Choice Matters

“Everything in your life is a reflection of a choice you have made. If you want a different result make a different choice.”

-Wayne Dyer

Making choices is something we do every single day, even if we don't always realize it. A choice means deciding between two or more things. For example, we might choose between finishing our homework or playing outside, sharing our toys or keeping them to ourselves, or telling the truth or hiding a mistake. Each choice we make shows the kind of person we are becoming. Good choices help us grow into someone who is kind, honest, and responsible.

Right choices are important because they keep us safe and help others feel happy and respected. When we choose to listen to our parents, teachers or elders we learn important lessons. When we share with a friend or help someone who is sad, we spread kindness. These actions may seem small, but they make a big difference. Making good choices also helps people trust us. Trust

is very special, and once we earn it, it becomes a strong bond between us and others. Most importantly, good choices make us feel proud and peaceful inside.

Before making a decision, it is helpful to stop and think carefully. Take a deep breath and ask simple questions like, Is this kind? Is this safe? Is this honest? Thinking about how choice might affect others can guide us in the right direction. Sometimes, everyone makes mistakes and chooses the wrong thing. That is okay because mistakes help us learn. When that happens, saying sorry and trying to do better next time is the best step forward.

Every good choice we make is like planting a tiny seed. With time and care, those seeds grow into strong habits of kindness, honesty, and responsibility that will stay with us forever. It is therefore, rightly said that life is all about making choices, always do your best to make the right ones, and always do our best to learn from the wrong ones.

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



PYP

IB PYP Exhibition - Exploring Global Goals Through Expression

PYP Exhibition OF Grade V students for the academic year 2025–26 was a vibrant celebration of student voice, choice, and creativity as our learners explored the transdisciplinary theme *How We Express Ourselves* through the lens of the United Nations Sustainable Development Goals (SDGs). What started as simple wonderings soon turned into meaningful inquiries, with students delving into issues such as gender equality, climate action, quality education, clean energy, sustainable consumption, and well-being.

As the exhibition took shape, our young Highlanders took complete ownership of their learning and collaboratively framed their own central ideas and lines of inquiry — often revisiting and refining them as their understanding evolved. Interactions with experts, surveys, and field visits to organisations such as Sugam NGO and Naya Sawera School helped them connect global concerns with real-life community experiences.

Brimming with ingenuity and innovation, students took to expressing their perspectives in creative and engaging ways — through skits, dance, music, digital presentations, models, nukkad naatak and awareness campaigns — discovering that expression can be both powerful and purposeful. Along the way, they strengthened their research, communication, and collaboration skills while growing more empathetic and responsible as members of a global community.

One of the most heartening highlights was the student-led action that emerged from their inquiry. Students advocating for Good Health and Well-being took initiative in supporting a blood donation drive organised in collaboration with the Rotary Club, showing how learning can go well beyond the classroom walls and can inspire meaningful contributions to the wider community. The exhibition was not just a culmination of learning, but a reminder that even the smallest voices can express the biggest ideas — and inspire meaningful change.





enthusiasm, singing rhymes or poems of their choice and delighting everyone with their confidence and joy in learning. The day beautifully highlighted the development of students' communication and self-management skills, while offering parents a valuable opportunity to witness their child's growth first hand. Meaningful conversations and collaboration between parents and teachers further strengthened the shared commitment to supporting each child's progress across all areas of development.



Our confident communicators during Student Led Conference- when students take the lead, learning truly shines!

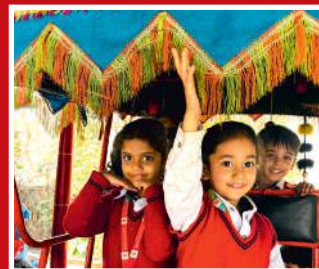
The Student-Led Conference held on Saturday, 7th February was a momentous celebration of student voice and learning. Students from the Initials and Primary Years took the lead as they reflected on their learning journeys by confidently walking their parents through their portfolios, explaining their work with pride, and showcasing their creative handiwork displayed in classrooms. Even our youngest learners in Nursery participated with great



Sunshine, smiles, and stories to cherish- A joyful Early Years picnic filled with giggles, play and golden memories to last a lifetime!

A day outing for our Early Years students brought joy and excitement across the campus, with Upper Kindergarten visiting Lohagarh and Nursery and Lower Kindergarten heading to Aapno Ghar on 10th and 13th February 2026 respectively. This eagerly awaited picnic unfolded as a delightful blend of laughter, exploration, and meaningful experiences. At Lohagarh, UKG students engaged in a variety of enriching activities, including bullock, camel, and tractor rides, energetic play on trampolines and bouncy setups, and captivating live performances such as tightrope walking, magic, and puppet shows. Nature observation sparked curiosity and appreciation for the environment, while hands-on experiences like pottery making and exploring the charkha kept the children actively involved. Through running, playing, dancing, and trying new activities, students strengthened their self-management and social skills while building confidence through shared experiences.

Meanwhile, at Aapno Ghar, Nursery and Lower Kindergarten students delighted in joyful rides, lively puppet shows, and animal interactions that encouraged curiosity and experiential learning. The bus journeys, cheerful photo moments, and shared songs added to the sense of adventure. Delicious snacks and a hearty lunch provided a calm pause, allowing the Highlanders to practice independence and enjoy mealtimes with friends. The Highlanders returned to school with happy hearts, full tummies, and treasured memories, enriched by real-world experiences that nurtured them as confident communicators and caring learners.



Blood Donation Drive by SHIS Highlanders of Grade V

Demonstrating a strong sense of social responsibility and compassionate action, our Grade V Highlanders took the lead in organising a Blood Donation Camp in collaboration with the Rotary Club.



As an integral part of their PYP Exhibition under the theme of social and emotional awareness, this meaningful initiative reflected their commitment to taking purposeful action beyond the classroom. The drive received an overwhelming response from parents and the wider school community, highlighting the power of collective effort and community partnership.



Professional Development Week: Enhancing Inquiry, Agency, and Impactful Learning

In the month of January, a Professional Development Week was conducted for Primary and Early Years teachers by Primary School Director Ms. Seema Bhati to strengthen teaching and learning practices. The sessions provided a meaningful platform for educators to reflect on pedagogy, deepen their understanding of the IB philosophy, and enhance their professional competencies. Key developments and updated practices within the IB framework were thoughtfully discussed, with a strong focus on strengthening inquiry-based learning, student agency, conceptual understanding, and authentic assessment. Teachers collaboratively explored strategies to create more engaging, student-centred learning environment that nurture voice, choice, and ownership.





Congratulations to Miraya Sajjan of Grade V-E for bagging third prize in the International Hindi Elocution Contest organized by Word Hindi Secretariat. She also received the prize of a hundred dollars from the organization. Well done.

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

Medley of Activities



Art classrooms continue to be vibrant spaces filled with imagination, creativity, and meaningful learning. Across all grades, students explored how art serves as a powerful language to communicate ideas, emotions, and stories.

Grade I students enthusiastically brought their stories to life by creating puppets inspired by their own narratives. As part of their integration with the transdisciplinary theme How We Express Ourselves, they designed and crafted colourful characters using simple materials. This engaging hands-on experience strengthened their fine motor skills while helping them understand how imagination can be transformed into visible and expressive creations.

Grade II students expanded their artistic understanding by exploring various art forms such as cartoon, abstract, realistic, and folk art. They discovered how cartoons use exaggeration to express humor and emotion, how abstract art promotes freedom of expression through shapes and colours, how realistic art sharpens observation skills, and how folk art reflects culture and tradition. This exploration enabled them to recognize the diversity of artistic styles and the unique ways each form communicates thoughts and feelings.

Integrating with the theme How We Express Ourselves, Grade III students explored three traditional Indian folk art forms —, and . They studied the distinctive patterns, motifs, and storytelling techniques that define each style and created artworks inspired by these rich traditions. Through this experience, students not only enhanced their artistic skills but also developed a deeper appreciation for India's cultural heritage and the diverse ways communities express themselves through art.

Grades IV and V focused on creating detailed compositions featuring insects. They thoughtfully applied artistic concepts

such as balance, proportion, and space while designing their work. Students were given the freedom to choose their preferred colouring medium—crayons, oil pastels, watercolours, or coloured pencils—encouraging independence and experimentation. Their final creations beautifully reflected observation, creativity, and personal expression.

Meanwhile, students in Grades VI and VIII enthusiastically prepared their artworks for the upcoming Annual Art and Craft Exhibition scheduled next month. From conceptualizing ideas to refining techniques, they dedicated time and effort to present their best work. This process helped them build confidence, perseverance, and presentation skills.

Senior school students are currently focusing on their examinations while completing their final art submissions as per curriculum requirements. Even while managing academic responsibilities, they continue to demonstrate creativity, discipline, and thoughtful interpretation in their work.

Across all grades, this month's journey reinforced an important message: art is not just about creating beautiful pieces, but about expressing identity, ideas, and emotions. Through varied activities and meaningful integration with the theme, our students continue to grow as confident and expressive learners.

**Ms. Amita Gahlot,
HoD - Visual and Performing Arts**



Drama teaches us that when we step into a character's shoes, we begin to see the world through their eyes. We understand why people make mistakes, what shapes their fears, and how to relate to those who may be different from us.

In this process, students learn one of life's most valuable lessons—empathy. In today's fast-paced world, where communication gaps often lead to misunderstanding, empathy becomes essential for harmony and mutual respect. Through drama, students develop not only performance skills but also emotional awareness, sensitivity, and compassion, helping them grow into thoughtful and responsible individuals.

A drama performance is the living embodiment of a script, where written words transform into a dynamic experience through the collaborative efforts of actors, directors, and designers. During the preparations for the Cultural Fiesta, drama students are immersing themselves in rehearsals, refining their expressions, dialogue delivery, and stage presence. Their dedication, enthusiasm, and passion to perform are clearly visible as they strive to give their very best on stage.



News From The Sports Arena



The month of January commenced with the proud celebrations of Republic Day. The School Principal, Dr. Sanjay Sachdeva, hoisted the National Flag, marking the beginning of the ceremony. The NCC contingent of SHIS presented a disciplined and impressive Guard of Honour under the leadership of Parade Commander Harshwardhan. Pilots Meher Singh Minhas and Mihika Pandey escorted the Principal with great dignity. The occasion was further graced by the presence of Primary School Director Ms. Seema Bhati, Heads of Departments, and members of the administrative staff.

February began on an energetic note with the Annual Athletic Meet for Grades VI to VIII. The meet was formally declared open by Dr. Sanjay Sachdeva. The athletes took an oath, pledging fair play and sportsmanship, before enthusiastically participating in various events. The competition featured a range of track and field events, including 100m, 200m, and 400m races, long jump, discus throw, and shot put.

In Grade VI, Clan Anderson secured the 1st position, followed by Clan Macarthur, Boyd, and Lamont.

In Grade VII, Clan Boyd achieved 1st position, followed by Clan Anderson, Macarthur, and Lamont.

In Grade VIII, the 1st and 2nd positions were jointly shared by Clan Macarthur and Clan Lamont, followed by Anderson and Boyd.

Our Highlanders also showcased their sporting excellence at the DPSG Inter-School Lawn Tennis Tournament. Shanaya Thakran (Grade V) secured 1st position in the singles category, while Aiyana Saini (Grade III) achieved 2nd position. Both players also won gold medals in the double's category. Additionally, Myra Singh (Grade III) earned a silver medal in the double's category.

The months of January and February reflected discipline, determination, and outstanding sportsmanship across all events.

Mr Darshan Singh Gahallot
HoD Sports



Mr. Vikas Sharma
Theatre Arts - Teacher



January and February were vibrant months filled with preparation, performances, and an abundance of music across the school. The highlight of this period was the much-anticipated Cultural Fiesta held on 10th February. Throughout January, our senior highlanders dedicated themselves to intensive indoor practice sessions, focusing on band coordination, vocal refinement, and stage presence. When the big day arrived, their performances truly reflected their hard work and commitment. The audience enjoyed popular numbers such as Don't Stop Believin', Yellow, and Holiday by, along with an energetic Hindi medley featuring both self-composed and well-loved songs. The enthusiasm and confidence on stage created an electrifying atmosphere.

Alongside these preparations, the Inter-Clan Solo Singing Competitions for Grades VI, VII, and VIII were conducted. Each grade showcased eight talented participants who performed with remarkable confidence and dedication. With external judges in attendance, the event maintained a high standard of professionalism and healthy competition. The students' poise and expressive performances made it a memorable celebration of individual talent in the middle school.



Mr. Shivam Srivastava
Western Music - Teacher



IGCSE

Mathematics Activity: Area and Circumference of Circle

Circular Escape Room

A mathematics activity was conducted in Grade VIII CS-A on the topic Area and Circumference of circle. Through this activity students learned the concept of Area and Circumference of a circle in a simple and interesting way by using the correct formulas. The activity was done using a maze worksheet that had many different paths. At every turning point in the maze, students found a question related to the area or circumference of a circle.

Each question had different answer choices, and each choice led to a different path of the maze.

Students had to solve the question carefully and choose the correct answer to move ahead in the maze. This helped them think clearly before making decision.

The maze activity made learning fun, active and enjoyable instead of boring memorization. By solving the questions, they practiced using the formulas correctly and improve their calculation skills.



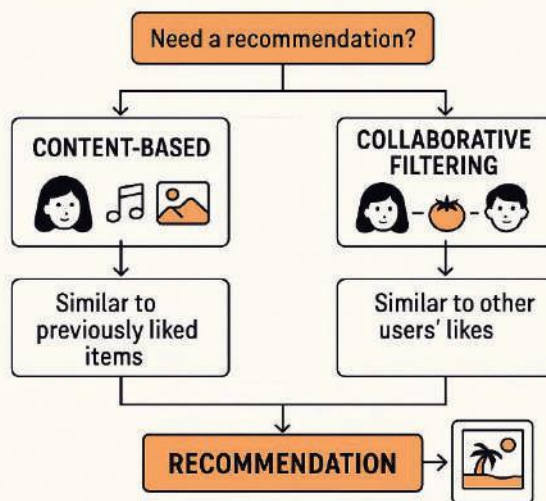
Ms. Alka Dudega
Mathematics Teacher

IBDP / IBCP

The Hidden Power of Recommendation Algorithms

Computer Science HL

RECOMMENDATION SYSTEM



Every time you open Netflix, scroll through Instagram, or shop on Amazon, you are interacting with recommendation algorithms. These systems quietly shape what you watch, like, and buy. At their core, recommendation algorithms use data. They analyse your past behaviour, what you clicked, how long you watched something, what you searched for and compare it with patterns from millions of other users.

One common method is collaborative filtering, where the system finds users with similar tastes and suggests items they enjoyed. Another method is content-based filtering, which recommends items similar to what you have already liked. Modern systems go further by using machine learning models that constantly update in real time. The more you interact, the smarter they become.

However, this power comes with responsibility. Algorithms can create "filter bubbles," where users only see content that reinforces their existing opinions. In conclusion, cognitive bias challenges the traditional assumption of rationality in economics. By integrating insights from psychology, economists can better understand consumer behavior, improve policy effectiveness, and explain real-world market outcomes. This interdisciplinary approach reflects the IB emphasis on applying theory to realistic scenarios.

Recommendation systems are a perfect example of how computer science blends mathematics, data analysis, and psychology. They may seem invisible, but they are one of the most influential technologies shaping our digital lives today.

By: Diya Juneja, Grade XI DP-B

Importance of English

English HL

English is not just a mandatory class; it is a tool for communication, analysis, and thinking. It has become a global language because it allows people to connect across industries, cultures, and fields of study. It opens doors to higher education, international careers, and a vast body of research and literature.

English encourages students to think critically. Through novels, drama, poetry, and non-fiction, students are prompted to consider what a text means and whether they agree with its message. They learn to support their interpretations with evidence, developing structured and persuasive writing skills. These analytical abilities are valuable across a range of subjects, from history to business to science. The ability to communicate ideas clearly, both verbally and in writing, is essential for success at university and beyond. English also promotes creativity and empathy. By engaging with literature, students encounter new perspectives, cultures, and moral dilemmas. Stepping into the experiences of others strengthens imagination while reinforcing the importance of reasoned argument. Creative writing tasks further encourage originality while maintaining focus on structure and effective use of language. In an increasingly digital world, a strong command of English is becoming ever more important in the workforce. Whether writing a formal email, delivering a presentation, or composing a research paper, communication is central to most careers. Even in technical fields, the ability to explain complex ideas clearly is what separates the good from the exceptional.

Ultimately, English is not only about grammar and vocabulary; it is about understanding, expression, and connection. Mastery of the subject equips students with the tools to engage thoughtfully and critically with the world. Despite this success, challenges remain, including climate change, habitat fragmentation, and small subpopulation sizes leading to interbreeding. Overall, the giant panda demonstrates that habitat protection, science-based management, and sustained political commitment can reverse biodiversity decline and offers valuable lessons for conserving other threatened species.

By: Tvisha Srivastava, Grade XI DP-B

Business Management is the process of planning, organizing, leading, and controlling a business to achieve its goals. Every successful business needs good management to use its resources effectively and stay competitive in the market.

One of the main roles of business management is planning. Managers decide what the business wants to achieve and how it will achieve it. This includes setting objectives, creating strategies, and making decisions about the future. Without proper planning, a business may waste time and money. Another important function is organizing. Managers allocate tasks to employees, divide work into departments, and ensure that everyone knows their responsibilities. Good organization helps improve efficiency and reduces confusion in the workplace.

Leadership and motivation are also key parts of business management. Managers must guide employees, communicate clearly, and motivate them to perform well. Motivated employees are more productive, loyal, and willing to contribute to the success of the business.

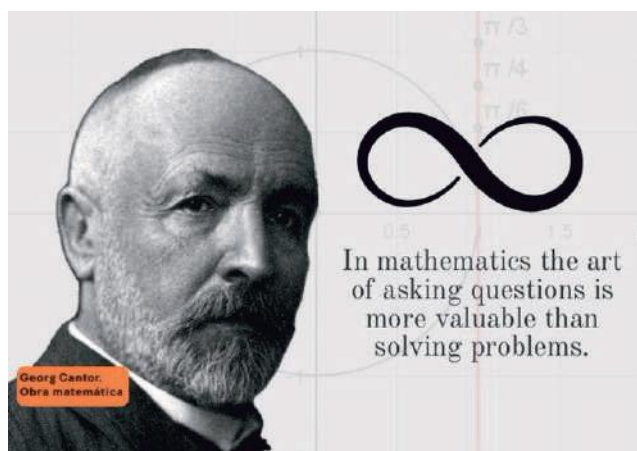
Business management also involves controlling. This means monitoring performance, comparing results with targets, and taking corrective action if needed. For example, if costs are too high, managers may try to reduce expenses or improve efficiency.

In conclusion, business management is essential for the success and survival of any business. It helps businesses achieve their objectives, manage employees effectively, and respond to changes in the business environment. Without good management, even businesses with strong ideas may fail.

By: Dhruv Batra, Grade XI-IBDP-A

The Size of Infinity

Mathematics AA HL



When most people hear the word "infinity," they imagine a single, boundless concept. Something immeasurable and abstract that simply continues forever. Mathematics, however, dismantles that simplicity. Infinity is not one uniform notion. It possesses structure, hierarchy, and even different magnitudes.

The Components of Business Management

Business Management HL

Components of Business Management





In the late nineteenth century, Georg Cantor posed a question that unsettled conventional intuition: are all infinite sets equal in size? At first glance, the question seems incoherent. If two sets are both endless, how could one surpass the other?

Consider the natural numbers: 1, 2, 3, and so on without termination. Now consider the rational numbers, all possible fractions. Although fractions appear far more abundant, Cantor demonstrated that they can be arranged in a systematic sequence that pairs each fraction with a natural number. This establishes what is called countable infinity, an infinity that can, in principle, be listed. The real numbers present a more profound complication. They include every conceivable decimal expansion, including those that neither terminate nor repeat. Cantor's diagonal argument proves that no attempted listing of real numbers can ever be complete. There will always exist a number absent from the sequence. This reveals a strictly larger form of infinity known as uncountable infinity.

The implication is philosophically disorienting. Infinity is not an abyss but a stratified landscape. For every infinite magnitude, mathematics guarantees the existence of a greater one. What seems boundless is, paradoxically, only the beginning.

By: Vamika Bansal, Grade XI DP-B



From The Counsellor's Desk

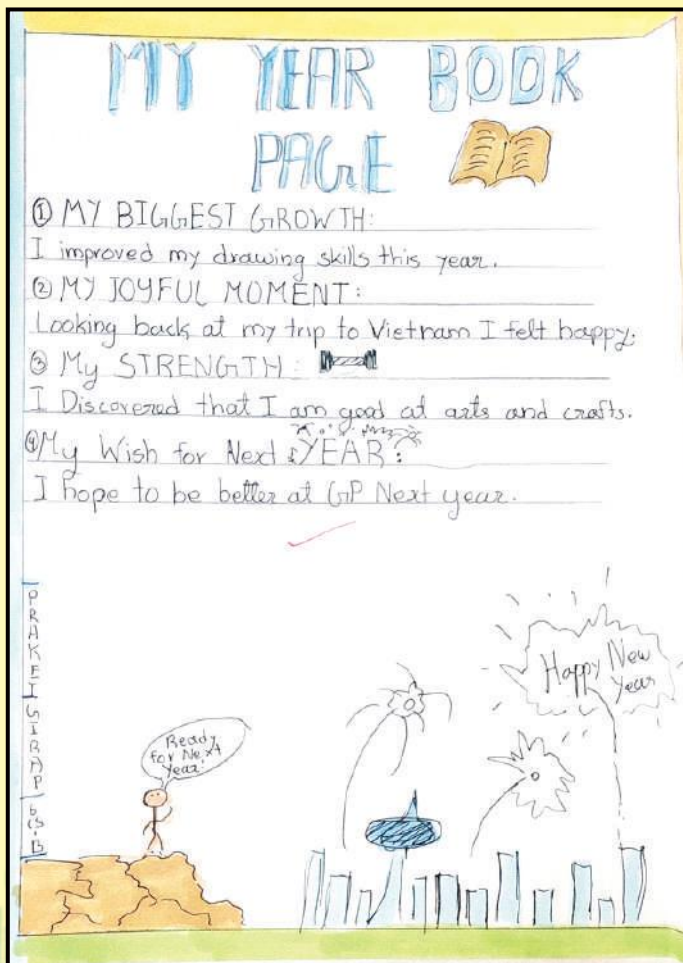
ATL Prototype Exhibition

Recently, I received an enriching opportunity to participate in the government-hosted ATL prototype exhibition organized under Atal Tinkering Labs at BML Munjal University. The event felt more like a large-scale innovation showcase than a traditional competition. A majority of the exhibits were university-level projects, which made the experience even more inspiring and interesting.

Walking through the displays, I was exposed to advanced prototypes ranging from engineering solutions to tech-driven social innovations, including Internet of Things. Seeing college students present research-backed, technically refined models pushed me to think beyond the school-level mindset and view innovation from a higher standard.

Engaging with visitors, mentors, and fellow innovators helped me refine how I communicate technical concepts to diverse audiences. Overall, the exhibition expanded my perspective on real-world innovation and motivated me to continuously improve the depth and scalability of my work.

By: Prisha Abrol, Grade XI DP-B





A new year often feels like a fresh beginning, igniting hopes in all —“This time I'll achieve everything I couldn't and more”. There is definitely something reassuring about these commitments- real change does not come from big promises, but from small, consistent actions.

The importance of such moments of transition are also well recognised in Hindu Calendar. The significance of these beginnings are not marked by dates alone but by movement, balance, and change in nature. Makar Sankranti, a festival that symbolises change, growth, and new direction is one such powerful reminder. This aligns with the sun beginning its journey into Makara (Capricorn) and moving northward, a phase known as Uttarayan. It is a shift from darkness to light, from inertia to progress. According to the Indian Knowledge System, time is auspicious as nature itself supports growth and positivity. One can envisage it as a fresh start effect. Just as the Sun changes its path, students too can see this as a reminder that change is always possible, regardless of past setbacks or incomplete wishes.

Students are always tempted to make big promises—to study 8 hours, meet every deadline, or always perform perfectly. While these intentions are appreciated, unrealistic goals often lead to stress and avoidance. Thus students experiencing disappointment. Hindu mythology has always emphasised balance rather than extremes.

Sun's movement during Uttarayan is gradual and steady, similarly personal growth should be fueled by consistent effort, not sudden transformation. Habits play an important role in student life as the developing brain is designed to learn through repetition. Repeating a behaviour regularly ensures that neural pathways are formed, making it easier over time. Thus, life long habits are developed.

One should not push to have it all figured out, it is not a race. New beginnings are not about perfection; they are about being better than the last time. So start small and try to be consistent, trust your capabilities so others can't project their doubts on you. And while you are on this journey be patient and have self-compassion.

The Counselling Department

The World of Economics

India-EU Trade Deal: Why it's the 'Mother of All Deals'

Recently, India and the European Union have finalised a historic 'Free Trade Agreement (FTA)' after nearly 20 years of negotiations. It is a comprehensive trade and economic partnership which is not just about tariffs but it also unlocks one of the world's largest trading corridors, covering billions of consumers across which account for about 25 % of global GDP.

But What's in It Specifically for India?

India will get duty-free access for most of its goods into the EU market, which includes key labour-intensive sectors like textiles, leather, marine products, jewellery, chemicals, footwear, gems etc., which will further strengthen our labour market with increased jobs and incomes. Moreover, Indian IT and digital services will also get better access to European markets, which can further help India strengthen

its soft-power & service exports.

On one hand, this deal helps India become more connected to businesses around the world as easier tariffs and standard rules will definitely attract foreign investment into Indian manufacturing. Companies can now make goods in India and export more easily — reinforcing 'Make in India'.

While on the other hand, Indian buyers could see cheaper European products (like European wines, spirits, olive oil, packaged foods) as its tariffs fall. Industries and healthcare will also get benefit as import of capital goods like machinery and medical equipment will get less costly now. The tariffs on European cars will also be reduced to 10%, with quotas for European vehicles (e.g., ~250,000 units per year under preferential duty).

However, this deal isn't completely one-way. India will also reduce tariffs on many EU products, including industrial goods. However, some sensitive areas like dairy and certain agricultural products remain excluded to protect farmers.

Ms. Neha Gupta, Economics Teacher



From Our Budding Writers

The Ugly Grin

pain eats away at you,
it numbs you,
it devours you.
in the quiet night,
you wonder if you were ever right
it never lets you win,
it never lets you rest
you're forced to face its ugly grin.
it claws at you from deep within,
you feel it crawling under your skin.
it coils inside, a whispering sin,
but don't fold, refuse to give in.
walk through the dark, and let no one win,
and leave behind its ugly grin.
heal yourself from within,
and let the storm pass, and let your strength win.

By: Anushka Pareek, Grade IX IG-A



Influence Without Coercion: The Rise of Soft Power

In contemporary diplomacy, military prestige is not the sole yardstick for assessing a nation's might, but rather its ability to shape global perception. This phenomenon, known as soft power, operates through cultural, ideological and institutional means. Unlike hard power, which relies on force or economic leverage, soft power is based on appeal and shared values. Through cultural exchange, educational initiatives, and humanitarian provisions, states are now able to achieve diplomatic objectives and forge alliances without confrontation.

Soft power can be manifested in many ways such as government communication through digital platforms or media education programmes, which enhance image and foster trust through international dialogue; providing humanitarian aid and disaster relief, building goodwill and strengthening diplomatic ties to leverage it for international cooperation; and many more. The most proven approach is cultural influence — the spread of value and identity like the unprecedented reach of Japanese anime worldwide.

The surge in soft power lies in its efficiency against expensive and often, counter-productive military or economic sanctions. Soft power is used by NGOs and international organisations like the UN to promote human rights and health campaigns which appear more appealing than state-led hard power initiatives. Moreover, in this digital age, influencers project a country's culture and values via digital platforms like YouTube videos or Instagram reels, which not only creates familiarity but also helps governments maneuver global opinion in their favour during crises.

By: Suhanee Achra, Grade XI-E

How Does Economic Inequality Harm Societies?

Economic Inequality refers to the difference in income, wealth and opportunities among groups and individuals in society. It is interconnected with many problems that a modern day society faces such as social stability, economic growth as well as difference in standard of living.

Inequality of income and wealth can cause social division which is a largely faced problem in many countries. If a small group receives the majority of wealth and economic opportunities, it can lead to the rise of social tension causing increased crime rates and resentment towards this group. It also limits access to vital services like healthcare and sanitation as low income groups struggle to afford these basic facilities. This causes a reduction in social mobility and feeds the cycle of poverty. The inequality of income distribution can also directly affect economic growth as when a large section of society has low purchasing power, the demand for products falls, businesses suffer and employment opportunities reduce which has a large effect on the market.

Inequality increases the gap between the rich and the poor by concentrating a large part of the wealth and income of a society into the hands of a small group of individuals creating the chain of the rich getting richer and the poor becoming poorer.

By: Ahana Jacob, Grade XI-E

Epidemic Control In Early Cities

When diseases swept cities centuries ago, there were no lab reports, no vaccinations and no scientific justifications — doctors blamed imbalanced bodies, contaminated air, even divine punishment. Authorities imposed lockdowns, initiated medical preparations, yet their policies were not a product of microbiological evidence, but hope, belief and desperation. Early pandemic responses before the establishment of the germ theory were shaped by fear and observation.

Some practitioners noticed the transmission of diseases from the sick to goods or objects, which led to early theories on contagion, none supported by any knowledge on microbes. The most wide-spread scientific explanation was the 'miasma theory' — that diseases came from polluted air, emitted from rotting organisms, fumes and sewage. This led to burning of sulfur, cleaning of streets and improved air quality. According to Greek Medicine, health was dependent on the four bodily humours (blood, phlegm, yellow bile, and black bile), and disease meant imbalance. Therefore doctors adopted treatments like bloodletting, dietary and lifestyle amends. Diseases were even seen as divine punishment for human sins.

During the plague outbreak of 1711-12 in Copenhagen, central authorities sought to prevent the disease from entering and spreading within the city. Trade with infected regions was prohibited, warships inspected incoming vessels and travellers were quarantined. A central medical commission overlooked supplies and implementation. Once the plague entered the city, borders were sealed, infected individuals were isolated and their belongings were burned. The dead were buried in mass graves organised by the army. At the same time, prayer services were encouraged, reflecting the belief that epidemics were connected to divine will.

Although these measures were based on flawed theories, this revealed how cities responded to epidemics long before microbes were understood. These early efforts formed the basis of later, science-driven public health systems.

By: Suhanee Achra, Grade XII E

Upswingin

The room tightens around the kit.

Count.

The sticks rise.

Fall.

Again.

Sound fractures the air—sharp, metallic, unforgiving. Each strike lands like an accusation. Too slow. Too clean. Never enough. The drums don't answer; they absorb. They take everything and give back only pressure.

Faster.

The rhythm accelerates and thought begins to lag. Language drops out first. Then memory. What remains is tempo—pure, tyrannical, absolute. Time collapses into beats. The space between them narrows until even hesitation feels like betrayal.

Hands blur. Skin splits. It doesn't register. Pain arrives late, like an afterthought that missed its cue. The body learns obedience faster than the mind ever could. Precision is no longer a goal—it's survival.

Again.

The room disappears. There is no audience, no approval, no sound beyond the demand to continue. Each strike erases the one before it. Progress becomes an illusion. There is only escalation.

Louder.

The rhythm turns predatory. It hunts weakness. It exposes every tremor, every microsecond of doubt.

Control is not maintained—it is wrestled back, beat by beat, with violence disguised as discipline.

Faster.

Breath stutters. Vision tunnels. The world reduces itself to impact and echo. The self thins, stretched across tempo until identity becomes secondary to execution.

Then—silence.

Not relief. Not triumph. Just absence.

And in that absence, the truth settles heavy and unadorned: The sound was never the point.

Endurance was.



**By: Agastya Sumeer Kaul,
Grade XII-IBDP-B**

The Crown's Hand-me-Down Handcuffs

There is a peculiar irony in the way modern democracies cherish their independence while clinging to the very laws that were built to prevent it. In the legal closets of the Commonwealth, the most resilient relic is not a wig or a robe, but it is Section 124A of the Indian Penal Code.

When the British drafted sedition into the Code in 1870, they were not simply trying to prevent riots, they were trying to legislate loyalty. The law targeted “disaffection,” a term so wonderfully nebulous it could include a protest, a poem, or even a pointedly arched eyebrow toward authority. It did not require proof of violence or imminent rebellion. It required only that the government feel threatened by words.

Its use against figures such as Bal Gangadhar Tilak and Mahatma Gandhi makes its purpose unmistakable. Sedition was less about preventing insurrection and more about disciplining dissent but was a law designed for a ruler who knew he was not loved and decided that not being loved

Additionally, post-independence leaders inherited fragile, newly mapped nations. In 1947, much of the colonial penal framework was retained for administrative continuity. Governments looked at the existing legal toolkit and saw not oppression but stability. A provision once used to silence anti-colonial voices could now be reframed as a safeguard for national integrity.

Even when courts narrow sedition to cases involving incitement to violence, the machinery of investigation and trial carries its own force. Years of legal fees, police questioning, and reputational damage send a message long before any verdict is delivered.

The United Kingdom repealed its sedition law in 2009, calling it obsolete. Yet across parts of the former empire, its logic persists. The paradox is incredibly difficult to ignore. Nations born from resistance sometimes preserve the very statutes once used to silence it.

By: Prisha Abrol, Grade XII DP

How Mountain Passes shaped Trade Routes and Invasions in ancient Asia

Drills boring, picks swinging, new tunnels are dug through stony, snowy peaks almost every single day. New shortcuts and bypass roads circumvent age-old routes, used by generations. Valleys, ravines and trails carved not by tools, but by boot. As these routes seldom trodden, slowly fade, we must not forget how these paths have changed and influenced the areas they crossed through. Rough terrain and necessity forced traders to take these paths for business. These passes, historically found and used by merchants became important for the sharing of culture. Merchants from Tibet brought spice, salt and wool, all through these mountain passes. Mountain passes also enabled Mughal invaders to access the Indian subcontinent.



Areas that were considered easily defensible, thanks to natural shielding from mountains, were invalidated by these mountain passes. Today, as we witness the transformation of these landscapes, it is important to acknowledge the dual legacy of these routes, their contribution to cultural enrichment and their role in historical conflicts. By doing so, we can ensure that the lessons and stories of the past are not lost to the relentless march of progress. The challenge lies in balancing the needs of modern development with the preservation of our cultural heritage, ensuring that future generations can appreciate the rich tapestry of history that these ancient paths represent. As we move forward, let us remember that while the tools and methods of travel may change, the essence of exploration and connection remains timeless, deeply rooted in the very mountains that have stood as silent witnesses to the passage of time.

By: Harsh Kashyap, Grade XII IBDP

Voices of a Nation

National anthems are just not ceremonial songs played before matches, official events. They were born out of moments of crisis, unity and the urgent need for change.

Anthems often glorified resistance, love for the homeland, sacrifice creating a cast around the idea that loyalty to the nation was noble and necessary.

One of the earliest and most influential examples is the La Marseillaise, France adopted in 1795 during the French revolution. At a time when France was heavily divided, the anthem encouraged the citizens to see themselves as defenders of the nation rather than subjects of a monarchy. Similar uses of anthems appeared in different countries fighting colonial rules, where music became a mean of expressing resistance and collective hope.

National anthems were later integrated into daily life's.

National anthems were later integrated into daily life's. They were sung in schools, used in the military settings, played at public events. This repetition played a key role. Hearing and singing the same song daily helped embed loyalty subconsciously, helping to internalise feelings of pride and belonging, particularly among younger generations.

In many societies with a diverse population, multiple languages or ethnic groups, A common anthem provided a shared emotional language that transcended cultural differences. Beyond unity, anthems shaped bonds and national memory. They highlighted victories, freedom and sacrifice which often tried to ignore injustice.

Through repetition, spreading rhythm through various cultural groups. National anthems transformed history into emotion. Anthems binded individuals to the thoughts of the nation through memory, unity, shared feelings and voice. Ensuring that loyalty was considered into existence.

By: Ananshya Dhar, Grade XII IBCP

Ancient Wisdom for a Powerful New Year

Every new year begins with resolutions—wake up early, work harder, be more consistent. Yet most of these promises often fade within weeks. Long before resolutions became a trend, Indian Rishis and Maharishis shared timeless principles meant not just for a year, but for an entire lifetime.

One of the key teachings from the Bhagavad Gita is mastering the mind. The mind can become our greatest ally or our biggest obstacle. In today's fast-paced world filled with distractions, learning to control our attention is essential for clarity, focus, and growth.

Ancient texts like the Yoga Sutras highlight the importance of discipline over motivation. Motivation is temporary, but discipline—known as *abhyasa* (*nirantar abhyas*) (निरंतर अभ्यास)—builds lasting progress. True success comes from consistent daily effort rather than short bursts of enthusiasm.

**“करत-करत अभ्यास के जडमति होत सुजान ।
रसरी आवत-जात ते सिल पर परत निशान ॥”**

Chanakya's wisdom reminds us that power often lies in silence and observation. Speaking less, observing more, and acting thoughtfully allows us to make wiser decisions in a world full of constant noise and opinions.

The Bhagavad Gita also teaches us to walk our own path, or *dharma*. Comparing ourselves to others weakens originality, while following our unique purpose helps us grow with confidence and inner strength.

As we begin the first few days of the new year, there is a simple yet meaningful practice we can adopt in our daily lives—Silent Help. It means helping others without being asked, offering kindness quietly with compassion and understanding. Inspired by the life of Arahana Sariputta, a great disciple of the Supreme Buddha, this practice reminds us that true spirituality lies not only in meditation, but also in selfless service.

Even small, silent acts of kindness help us create happiness deliberately and build compassion within ourselves. As we move forward into the year, let us grow not only in success, but also in kindness, generosity, and inner peace. May this simple daily practice make the year ahead more meaningful and joyful.

By: Laura Anika, Grade VIII-D



Clan News



“Success is the sum of small efforts, repeated day in and day out.”

As we approach the close of yet another vibrant and fulfilling school session, we take immense pride in each one of you. This year has been a remarkable journey filled with learning, growth, and countless opportunities to showcase your talents. From academic quizzes and science exhibitions to cultural performances, sports tournaments, debates, and creative competitions, you have represented your clans with enthusiasm and determination. Many of you discovered new strengths, stepped out of your comfort zones, and proved that dedication and teamwork can lead to wonderful achievements.

We have witnessed students excelling according to their unique skill sets, some demonstrating analytical brilliance in academic contests, others expressing creativity through art, music, and theatre, and many showing resilience and sportsmanship on the field. Equally heartening has been the spirit of collaboration, where seniors guided juniors and peers encouraged one another. These experiences have not only brought laurels to your clans but have also helped you grow into confident, responsible, and well-rounded individuals. As the Annual Final Examinations now approach, it is important to remember that academics remain a vital part of your overall development. Just as you prepared and practiced for competitions, your examinations too require consistent effort, planning, and focus. Start by creating a realistic study timetable and break your syllabus into manageable sections.

Revise regularly instead of leaving everything for the last moment. Practice writing answers, solve sample papers, and clarify doubts early with your teachers and peers. Studying in shorter, focused intervals, such as 40–50 minutes followed by a short break can help improve concentration and retention.

Equally important is how you use your breaks. A break should refresh your mind, not exhaust it. Avoid spending long periods on phones, social media, or other screens during study breaks, as they often reduce focus and increase fatigue. Instead, use this time to stretch, take a short walk, practice deep breathing, listen to calming music, or simply rest your eyes. Maintaining healthy sleep, proper nutrition, and hydration will also support your performance.

The values you have practiced throughout the year such as commitment, perseverance, and responsibility, will surely guide you now. Believe in your preparation and trust in your abilities. Examinations are not just a test of knowledge but also an opportunity to demonstrate your dedication and growth over the year.

We extend our heartfelt appreciation for your hard work and your contribution to the vibrant spirit of the clan. We are confident that you will approach your examinations with the same sincerity and determination that you have shown in every other endeavour.

We wish each one of you the very best for your Annual Final Examinations. May your efforts bring you success and satisfaction. We look forward to welcoming you into the new session with renewed energy, new goals, and many more achievements ahead.

Clan Elders

Inter Clan Competitions Results Jan & Feb

Inter Clan Solo Singing Competition Grade VI

Jiyansh Jhamb VI CS A	I	Lamont
Kiaan Juneja VI G		
Sarah Annya Subba VI D	II	MacArthur
Aashvi Aggrawal VI F	III	MacArthur & Boyd
Kevin Jacob Purackal VI CS A		

Inter Clan English Spell Bee Competition Grade VII

Kimaya Abrol VII CS A	I	MacArthur
Puranjay Attri VII CS B		
Rishaan Jain VII C		
Asmi Gupta VII G	II	Boyd
Jinisha Sharma VII G		
Reyansh Bhardwaj VII D		
Vinisha Aggarwal VII CS B	III	Lamont
Saisha Bahal VII CS A		
Viraj Vatsyayan VII CS B		

Inter Clan Hindi Monologue Competition Spanish Grade VIII

Pahal Nagpal VIII C	I	Anderson
Ashwika Ahuja VIII B	II	MacArthur
Riddhi Aggarwal VIII CS B	III	MacArthur

Inter Clan Solo Singing Competition Grade VII

Aarima Bhutani VII CS B	I	Boyd & MacArthur
Samaira Dhiman VII E		
Aiyana Chaudhuri VII CS A	II	Lamont
Aarshiya Oberoi VII C	III	Anderson

Inter Clan Logo Designing Competition Grade VIII

Aarav Kulshrestha VIII CS A	I	MacArthur
Rishit Singh VIII D	II	Anderson
Rian Sikka VIII CS A	III	Boyd



Inter Clan Dance Competition Grade VIII

Maleeha Jasif VIIICS B Kiara Verma VIIICS B Ayesha VIII A Samaira VIII E Erica Lamba VIII F Arunima Sharma VIII B Ameira Snehi VIII A	I	Boyd
Aryaman Narang VIII A Rudraa Jain VIII CS A Ananya Balaji VIII D Aada Mathur VIII A Mudil Sachdeva VIII C Anaya Natu VIII CS A	II	Lamont
Mihika Pandey VIII CS B Mehar Singh Minhas VIII CS A Sharvani Joshi VIII C Saranshi VIII C Hansuja Joshi VIII CS B Kaira Gupta VIII A Gaanya Chopra VIII A Ajooni Randhawa VIII A	III	MacArthur

Inter Clan Hindi Vigyan Competition Grade VI

Gurisha Dua VI B Aaradhya Gour VI G Divisha Malhotra VI E Krisha Nagpal VI E	I	Anderson
Aishani Singhal VI D Hezal Sharma VI C Seerat Gahlot VI E Myra Ahuja VI F	II	Lamont
Ruhaa Sardhana VI A Anika Raj VI A Anay Sharma VI B Savya Khurana VI C	III	Boyd

Inter Clan Science Quiz Competition Grade VII

Aiyana Chaudhuri VII CS A Dhruv Hemant Kumar VII C	I	Lamont
Shiwin Singh VII A Puranjay Atti VII CS B	II	MacArthur
Dhruv Mohan Sharma VIIID Idhant Grover VIIIE	III	Anderson

Inter Clan English Debate Competition Grade VIII

Saranshi Rao VIII CS Aditya Singh Chauhan- VIII D	I	MacArthur & Anderson
Rian Sikka VIII CS A Advit Moitra VIII CS A	II	Boyd & Lamont
Harshvardhan Naik VIII D	III	Anderson

Inter Clan English Self Composed Poem Competition Grade VII

Kalash Sharma VI CS B	I	MacArthur
Aashvi Aggarwal VI F	II	MacArthur
Aanya Sehgal VI C	III	MacArthur

Inter Clan Hindi Monologue Competition		Grade VII
Prisha Dua VII F	I	Boyd
Viraj Vatsyayan VII CS A	II	Lamont
Adhiraj Dagar VII C	III	Anderson

Inter Clan Solo Singing Competition Grade VIII

Amiera Snehi - VIII A	I	Boyd
Aadya Maheshwari VIII B	II	MacArthur
Mihika Pandey VIII CS A	III	

Crossword Puzzle

New Year's Crossword Puzzle

N Y N E A H X W K T I Y N J B I W L Q J Z K B W
 I R X S A Z Q S L C Z F V W P U D L C V O Y E J
 S M U I I P O D S F T R I O S D Z L H G J H G P
 V O Q D C W J E T A U D R F K B O U E V T Y I Y
 K A F G Q V S R E W L E H O I C R D E U G A N X
 Y C C W U Y B M L M D G V X U H O C R X H C N O
 R C L C E H I A T S A S N G V H B L S A T P I D
 S S L A S T M L J T S R I F T Q O C N Z G N O
 L S J J N Q Y I V L M Q Y E Z M I S P A E X G Z
 A A K X O J J D S I O P C N L N T F R V V W L A
 O L X H I L J N L J P O O X O E N G A P M A H C
 G G U P T P S I Q A R I N S C J J W I Q C P K Q
 T R N P U D W G H C T D E S W U U S U L J Q Q T
 B U W I L V V H D A N E N I T T E F N O C R G S
 C O O V O B F T R Z O M N J G E T I U U G Y T U
 F H D W S P W B M I R R O R B A L L R L O E Q B
 I R T I E W E E F I R E W O R K S S J A E K N H
 D L N V R L P M F T R E D E T G P A S Q E R L K
 I K U V E B C A D L O X V O R B N I Q J Y Y H U
 R Z O C E G Y D R D F L C C N U C D O Y J T A L
 O B C P U I H W W T K H U X A V R J J G Z F U R
 G P V I W Q U X M G Y X G R Z L J Y L K P Y E F
 D B A B Y N E W Y E A R Y R A D N E L A C Z V B
 Y I V T K T Z E V U I R T Z Q Z P Y N T J E L G

BABY NEW YEAR	MIRROR BALL	CELEBRATION	RESOLUTIONS
FIREWORKS	CHAMPAGNE	BEGINNING	HOURLASS
COUNTDOWN	BALLOONS	CONFETTI	MIDNIGHT
CALENDAR	JANUARY	CHEERS	GLASS
HAPPY	GOALS	FIRST	PARTY
CLOCK	TIME	YEAR	NEW

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Golf

ANITYA'S TIP OF THE MONTH

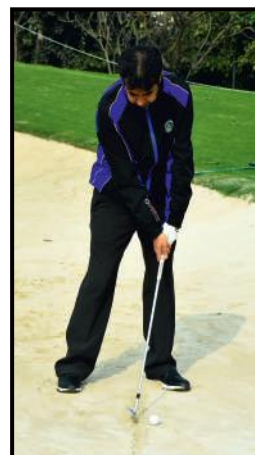
HERE IS MY TIP FOR THIS MONTH.

A bunker shot is considered quite difficult for most juniors / amateurs. Hitting out of the sand requires proper technique unlike most shots, where slight misses still result in an acceptable shot.

The posture for a bunker stays similar to any other shot. The stance, however, needs to be wider with the weight distribution of 60/40 on your left foot. As per the rules of golf, a player should not rest the club on the sand but hover it in the air behind the ball.

You can see in the correct set up picture that I have kept the club face open at set up. This is to activate the bounce of the sand wedge and get more loft on the club. Both these factors help in getting the club under the ball and getting the ball out of the bunker with minimal effort.

In the wrong set up picture, you will notice how the hands are ahead of the ball with a lot of shaft lean. This will reduce the amount of bounce in the sand wedge and get the club to dig in and get stuck in the sand. In the set up, ensure that the hands are slightly behind the golf ball and not ahead – this will help in reducing shaft lean and ensure that the leading edge of the club does not dig into the sand, making it easy for you to get the ball out



**Mr. Anitya Chand,
HOD - Golf Coordinator**



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