



*“There is no limit to what we, as women, can accomplish.” – Michelle Obama*

Women’s Day is not only a celebration of women’s achievements, but also an opportunity to reflect on how leadership is understood in our society.

For a long time, conventional ideologies have often defined women through limited roles and expectations. Leadership has traditionally been viewed through a narrow lens—one that frequently overlooked the quiet strength, emotional intelligence, and decision-making abilities that women demonstrate every day. Even today, many still underestimate women leaders, failing to recognise that leadership is not always loud or authoritative; often, it is thoughtful, resilient, and deeply impactful.

As educators, we must also recognise that some of the strongest leadership skills are often developed in spaces that society has historically taken for granted—within homes and families. The ability to manage a household, care for children, balance multiple responsibilities, resolve conflicts, plan ahead, remain patient under pressure, and nurture growth in others are not merely domestic responsibilities—they are valuable leadership qualities. A woman managing a home is often already demonstrating time management, problem-solving, emotional balance, adaptability, and resilience. A mother guiding her children is also practicing mentoring, communication, compassion, and vision. These are the same qualities that make effective leaders in schools, organisations, and communities.

What is often dismissed as routine work is, in reality, a daily expression of leadership. Women leaders bring a unique blend of strength and sensitivity. They often create environments built on trust, collaboration, and care—qualities that are especially meaningful in education. In schools, leadership is not only about decision-making; it is about inspiring others, building strong relationships, and creating a culture where every learner and educator can thrive.

As a school community, it is important that we help our students understand leadership in its truest sense—one that values empathy, responsibility, courage, and contribution. When we challenge stereotypes and recognise the many ways in which women lead, we help create a more inclusive and respectful future.

This Women’s Day, let us celebrate not only the visible achievements of women, but also the everyday strength, wisdom, and leadership they bring to every space they are part of.

Happy Women’s Day!

**Ms. Abha Seth (MYP Coordinator)**

We are proud to spotlight The Petal Project, a meaningful awareness initiative led by the Gurukulians' Interact Club volunteers from MYP 4. This student-led campaign seeks to challenge the stigma surrounding menstrual health through storytelling and open, informed dialogue.

At the heart of this initiative is a Hindi short film, conceptualized, written, and produced by our students. The film narrates the journey of a young girl experiencing her first menstrual cycle at school. Rather than presenting it as a moment of fear or embarrassment, the story highlights the strength of a supportive community. The protagonist is guided with care and understanding by her peers, seniors, teachers, and the school doctor.

The film functions as an educational and empathetic resource. It addresses essential aspects of menstrual hygiene, practical steps for maintaining health, and emotional well-being during hormonal changes. It also provides clarity on what is considered normal, while actively dispelling common myths and taboos associated with menstruation. Through this approach, the project replaces misinformation with sensitivity and factual awareness.

The process of bringing this vision to life was both challenging and enriching. While students are introduced to cinematic techniques in their Literature classes, applying these concepts in a real-world context proved to be a valuable learning experience. As first-time actors and filmmakers, the team adapted quickly to the demands of performance and production—focusing on clarity, expression, and effective communication. A key objective of the project was to present the subject in a manner that is both clinical and compassionate, ensuring it is accessible and comfortable for all students.

The project has already witnessed two impactful screenings:

**PYP 5:** Younger students responded with remarkable empathy. One student shared that the film helped him better understand how to support his mother and sisters, expressing increased confidence and sensitivity in addressing the subject.

**MYP 1:** This screening encouraged thoughtful inquiry. Students questioned the relevance of their participation, which led to meaningful discussions on menstrual health as a shared human concern. The session reinforced the importance of awareness and allyship in building an inclusive society.

Through The Petal Project, the Gurukulians' Interact Club aspires to replace silence with understanding. Open conversations about menstruation foster a culture of empathy, respect, and awareness—within our school and beyond.

Be an ally. Initiate conversations, challenge misconceptions, and support efforts that promote awareness. Stay connected for more updates from the Interact Club as the Petal Project continues to grow.



TEDx Gurukul Youth Chapter 2, held under the theme “Navigating New Frontiers,” was a dynamic and inspiring event that provided a platform for young voices to share ideas, experiences, and perspectives on exploring new possibilities, overcoming challenges, and shaping the future. The event celebrated innovation, courage, creativity, and the spirit of exploration, encouraging students to think beyond boundaries and embrace change.

The event featured a diverse group of speakers, including Chandani Bhatia, Kavish Bansal, Keshavi Bhargav, Udit Jaiswal, Zoe Wadekar, Zara Wadekar, Pavni Joshi, Saanvi Grover, Avanti Narwade, Om Vadkhalkar, Bhuvi Vahi, and Ms. Abha Seth. They spoke passionately and confidently on a range of topics connected to the central theme. Their talks explored areas such as frontiers in education, personal growth, innovation, artificial intelligence, social awareness, environmental responsibility, overcoming fear, creativity, and the importance of youth voice in shaping the future. Each speaker brought a unique perspective, making the event engaging and thought-provoking.

The event was effectively hosted by Saumya Sharma, Daivik Vahi, Dhanvi Prajapati, and Joshua D’Cruz, who ensured the smooth flow of the programme. Their engaging presence, clear communication, and enthusiasm kept the audience involved and maintained the energy throughout.

The programme commenced with the organiser’s address and welcome note delivered by Ms. Monalisa Panwar, followed by a series of speaker sessions. Each talk reflected careful preparation, confidence, originality, and strong communication skills. The audience responded enthusiastically, and the event fostered an atmosphere of curiosity, inspiration, and reflection.

TEDx Gurukul Youth Chapter 2 was not merely a speaking event but a meaningful platform that encouraged students to express ideas, share experiences, and inspire others. It contributed significantly to the development of confidence, public speaking skills, critical thinking, and the ability to present ideas effectively. The event also highlighted the importance of student voice and leadership.



On 27th March 2026, our school proudly hosted the MYP 4 Interdisciplinary Unit (IDU) Exhibition, showcasing an inspiring blend of learning, creativity, and real-world application. This year's exhibition highlighted the integration of Mathematics and Individuals & Societies (IH), with a strong focus on the theme of Sustainable Living.



MYP 4 students are engaged in an enriching collaboration between Mathematics and Individuals & Societies. This unit emphasizes the application of mathematical tools—such as data analysis, interpretation of statistics, and critical reasoning—to explore historical, geographical, and socio-economic contexts. Through this interdisciplinary approach, students develop strong analytical thinking skills and gain a deeper understanding of societal patterns, trends, and global challenges. The unit also fosters essential skills such as research, critical evaluation, and the ability to interpret information from multiple perspectives.



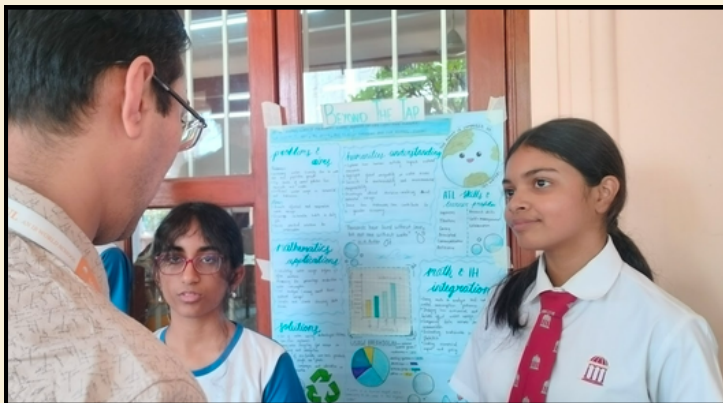
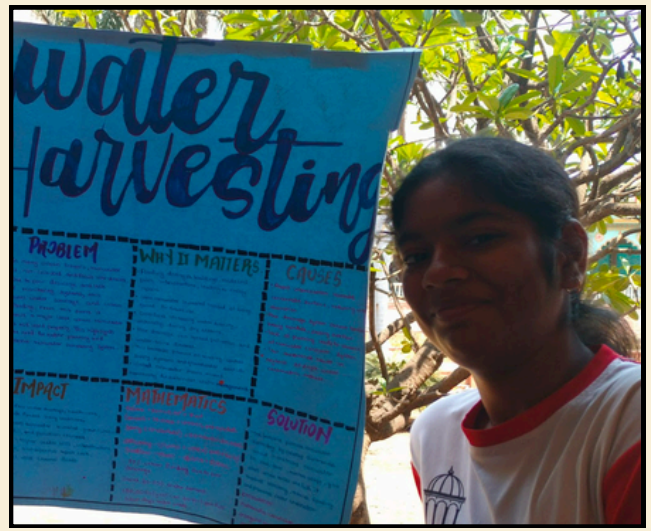
MYP 4 students are engaged in an enriching collaboration between Mathematics and Individuals & Societies. This unit emphasizes the application of mathematical tools—such as data analysis, interpretation of statistics, and critical reasoning—to explore historical, geographical, and socio-economic contexts. Through this interdisciplinary approach, students develop strong analytical thinking skills and gain a deeper understanding of societal patterns, trends, and global challenges. The unit also fosters essential skills such as research, critical evaluation, and the ability to interpret information from multiple perspectives.

The exhibition provided a dynamic platform for students to present their innovative ideas and solutions. A wide range of projects reflected the depth of inquiry and engagement. Some groups conducted detailed metro analysis, evaluating efficiency, cost, and environmental impact, while others explored mobility solutions aimed at reducing urban carbon footprints. Another noteworthy initiative addressed the water crisis, where students created informative and interactive websites to raise awareness and propose sustainable solutions.

Each presentation demonstrated a meaningful integration of mathematical concepts with real-world societal issues. Students confidently articulated their findings, justified their approaches using data, and reflected on the broader implications of their work. The exhibition truly showcased their creativity, collaboration, and critical thinking skills.

These IDUs reflect our commitment to holistic learning, where students move beyond subject boundaries to develop transferable skills and deeper conceptual understanding. The IDU Exhibition 2026 stands as a testament to the power of interdisciplinary learning in shaping informed, responsible, and innovative global citizens.

We look forward to witnessing continued enthusiasm and excellence as our learners grow through such meaningful educational experiences.

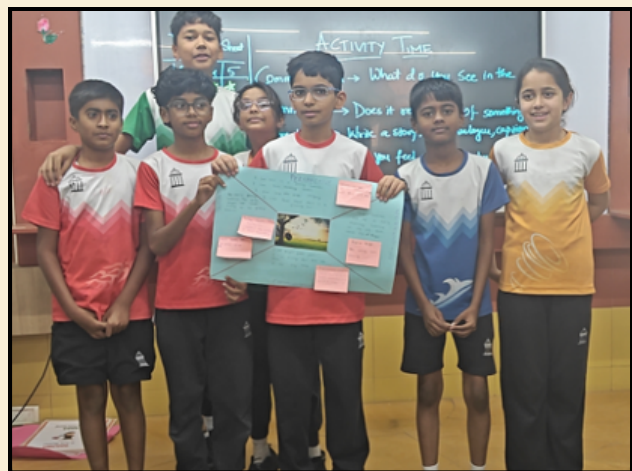


The PYP to MYP transition programme was thoughtfully designed to provide students with a meaningful and engaging introduction to the MYP framework through inquiry-based and activity-oriented learning experiences. Each session contributed to building curiosity, confidence, and a deeper understanding of interdisciplinary learning.

The programme commenced with an enriching Integrated Humanities session on 23rd March 2026, focusing on International Mindedness. Students actively participated in a bingo activity that encouraged them to reflect on their global experiences, fostering an appreciation for diversity within the classroom. This was followed by an engaging Jeopardy quiz on Food, Flags, and Festivals, promoting teamwork, communication, and collaborative learning. The session concluded with a reflective activity where students shared insightful perspectives, demonstrating a growing awareness of global issues and cultural understanding.

On 24th March 2026, the English Language & Literature session further supported this transition by creating a positive and inclusive learning environment through affirmations and interactive strategies such as Think-Pair-Share and Show and Tell. The use of imagery-based activities introduced key MYP concepts—Communication, Creativity, Perspective, and Connection. Students explored multiple interpretations of a single image, strengthening their critical thinking, creativity, and appreciation for diverse viewpoints.

The Science session provided students with a rich hands-on laboratory experience, integrating both Chemistry and Physics concepts. Students explored ideas such as density and chemical reactions through practical activities, allowing them to connect theoretical understanding with real-world applications. This experiential approach enhanced their observation, inquiry, and analytical skills.



In Mathematics, students developed an understanding of the concept of measurement by engaging with real-life objects. Through practical activities involving calculating area and perimeter, they were able to relate mathematical concepts to their immediate environment, strengthening their problem-solving and application skills.

The Design session encouraged students to connect their learning with global contexts and themes, fostering creativity, innovation, and conceptual understanding. Additionally, the field trip provided an experiential extension of classroom learning, enriching their overall experience. Throughout the programme, the integration of visual teaching routines, collaborative strategies, and reflective practices ensured that learning remained student-centered and inquiry-driven. Students demonstrated enthusiasm, active participation, and an emerging ability to think critically and reflect meaningfully.

Overall, the transition programme successfully created a strong foundation for students entering the MYP, nurturing international mindedness, collaboration, and reflective thinking, while preparing them for a smooth and confident progression in their learning journey.

## HE 4 SHE CAMPAIGN

Following the success of our recent initiatives, the Gurukulians' Interact Club proudly presents the impact of the He4She Campaign—a thoughtful endeavour aimed at moving beyond surface-level conversations and engaging the school community in a meaningful examination of gender stereotypes and inequalities.

### **Phase I: Auditing Perspectives**

The campaign commenced with a structured, data-driven approach. A comprehensive survey was circulated via Toddle among the MYP student body to “audit” existing perceptions surrounding gender roles and biases within our immediate environment.

This process enabled us to move beyond assumptions and instead ground our campaign in authentic student experiences and viewpoints. The insights gathered became the cornerstone for designing meaningful interventions tailored to our community.

### **Phase II: The Global Panel & Interactive Workshop**

Building upon the survey findings, the initiative progressed from data collection to dialogue. A 40-minute interactive workshop was conducted for students of MYP 1–3, facilitated by a diverse student panel.

To bring a truly global perspective, panelists represented countries such as Norway, Japan, Saudi Arabia, India, the USA, and Afghanistan—each reflecting varied cultural narratives and gender dynamics. This deliberate selection allowed students to understand the spectrum of gender realities, from societies advancing towards parity to those navigating deep-rooted structural challenges.

A key highlight of the session was the enthusiastic participation of the audience. Students engaged actively with thought-provoking questions, demonstrating maturity, sensitivity, and a readiness to engage with complex social issues. By integrating global case studies with our own survey findings, the workshop transformed the He4She philosophy from a conceptual idea into a call for conscious action.

#### Phase III: Visibility and Awareness

Recognizing that meaningful change requires sustained engagement, the campaign extends beyond the workshop. The survey results and their analysis will be displayed across the MYP blocks, ensuring that these conversations remain visible within everyday learning spaces.

This initiative aims to foster continuous reflection, dialogue, and awareness, reinforcing the importance of gender sensitivity within the school culture.

#### **Take Action**

Be a Catalyst for Change.

True equality begins with self-awareness and conscious action. Students are encouraged to engage with the displayed findings, initiate discussions with peers, and actively contribute to creating an inclusive and equitable environment.

The journey of change has begun—and every voice matters.

## A SESSION ON ADOLESCENCE

Stepping into adolescence is a transformative phase in a young person's life, marked by significant physical, emotional, and psychological changes. To support students during this crucial stage, Ms. Yashashree conducted an informative and engaging session on puberty for the MYP grades.

During adolescence, the human body undergoes a range of developmental changes, while the mind begins to explore new emotions, thoughts, and perspectives. These shifts can often feel overwhelming, as students experience a growing sense of identity and independence.

The session aimed to create awareness, foster understanding, and normalize these changes. Students were encouraged to view adolescence not as a challenge to fear, but as a natural and essential part of growing up.

It is a period of self-discovery, personal growth, and evolving relationships. With the right guidance and support, students can navigate this phase with confidence, clarity, and a healthy mindset.

### ... and the Countdown starts (by Antara Paradkar - MYP 3 Ravi)

As the exam season is coming into view, a quiet and calm feeling is settling over the school. The exam season is not intense yet; it is more like a daily reminder in the background that it is approaching. The hallways are still lively, and conversations continue as usual. Every now and then, you will spot someone casually mentioning how they should probably “start studying soon and stop procrastinating.”

Students are dealing with the exam season in their own ways. Some have already begun organizing their notes, highlighting key points, and making simple study plans to stay ahead. Most, however, are still in a relaxed phase, telling themselves there is plenty of time, while slowly beginning to think about everything that needs to be covered.

There is also a subtle sense of anticipation in the air—the feeling that the school year is gradually coming to an end. A few students have started light revision with friends, keeping it casual by quizzing each other between laughs and conversations, not yet fully immersed in their books.

There is a mix of emotions—nothing too overwhelming so far. A bit of motivation, a bit of laziness, and a small voice at the back of everyone’s mind reminding them that the exam season is getting closer. It is that in-between stage—the calm before the storm, before everything picks up pace. For now, things feel manageable, almost steady, as students slowly prepare themselves for the busier, more intense days ahead.



### The Way I Do

I wish you needed me like the sun needs the moon.  
And the sky needs its shades of blue.  
I wish you needed me like flowers need the sun to bloom  
I wish you needed me like I need you.  
But I don't give up hope  
Maybe one day you will see yourself,  
the way I do.



Writer: Rhea Dastur (MYP 3 Guru)

**IDIOM OF THE MONTH!**

# A Gordian Knot

(gor-dee-an knot)

**MEANING:**  
A really difficult or tricky problem to solve.

# APOPHENIA

/ap-uh-FEE-nee-uh/

**MEANING:**  
Finding patterns in random things, like seeing shapes in clouds.

**EXAMPLES:**

- Seeing faces or shapes in the sky ☁️
- Making connections between things that aren't really related 🧩



Indian author Geetanjali Shree has gained international recognition for her novel *Tomb of Sand*, which won the prestigious International Booker Prize. This achievement marked a historic moment as it was the first Hindi-language novel to receive this honour. Her work explores deep themes such as identity, relationships, and history, presented through a unique and creative narrative style. Her success highlights the richness of Indian literature and inspires young readers to explore stories beyond textbooks.

A young Indian scientist, Harshil Dave from IIT Gandhinagar, has made the nation proud by winning the Vikram Sarabhai Young Scientist Award 2026. His innovative research on a special hydrogel aims to make medical procedures safer and more effective. This hydrogel can change its form based on pressure, helping doctors perform delicate surgeries with reduced risk. His work highlights how science and innovation can improve lives and inspire the next generation of problem-solvers.



Upcoming Events: April 2026

|  |                          |
|--|--------------------------|
| MYP 5 Mock 2 Begins                    | Monday, 6 April, 2026    |
| MYP 5 Graduation Day                   | Saturday, 18 April, 2026 |
| MYP 1 to MYP 4 Trimester 3 Exam Begins | Monday, 20 April, 2026   |