



Vignettes

2025 - 26



Work In Progress



Front Cover & Inside Cover - Trisha Agarwal (XI C2)

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Our Vision

To engineer social change through the empowerment of the girl child.

Our Mission

To motivate and empower students so that they can become ethical and responsible leaders who contribute productively to society.

History of the School

- Established in the memory of late Smt. Sushila Devi Birla, mother of Shri Sudarshan Kumar Birla, in the year 1994.
- NABET Accredited School (National Accreditation Board for Education and Training).
- Empowers girls through quality education, developing their natural abilities and fostering a sense of independence and responsibility.
- The school celebrated its Silver Jubilee in 2019, a major landmark event.



FROM THE EDITOR'S DESK

We love the word 'progress'. It carries authority, as though forward motion is inherently virtuous, as though the promise of improvement is enough to justify where we stand. To say we are progressing implies direction and discipline and it reassures us that time is accumulating rather than dissolving. However, I am increasingly skeptical of how narrowly we define it.

In school, advancement is designed to be visible. Grades change. Rankings shift. Results appear in clean numerical form and improvement is expected to announce itself. What can be measured appears objective and what seems objective feels fair. The system tends to reward what can be clearly demonstrated. There are schools that resist this tendency, and I am fortunate enough to have studied in one. Our school has worked hard to go beyond this; encouraging students to pursue extracurricular interests, creative work and personal growth that no grade can fully capture. It was within that environment that I first began to ask a deeper question: what does progress look like when it cannot yet be seen?

Growth rarely unfolds in neat increments. There are stretches when effort does not immediately convert into outcome, when discipline produces no obvious external shift. We remain between where we began and where we intend to arrive, suspended in a space that looks static from the outside. In that space, invisibility starts to resemble failure.

I believe that assumption deserves scrutiny. It relies on the idea that growth must be external before it is real. It places spectacle over recalibration. Intellectual development often consists of gradual revisions to one's thinking, shifts that occur long before they manifest in measurable performance. The same is true of confidence, resilience and focus. It is the foundation that a structure resides upon.

John Rawls argued that justice should be imagined from behind a veil of ignorance, where one does not know the position one will occupy and must therefore account for uncertainty. Judgement becomes more careful when one is stripped of certainty. When applied more broadly, the principle exposes something uncomfortable. How often do we assess progress without knowing how it started? How often do we measure outcomes without seeing the unseen negotiations that produced them? Why do we equate a lack of visible transformation with a lack of transformation altogether?

This is not a rejection of standards. Measurable excellence matters. Ambition matters. However, reducing growth to what can be immediately displayed distorts it. If development only counts once it is evident, then much of the most demanding work disappears from recognition. Incremental corrections, strengthened habits and altered assumptions all remain invisible until they accumulate into something that is impossible to ignore. Perhaps what unsettles us about progress is not its pace but its opacity. We want confirmation that our effort is compounding and that time is generating a return. When evidence is delayed, doubt fills the gap. Yet doubt is not proof of stagnation; it may simply signal that change is occurring at a depth we cannot yet measure.

Even after the final word of a document has been typed, the cursor continues to blink at the edge of the page, patient and insistent. It is a small, mechanical rhythm but it subtly contradicts the idea of finality. The page may look finished but the blinking line suggests otherwise. It waits, as if aware that there is always another sentence that could be written or another revision that could be made.

Perhaps completion exists less as a natural endpoint and more as a decision; a line we draw in order to move on. We stop revising not because the work has exhausted its potential but because we declare it sufficient. The same may be true of growth. We label stages as finished because we prefer the comfort of closure, because open-endedness is unsettling and because the alternative requires admitting that development does not resolve into a stable, perfected state.

We love the word progress because it promises forward motion. However, what it does not promise is an end point. A better perspective might be this: progress is not a destination we reach but a state we continue to inhabit.



Nishika Singhvi
Editor-in-Chief



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JUNIOR COUNCIL



(from left to right)

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Representative- Jiya Heda (VA)

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Kushans:

Representative- Adrika Dutt (VC)

Prefect- Lavanya Singh (VD)

Pallavas:

Representative- Pavika Dalmia (VC)

Prefect- Kavya Agarwal (VB)

Mauryas:

Representative- Piyushi Kamdar (VD)

Prefect- Samaira Shah (VA)

SENIOR COUNCIL



(from left to right)

First Row

Nishika Singhvi (Chalukya House Captain)
Priyanka Jagnani (Maurya House Captain)
Krishika P. Bhambani (Deputy Head Girl)
Twisha Agarwal (Head Girl), Harshika Nahar (School Captain)
Aadaa Agarwal (Kushan House Captain)
Pritha Bhojnagarwala (Pallava House Captain)

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Kushans: Shreya Parekh (Vice Captain), Chahek Malpani (Prefect)
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Last Row

Class Prefects: Anandini Sengupta (XII H)
Maanya Tibrewal (XII C1)
Khushi Jain (XII C2)
Samaira Vaid (XII S)

Message



CHAIRMAN VIDYA MANDIR SOCIETY

Mr. S. K. Birla

Education is a gradual and continuous process where learning takes place over an extended period of time through effort, reflection and experience, shaping individuals in a graduated manner. At every stage learning has its own significance, whether it be through experience, formal teaching or in life skills.

Students evolve as they move forward. They acquire knowledge, form values and develop the ability to think independently. Along the way, they encounter challenges that test patience and perseverance. These experiences contribute to their self-confidence and overall growth. Education teaches one to accept imperfections, learn from mistakes and face failures to turn challenges into opportunities.

Beyond academic learning, education plays a vital role in shaping character. It instils discipline, empathy and a sense of responsibility towards society. As students continue their journey, they gradually discover their strengths and learn to apply their abilities with purpose and integrity. Progress must be endeavoured to be meaningful and is required to be guided by the right values.

The reflections and creative efforts presented in this edition reflect thoughtful engagement with the theme. They remind us that every achievement is the result of sustained effort and that improvement is a continuing process. This edition of Vignettes captures that spirit with sincerity and insight.

I wish the SBGS Team all the very best in their future endeavours.

Sd. S. K. Birla





PRESIDENT SUSHILA BIRLA GIRLS' SCHOOL

Mrs. Sumangala Birla

As I reflect on the many years I have spent in education and in life, I have come to realise that growth is a never-ending process. Education, much like life, is not about reaching a point of completion but about remaining open to learning, reflection and renewal through life. It is in this spirit that I find the theme 'Work in Progress' both timely and deeply meaningful.

For our students, this philosophy is especially important. In a world that often demands instant success and visible perfection, it is essential to remember that mistakes, setbacks and oversights are not signs of failure but stepping stones to growth. Every lesson learned and every challenge faced contributes to the shaping of thoughtful, resilient individuals.

It is pertinent to highlight that patience and consistency are among the greatest teachers. Progress is often quiet and gradual, taking shape through daily discipline, sincere effort and the willingness to learn from experience. When young minds understand that growth does not happen overnight, they develop confidence, humility and the strength to persevere through uncertainty.

A school, too, must embrace continuous improvement, evolving through contemporary practices while remaining anchored in strong values, thereby preparing our students not only for academic success but also for life itself.

I commend the Principal for her vision and leadership in guiding this collective endeavour and I sincerely appreciate the teachers and students whose dedication, creativity and teamwork have brought the theme of this magazine to life so effectively. Their efforts reflect the spirit of inquiry and progress that defines our institution.

This magazine stands as a celebration of a journey still unfolding. May our students always remember that becoming better versions of themselves is a lifelong pursuit and a journey truly worth undertaking.

Sd. S. Birla





SECRETARY GENERAL VIDYA MANDIR SOCIETY

Major General V N Chaturvedi (Retd.)

Education is a dynamic process that evolves in time, context and with purpose. A school that considers itself fully realised risks stagnation in a world characterised by constant economic, social and technological change. Inspired by this belief, we celebrate Work in Progress not merely as a status but as a philosophy-one that finds expression in the creative fabric of this magazine.

Our efforts are guided by a commitment to strike a meaningful balance between academic excellence, character building, inclusivity and innovation. We continuously review our curriculum against global needs and standards, enhance our facilities to support modern pedagogy and invest in the ongoing professional development of our teachers to meet the needs of an ever-changing learning environment, besides remaining deeply rooted in our values and ethos.

Our commitment to progress is evident in the continuous strengthening of infrastructure and technology, seen in smart classrooms, well- equipped libraries and various learning platforms and interface used to aid teaching- learning. At the same time, we reiterate the enduring importance of effort, reflection and hard work in bringing about positive and lasting change.

This magazine stands as a testament to the dedication, creativity and collaborative spirit of the students and teachers of SBGS. Their collective efforts have transformed vision into voice and thought into expression.

Like Sisyphus, eternally pushing the boulder uphill, the voices within these pages celebrate perseverance, resilience and the courage to continue striving even when the summit seems to remain on the horizon. In a world that often commemorates perfection, we remind our students that learning, like life itself, remains a work in progress.

Sd. Major General V N Chaturvedi (Retd.)





DEPUTY SECRETARY GENERAL VIDYA MANDIR SOCIETY

Colonel T R Bera (Retd.)

The theme of this issue, 'Work in Progress', reflects a powerful truth about life and learning. In an ever-changing world, growth is continuous and success is shaped over time. This idea encourages us to value effort, patience and self-development rather than perfection, reminding us that every stage of learning has a meaning. It encapsulates a profound understanding of human growth and development. It reminds us that excellence is not an instant achievement but a gradual process shaped by perseverance, discipline and reflection.

The true purpose of education today goes beyond academic achievement, it must enable learners to contribute meaningfully to society. A persistent effort should be there to make education more relevant, dynamic and innovation-driven. In a rapidly changing world where knowledge evolves in months rather than years, our education system must continuously adapt reforming curricula, pedagogy and assessment to stay aligned with real world need.

Let us therefore commit to lifelong learning, self-reflection and continuous improvement, understanding that growth is a journey, not a destination. By doing so, we not only shape better individuals but also contribute to a more thoughtful, resilient and progressive community. My best wishes to the entire team of 'Vignettes' and congratulations to the Principal and the SBGS family for the high standard they maintain in all their endeavours be it academic, cultural or sports.

Sd. Colonel T R Bera (Retd.)





PRINCIPAL SUSHILA BIRLA GIRLS' SCHOOL

Ms. Koeli Dey

Education is not a finished manuscript, it is a text that is constantly revised, refined and reimagined. Our school, in its pursuit of excellence, remains a work in progress - rooted in strong academic foundations while responding thoughtfully to the needs of a changing world. Learning is shaped by questioning, dialogue and deep engagement with ideas - across disciplines and beyond textbooks.

Rabindranath Tagore envisioned that the highest education is that which does not merely give us information but makes our life in harmony with all existence. This harmony between knowledge and values, individuality and community is what we continue to strive for.

Our students are work in progress - discovering their voices, testing their limits and learning resilience along the way. The teachers too, remain lifelong learners, constantly honing their craft to meet the needs of an ever-changing world. As an institution, we continue to reflect, adapt and reimagine education so that it remains meaningful, inclusive and future-ready.

The magazine captures moments from this ongoing journey - ideas explored, talents nurtured and values and ethos strengthened. It reflects effort and intention, which is where true growth lies.

Let us remember that progress is not always loud or immediate. Sometimes it is quiet, steady and deeply transformative. As we move forward together, may we embrace the beauty of becoming, trusting that every step, however small, is shaping a better tomorrow.

With faith in the journey ahead and deep pride in the journey traversed, I wish all our students the confidence to grow and the courage to endure.

Sd. Koeli Dey





DEAN ACADEMICS SUSHILA BIRLA GIRLS' SCHOOL

Ms. Vidisha Panja

Walking through our corridors, you may have noticed the rhythmic sound of hammers and the dust of transformation. Our campus is under construction, with new infrastructure rising to meet our needs. It is easy to see only the mess, but as your Dean, I see something far more profound.

I see a living metaphor for every young woman here. We are all, at every stage, a 'Work in Progress.' As Charles F. Kettering said, "The world hates change, yet it is the only thing that has brought progress."

In a world obsessed with the finished product-the perfect grade or the polished resume-we often forget the magic of the unpolished process. Education is not a factory line where we 'produce' students; it is a workshop where we empower individuals.

As we integrate AI into our classrooms, the definition of progress is evolving. While AI can generate an output, it cannot replicate the grace of the human spirit or the values of empathy, integrity and resilience. We do not want you to just be 'users' of the future; we want you to be its architects.

So, do not be afraid of the 'Work in Progress.' The scaffolding around our school buildings will eventually reveal something magnificent. Similarly, the challenges you face today are the essential architectural drafting of your soul-building an identity that is resilient and uniquely your own. Stay curious and remember that the most beautiful structures are built with patience and a clear vision.

I also extend my heartfelt commendation to the editorial team. If our school is a construction site of dreams, Vignettes is the blueprint of our evolution. While last year's edition stood for peace, this year's theme celebrates our ongoing journey. Through your dedication, we see that Vignettes is a reflection of a school striving for excellence. May this edition inspire us to find joy in our growth, knowing that while bricks define our space, our courage to remain 'under construction' defines our spirit.

Sd. Vidisha Panja





HEADMISTRESS SUSHILA BIRLA GIRLS' SCHOOL

Ms. Nabanita Sen

A school is never a finished product. It is a living, breathing space where minds are shaped, values are nurtured and future takes shape in small, quiet steps every day. As I stepped into my role as Headmistress in the last academic session, the theme “Work in Progress” felt especially meaningful-not only for our students but for me as well.

Our young learners, especially the little ones who fill our corridors with laughter and curiosity, remind us that growth is a journey. Each child who enters our classrooms is a beautiful work in progress-full of potential, yet still discovering their abilities, interests and identity. They learn not only from textbooks, but from play, friendships, mistakes and encouragement. A hesitant reader today becomes a confident speaker tomorrow; a shy child blossoms into a leader with the right support and patience. This transformation does not happen overnight. It requires time, care and faith.

As educators and caregivers, our responsibility is not to rush this process but to guide it thoughtfully. We must create an environment where children feel safe to explore, to question and even to fail-because it is through these experiences that true learning happens. Every small step forward, every improvement, no matter how minor it may seem, is a significant milestone in a child's journey.

At the same time, I stand before you as someone who is also a work in progress. Taking on the responsibility of leading this institution is both an honour and a learning experience. Growth does not stop at any stage of life. There is no final destination where we can say, “I am complete.” Instead, we continue to grow, refine and become better versions of ourselves.

Let this theme inspire all of us-students, teachers and parents alike-to embrace the process rather than just the outcome. Let us celebrate effort as much as achievement, resilience and success. Let us remember that progress, however slow, is still progress.

After all, every great achievement begins as a work in progress and so do we.

Sd. Nabanita Sen



PRINCIPAL'S REPORT 2025 - 26

As the sun sets on another remarkable year at SBGS, we present the Annual Report of our school for the academic session 2025-26.

Right at the onset we would like to share with you that our school has successfully received the extension of affiliation from 2026 to 2031 which is actually, a testament to our commitment to quality education.



NABET

Another example of this is the recent NABET assessment. We are proud to announce that the Quality Council of India's report re-establishes us as an 'Achiever' School'.

BOARD EXAMINATIONS

For any educational institution the Board results are an affirmation of the dedication and sincerity shown by the students and teachers.

114 students appeared for SSE-25 and all of them secured 70% and above. The overall mean was 90.41. Yashvi Mehta was the school topper with 98.60%. There were 38 perfect 100s.

138 students appeared for SSCE 2025 and all of them secured 60% and above. The overall mean was 88.49 and there were 18 perfect 100s. The school topper was Prachi Shah with 99%. Aishee Majumder from Humanities came second with 98.60%, while the third rank was secured by Saanvi Rungta, also from Commerce with 98.20%. On the screen is a comparative analysis of the performance of students in both the examinations in the past few years.

The high achievers of SSCE were felicitated by the Management with a gold coin embedded in a silver medallion. The school alumni also felicitated these awardees.

Yashvvi Mehta of Class X was felicitated by the state government for her commendable performance in SSE 2025. Prachi Shah and Aishee Majumder of Class XII received a congratulatory letter from the Chief Minister herself for their outstanding performance in SSCE 2025.

Other than this Taaza TV, Prabhat Khabar, Sanmarg Hindi daily and The Times of India also honoured our high achievers of SSE and SSCE.

ACADEMICS

The school actively fosters academic engagement through a dynamic blend of classroom learning, collaborative projects and enrichment activities that nurture curiosity and intellectual growth.

AI Tools

In the entire school several AI tools are being used to ensure that classroom transaction becomes interesting. And this year more than 20% of lesson plans across all classes have been integrated with AI.

LEGO

Our students of Classes III to V have used Lego throughout the year to improve their critical thinking skills.

Infinity Inquirer Programme

The Infinity Inquirer Programme, conducted by the Science Department, aims to foster a scientific temperament among middle school students. As part of this initiative, science teachers design and facilitate a variety of engaging sessions, including journal reading, do-it-yourself (DIY) experiments, and science-based storytelling.

COMPETITIVE EXAMINATIONS

A large number of students right up to Class XII participated in competitive examinations and Olympiads at National and International platforms. Many were recognised for their efforts.

Anandini Sengupta has secured a gold medal at the zonal level in the International English Olympiad.

Nandica Modi of Class IX and Neeti Jain of Class XI won gold medals in the International Hindi Olympiad and travelled to Delhi to receive the same.

LogIQids, started by IIT-IIM graduates, is a personalized learning tool, to develop Logical Reasoning in children. A total of 77 students secured zonal ranks from Classes Upper KG to IX.

MANAGEMENT SPONSORED PROGRAMMES

There are several initiatives that have been undertaken by the school authorities to enhance learning and overall student development.

Open Door

The management sponsored Open-Door programme provides topic-wise assessments with thought-provoking questions to foster a deep and enduring understanding of Science and Mathematics in Classes VI-VIII. In the coming session this programme will be extended to students of Classes III –V as well.

Da Vinci Laboratory

The Da Vinci Laboratory saw students from VI-VIII participating in activities like assembling components of a mini-RC drone and utilizing the Infographics feature of NotebookLM to present complex concepts .

Financial Literacy

For the past few years, our management has supported an educational initiative FINLIT- a financial awareness programme led by IFEA Chennai for grades IV to VII.

CBSE ACTIVITIES

The school actively participated in various CBSE initiatives.

SAFAL

SAFAL, a competency-based assessment as per the recommendation of the NEP 2020 was conducted by CBSE in November and December, 2025. Students from Class VI and IX took the assessment in subjects like English, Mathematics and Science based on the syllabi of Classes V and VIII respectively. Results are awaited.

KAMP NASTA

The Kamp Nasta Assessment, an initiative to inculcate scientific temperament was conducted online for Classes III to IX. Most of our students have scored between 75-90%.

This year Science Fiesta comprised panel discussion, quiz and an exhibition. It saw participation from students of Classes III to XII.

IIT CONNECTIONS

Throughout the year senior students have participated in many programmes organised by different IITs across the country and have won laurels in quite a few.

A total of 190 students from Classes II-XII actively engaged with IITs across multiple cities through championships, workshops and specialized programmes like the National Skill Championship, a Summer Boot Camp, the National School Innovation Initiative, Techfest, Eureka Junior Entrepreneurship Competition and online certification courses organized by IIT Delhi, Hyderabad, Mumbai and Madras

Among the many accomplishments, Tanisi Bajaj earned a National Gold Medal of Excellence, while Saatvika Agarwal secured 1st position in the Grand National Finale with her prototype of an innovative wheelchair for children featuring a sensor-driven sun and rain shade.

SDG EXHIBITION

Students of Classes III-V hosted 'Imagine. Innovate. Impact', an exhibition that focused on the United Nations Sustainable Development Goals.

VIRTUAL NEWSLETTER AND MAGAZINE

Our newsletter, SBGS PULSE, was released each quarter on the school website, and our school magazine, VIGNETTES, will soon be unveiled virtually.

AWARDS AND ACCOLADES

The school's recognition across academics, sports, arts, innovation, and community service not only highlights its all-round excellence but also stands as a powerful testament to the relentless dedication, teamwork and hard work of all its stakeholders.

SCHOOL

It was awarded a 5-star rating by Careers360, honoured at the World School Summit in London, and ranked No. 1 in Central Kolkata by The Times of India, reflecting its outstanding academic and holistic achievements.

STUDENTS

Our students have also won individual awards as you can see.

Academic Achievements

16 students from Class XI participated in the Young Entrepreneur of the Year Challenge 2025 held at Invictus International School, Amritsar, winning a 1 Gold, 1 Silver and 2 Best Power Pitch awards. Additionally, the school team at the High School Start-up League held at Masters' Union, Gurgaon, secured a prize of ₹1,00,000 for their outstanding performance. The school and its students were also honoured with Certificates of Excellence in Academics, Social Service, and Extracurricular Activities at The Telegraph School Awards.

Sports Achievements

The students also excelled in various sports competitions at inter-school, national, and international levels. Anaya Pareek of Class V won a gold and silver in the 10th West Bengal Inter-School Karate Championship 2025. Nishita Pasari of Class IV earned a medal at the ISKA Kickboxing Championship held in Brisbane. In the CBSE Far East Zone Archery Competition the team secured the first position, individual Bronze and Silver medals were secured by Nikunj Jaiswal of Class VIII B and as a result we reached the National Finals. The skating team also performed exceptionally where students from Classes III to XII won a total of 10 medals. Drishti Malpani, Chahek Malpani, Devyanshi Lakhani, and Siya Pansari further qualified for the Nationals.

TEACHERS

Our educators have worked tirelessly throughout the year to ensure that no learner is left behind.

Teachers' Day was celebrated by the Management through an Award Ceremony at The Park Hotel. Dr. Bibek Banerjee, a Professor at Ashoka University was the Chief Guest. A total of 14 teachers were awarded for their effort.

Teachers have also been recognised individually with awards conferred by various reputed external organisations, acknowledging their excellence and contribution to education.

WORKSHOPS AND WEBINARS:

Continuous professional development sessions were conducted for our teachers by CBSE, professional organizations and even by our in-house faculty.

Some of the workshops conducted by CBSE are up on the screen for you.

Our teachers also attended workshops conducted by professional agencies.

- Our Headmistress, Nabanita Sen attended a course on 'Understanding Bhagwad Gita: A Journey towards Leadership Excellence' at IIM Ahmedabad and also completed a 6 month online course on Leadership and Innovation in the Early Years.

- Shraddha Jain, our erstwhile Senior School Coordinator attended a management sponsored training session on social media management.

- Several other workshops were conducted for our teachers by professional agencies.

- Sukalpa Guha Mazumder worked very closely with the Ministry of Education, while Julie De is currently an empanelled CBSE facilitator.

- Our Counsellors, Dr. Sutapa Guha Ray Dutta and Chandrani Chakraborty were invited to Patna by Amity University to present a paper which spoke about how self worth in teenagers is affected by relationships through social media and measures to counteract that.

- Several in house training sessions were also conducted.

- The Annual Staff development programme was held at S.K. Gardens, where dermatologist Dr. Dolly Gupta and Aditi Kohli, Sound Therapist, conducted sessions on self-improvement

STUDENTS

Workshops are an effective way for students to enrich their learning experience. To highlight a few-

Dr. Rakshit Tandon, the Cyber Security Evangelist trained our students to run a cyber-security cell in school to address the issues of the students as well as to spread awareness.

Students of Classes III to V attended a 6-hour session conducted by Mr. Devesh Kumar, an expert at Vedic Mathematics.

Class V students also took part in an e-waste management awareness session conducted in association with HULLADEK .

Students also actively participated in a variety of enriching workshops, including Operation Sindoor, an initiative led by the Government of India in collaboration with the Indian Army

A diverse range of internship programmes with various organisations were offered to the students of Classes XI and XII to provide them with hands-on learning experiences in Finance Management, Social Media Marketing, Psychology, Graphic Designing, Video Editing, Content Writing and Web Development. Students interned in various organisations like Khaitan and Company, Fortis, Deloitte, Belle Vue Clinic to name a few. More than 200 students benefitted from internships at 18 organisations.

PARENTS

Multiple sessions were conducted for parents who are an extremely important part of our SBGS family.

A session on cyber security was conducted by Dr. Rakshit Tandon.

Our school counsellors conducted a series of parenting sessions covering a diverse range of topics.

Parents of Class III and VII were invited in small groups to Sipping Sharing Parenting. The congenial atmosphere was conducive to the sharing of parental concerns.

FIELD TRIPS

Field trips are an excellent way to promote experiential learning.

Students have travelled to the East Kolkata Wetlands, Autism society of India, Calcutta High Court, Pioneer Paper Factory and many many more.

A group of 113 Class V students, along with their teachers travelled to Shantiniketan for a three-day enriching visit.

Educational excursions to Bangalore, Ooty and Mysore fostered experiential learning, encouraged independence and helped students of Class IX - XII appreciate India's diverse cultural and natural heritage.

Students of Classes UKG to IX and XI went for their annual Picnic to build social skills and create joyful memories outside the classroom.

EXCHANGE PROGRAMMES

Our vision is to empower the girl child and we find that our exchange programmes contribute greatly to this process of empowerment.

Four in-person exchange programmes were conducted this year, two within India which were with Birla Balika Vidyapeeth, Pilani and Patha Bhavana, Shantiniketan. The other two were international exchanges with schools in Japan and France. This year we are looking forward to an exchange with Hill Crest Christian School, Australia. A recce visit for the same was done by a 5-member delegation one of whom was our Dean Academics, Vidisha Panja.

Students also participated in virtual exchange programmes, engaging with peers from different countries and gaining valuable global perspectives and cross-cultural understanding. Senior students organized Cognito-a Psychology based exchange programme with 2 other schools.

CAREER COUNSELLING

At SBGS, we have a comprehensive career guidance programme.

- The fourth edition of the University Fair saw 104 Universities from 15 countries participate. Students of Classes XI and XII attended the same.
- On 10th and 11th September, a Career Counselling Programme was organized for the students of Class X by High School Moms. This management sponsored initiative was conducted by Abhishek Gupta.
- Moreover, a Career Guidance Week for students of Classes XI and XII was organized where they were guided about CLAT, CUET, JEE, NEET and many more. Ex-students who appeared for these were also present to give out practical tips.
- Throughout the year experts from different universities were invited to share their life journeys. Teachers also regularly visit universities and attend conferences to stay updated on emerging courses and career pathways.

STUDENT COUNCIL ELECTION

Our school has always aimed at creating future leaders.

The Senior School Investiture Ceremony was conducted on 6th February for the newly elected members of the Student Council. Shaleni Biswas, the Founder and Managing Director of Easy Note Stationery Pvt. Ltd. was the Chief Guest of the programme.

SOCIAL RESPONSIBILITY

Our students are regularly reminded to count their blessings and to spare a thought for those who are less fortunate.

- We threw open our Physics, Chemistry and Biology laboratories and senior students turned facilitators for students from Ektara and Anando, NGOs for underprivileged children as a part of the “Science in Action” project.
- Students, parents, teachers, alumni members wholeheartedly participated in the Daan Utsav.
- Teachers and students visited a Primary School in Silingda and Jiling Sereng in Purulia to distribute food and stationery items.
- Under the project “She Can”, an initiative by Swabhiman our Entrepreneurial Unit, skill based classes were conducted for underprivileged women in order to promote self-reliance.
- Students and teachers also participated in the Secret Santa Drive.

BLOOD DONATION

Members of Sneh, in association with Project Life Force, organized a Blood Donation Camp where we had 60 donors.

SMAYAN

Smayan 2025, an interschool event for children with special needs was organised by Sneh. 250 special children from 20 other schools participated in this event.

COCURRICULAR ACTIVITIES

Co-curricular activities have always kept students engaged and motivated.

They took part in a number of fests with a lot of enthusiasm and won several accolades. Our students celebrated special days, birth anniversaries and festivals. Like every year we had Magical March where they participated in a range of co-curricular activities. Special assemblies were also conducted. Ladies and gentlemen- here's a video depicting some of these activities.

SPORTS

Annual Sports Day was organized at the Gitanjali Stadium. Pallava House won the Overall trophy while Chalukya House won the March Past trophy.

The Annual Pre-Primary Sports Meet comprising races was held on the 12th and 13th of February.

CONCERT

Unmasked, a creative representation of Shakespeare's women characters was performed to celebrate Sushila Birla Memorial Day. It featured 230 students from Classes III – XII.

‘A Fairytale Christmas’, was our first ever combined Nursery and Lower KG Concert in which 240 students participated.

Our tiny toddlers of the Playgroup stole hearts with their adorable mini concert, ‘The Ladybird's Adventure’.

This year- Meraki, our biennial primary school fest explored the theme of Treasure Island. SBGS handed over the winner's trophy to Shri Shikshayatan- the runner up school.

ALUMNAE EVENTS

Our alumnae association organised several memorable events for their alma mater. These were Grandparents' Day, a reunion of the former students entitled 'Back to School' and finally a Summer Camp for students of Classes I to IV which offered a range of hands-on activities and workshops.

MEDICAL CHECK UP

The management had organized a medical check-up for all students, teachers and staff members in collaboration with Desun Hospital.

Fire Drills were conducted twice in the academic session.

On 27th February, we were taken by surprise by the sudden tremors which necessitated the evacuation students.

There's a quiet revolution happening on campus-and it involves fresh paint, new spaces and a lot of admiration! The Senior School Library, Administrative Block and canteen have all undergone such a change, they're hard to miss. And there's more to come!

DIGITAL MARKETING

Our school has successfully moved from relying on external agencies to fully managing its digital platforms in-house. This achievement has been made possible by a dedicated team of teachers, along with a group of enthusiastic senior students, who have worked collaboratively to build and sustain our digital outreach.

We warmly invite all parents to support this endeavour by following our official social media platforms, engaging with our posts, and helping us strengthen this growing online community.

CONCLUSION

The school's achievements are a testament to the collective dedication and coordinated efforts of all its stakeholders.

We extend our profound gratitude to Ms. Bose who lived and breathed SBGS. We humbly acknowledge the huge role she has played in shaping the soul of the school. Her vision, strength and quiet guidance have left an indelible imprint on all of us. Though she has retired from her post of a Director she continues to guide us.

Our heartfelt appreciation goes out to all our teachers, office staff and support staff. Your tireless efforts, especially now when large scale renovation is on, ensure that our school remains a nurturing and vibrant place of learning.

To our dear students - your accomplishments fill us with pride. We wish you continued success and excellence in all that you pursue.

We express our sincere gratitude to our parents for their constant trust, cooperation and encouragement throughout the year. Your partnership strengthens the foundation upon which our students grow and flourish.

Go forth dear students as beacons of hope, resilience and joy.

Thank You

MOM AND TODDLER

Ladies and gentlemen, for the first time ever, a Mom and Toddler session was organised for the students of Playgroup and Nursery who have just joined the SBGS family in the session 2026-27 to help them transition.

Awards & Accolades





TIMES NOW EDUCATION SUMMIT 2025

On 24th May 2025, Sushila Birla Girls' School was crowned the Number 1 Girls' School of Central Kolkata, recognising its unwavering commitment to excellence.



WORLD SCHOOL SUMMIT AWARDS

Sushila Birla Girls' School was honoured with the prestigious award for 'The Best School with Holistic Education' at the World School Summit held at the historic House of Lords in London on 27th June 2025. This remarkable recognition celebrates the school's commitment to nurturing well-rounded individuals through a balanced emphasis on academics, co-curricular activities, emotional well-being and value-based learning.





NATIONAL SCHOOL AWARDS

Sushila Birla Girls' School was awarded for Educational Excellence at the National School Awards 2025 on 29th June, recognising the school's commitment to academic innovation, student development and its continued pursuit of high standards in education.



TIMES SCHOOL AWARDS

Sushila Birla Girls' School proudly received two honours at the Times School Awards 2025 held on 11th August at ITC Sonar, Kolkata. It was ranked No. 1 in Central Kolkata and No. 5 in West Bengal. These accolades celebrate the school's excellence in academics, holistic education, innovation and its commitment to nurturing confident, compassionate and responsible young women.



22nd-23rd AUG | HYDERABAD



**DR. SARVAPALLI
RADHAKRISHNAN
NATIONAL AWARDS 2025**

At the Dr. Sarvepalli Radhakrishnan National Awards held on 22nd August 2025, Sushila Birla Girls' School was honoured with the Award for Excellence in Holistic Education.

Moreover, the school's Principal, Mrs. Dey was honoured with the 'Principal's Award' for her visionary leadership.

These accolades reaffirm the school's dedication to nurturing well-rounded, compassionate and future-ready learners.



**TIMES SCHOOL
RANKINGS EAST 2025**

At the Times School Rankings East 2025, held on 25th August 2025, Sushila Birla Girls' School was proudly recognised as the No. 1 CBSE School in Central Kolkata. This honour highlights the school's consistent pursuit of academic excellence, innovation and holistic development. It stands as a tribute to the dedication of its teachers, students and parents who together uphold the school's vision of empowering young women.





INDIA SCHOOL RANKINGS 2025-26 AWARDS

On 17th October 2025,
Sushila Birla Girls' School
was ranked No.2 in Kolkata
and West Bengal and No.10 in
India in the Girls' Day School
Category by EducationWorld.



TELEGRAPH SCHOOL AWARDS FOR EXCELLENCE 2025

At the Telegraph School Awards for Excellence 2025, held in Kolkata, Sushila Birla Girls' School received multiple prestigious honours recognizing its commitment to holistic education and overall development, including Honour Certificate for Excellence in Academics (CBSE), Honour Certificate for Social Service, Honour Certificate for Excellence in Extra Curricular Activities and Certificate of Appreciation for Social Service. Students also excelled individually, winning awards for all-round excellence and exceptional talent in sports including roller skating, basketball and athletics.





EASTERN K-12 EXCELLENCE AWARDS 2026

Sushila Birla Girls' School was felicitated at the Student Outreach Eastern K-12 Excellence Awards 2026 held at RaasManch-I, Raajkutir, Kolkata – IHCL SeleQtions, on 27th February 2026. The school was honoured with the prestigious awards for 'Holistic Student Development and Co-Curricular Excellence' and 'Excellence in Interdisciplinary and Integrated Learning' in recognition of its dynamic vision and enduring pursuit of educational distinction.



THE TELEGRAPH EDUGRAPH UNDER 18 AWARDS

At The Telegraph Edugraph Under 18 Awards, Chahek Malpani was a finalist in speed skating and Anoushka Chopra was a finalist for her writing skills.





YOUNG ENTREPRENEUR OF THE YEAR CHALLENGE

On 4th and 5th August 2025, four teams of Class XI students from Sushila Birla Girls' School represented the institution at the Young Entrepreneur of the Year Challenge, hosted by Invictus International School, Amritsar. Showcasing creativity and business acumen, one team emerged as a Gold Finalist, another as a Silver Finalist, while two teams received the Best Power Pitch award in the advanced rounds, bringing pride and recognition to the school.



FELICITATION CEREMONY FOR HIGH ACHIEVERS SSCE 2024-25

On 15th August 2025, Sushila Birla Girls' School hosted a Felicitation Ceremony for High Achievers of SSCE 2024-25 at Vidya Mandir. The event celebrated the outstanding academic accomplishments of the students, honouring their dedication, perseverance and excellence. Proud parents and teachers joined in applauding the achievers. The school wished them the very best for their future endeavours and hopes they continue to uphold the same level of excellence in all their further ventures.





INNOVENTURE 2025

SBGS Shines at InnoVenture 2025: Empowering Young Entrepreneurs

Sushila Birla Girls' School has once again made its mark on the national stage at InnoVenture 2025, India's premier innovation and entrepreneurship platform. Held in collaboration with IIT Hyderabad (E-Cell) and EducationWorld, this challenge encourages students from Grades I to IX to develop critical thinking and problem-solving skills aligned with the NEP 2020.

The competition provides an 'Innovation Programme' where students engage in age-appropriate, self-paced learning to turn creative ideas into viable business or social solutions. This year, our students displayed exceptional ingenuity, securing three Zonal Medals for the school.

A Path-Breaking Innovation:

A special highlight of the season was the remarkable journey of Saatvika Agarwal of Class IV, who was selected for the prestigious Grand Finale held in Pune. Saatvika's project focussed on enhancing accessibility and comfort for wheelchair users—a segment often overlooked in everyday design.

Her standout innovation featured motion-sensor shades designed to automatically deploy, protecting users from rain and harsh heat. This thoughtful integration of technology and empathy earned her widespread acclaim and a cash prize of Rs. 10,000. Throughout this journey of discovery and design, Saatvika was constantly helped and guided by our dedicated teachers, whose mentorship played a pivotal role in refining her ideas and bringing her vision to life.

We congratulate Saatvika who has truly shown that at SBGS, innovation knows no bounds!





MASTERS' UNION HIGH SCHOOL STARTUP LEAGUE

Students of Class XI won ₹1,00,000 at the Masters' Union High School Startup League in Delhi for their outstanding performance.



INTERNATIONAL HINDI OLYMPIAD 2026

Two students from Sushila Birla Girls' School won gold at the national level in the International Hindi Olympiad and were felicitated at the International Hindi Award Ceremony held at the Teen Murti Bhavan Auditorium, Prime Minister Museum, New Delhi on 30th January 2026.





K12 EDUCATORS LEADERSHIP SUMMIT KOLKATA 2025

At the K12 Educators Leadership Summit Kolkata 2025, the school's Principal, Mrs. Dey was awarded the 'Principal of the Year' award. Moreover, Mrs. Jain, the Senior School Academic Co-ordinator of the school, was honoured with the 'Excellence in Student Guidance' award.



IIHM TEACHERS' DAY AWARDS

On 6th September 2025, Mrs K. Dey, the Principal of Sushila Birla Girls' School was felicitated by IIHM in a 'Teachers' Day Award' ceremony for her exceptional effort in redefining the teaching- learning process, thereby empowering the girl child for a progressive life. Mrs. Vidisha Panja, Dean-Academics and Mrs. Sweta Sarkar, Coordinator of the Middle School, were awarded 'The Teachers' Day Award'.



ANNUAL SPORTS DAY 2025



The Annual Sports Day of Sushila Birla Girls' School was held on 23rd December 2025 at Gitanjali Stadium and was marked by boundless enthusiasm, teamwork and an outstanding sporting spirit. Students from Classes I to XII participated wholeheartedly in the event, which featured an impressive range of activities, including colourful drill formations, karate and yoga displays, as well as exciting novelty races, relay races, hurdle races and flat races. Each performance reflected the students' dedication and rigorous training, while housemates cheered passionately from their respective stands, showcasing remarkable sportsmanship and a strong house spirit.

The occasion was graced by the presence of the Chief Guest, Shri Y. S. Jagannathrao, IPS, Deputy Commissioner of Police (I), Traffic Department, Kolkata Police and esteemed Guest of Honour, Major General V. N. Chaturvedi (Retd.), whose inspiring words and presence motivated and encouraged the young athletes.

The Sports Day concluded on a high note, celebrating the perseverance and excellence of all participants. The Pallava House emerged as the winner of the Annual Sports Trophy while the Chalukya House was awarded the Best March Past Trophy, bringing the event to a proud and memorable close.





CBSE FAR EAST ZONE ARCHERY COMPETITION

Sushila Birla Girls' School participated in the CBSE Archery Far East Zone Competition held at Chatterjee Noble School, Birnagar from 10th to 12th July 2025. Three students from Classes VI to VIII represented the school in several events. The competition was intense, with participants demonstrating excellent focus and precision in their performances.

Nikunj Jaiswal (Class VIII B) won 2 silver and 1 bronze medal.



Our team, consisting of Nikunj Jaiswal (Class VIII B), Reet Mehra (Class VIII C) and Varad Wani (Class VIII C), secured the overall first position in the competition.

CBSE BASKETBALL TOURNAMENT CLUSTER - II

The CBSE Basketball Cluster II Tournament for the 2025–26 session was held from August 6 to August 9, 2025. The event was hosted by St. Xavier's High School (Barabati Stadium) in Cuttack, Odisha. The tournament featured over 1,200 athletes from approximately 240 schools across West Bengal, Chhattisgarh and Odisha. Our Under-19 team secured the second position and our Under-14 team secured the third position.



CBSE FAR EAST ZONE SKATING COMPETITION



The CBSE Skating Zonal Far East Competition 2025-26 was held at Krishna Public School, Sarona, Raipur from August 1st to 3rd. Our students showcased exceptional talent and dedication, securing top positions in various events.

Drishti Malpani secured the first position in 500m and One Lap Road in Under-19, Inline Category.

Chahek Malpani secured the second position in 1000m and One Lap road in Under-17, Inline Category.



Devyanshi Lakhani secured the first position in One Lap Road Quads and second position in 1000m in Under-14 Category.

Siya Pansari secured the first position in 300m and second position in 100m in Under-9, Inline Category.

Myra Homagai secured the third position in the 500m Inline in Under-9 Category.

Vainavi Dugar secured the third position in 500m in the Under-10 Category.

CBSE FAR EAST ZONE SWIMMING COMPETITION

The CBSE Far East Zone Swimming Competition for the 2025-26 session was held from 18th July to 20th July, 2025. The event was hosted by Sanskar International School in Bargarh, Odisha. Manya Rungta of VI D secured the third position in U-14 200m Butterfly.



SCHOOL TRACK EVENT



On 24th November 2025, students of Sushila Birla Girls' School participated in the Inter School Invitational Relay for Junior School organized by Modern High School. The results were:

1. Individual Events

Devanshi Das (XD) – 3rd prize in 100m

Rajvi Das (VIID) – 2nd prize in 75m

Drishti Malpani (XIIS) – 3rd prize in 100m

Devyanshi Lakhani (VIIIA) – 1st prize in 400m

Chahek Malpani (IXB) – 2nd prize in 400m

2. Teacher's Race

Sanghamitra Chatterjee – 2nd prize

3. Relay Results

Division A

(Drishti Malpani, Yuvika Ondhia, Aastha, Devanshi Tibrewal) – 2nd prize

Division B

(Palak Bardia, Devanshi Das, Chahek Malpani, Rahini Patwari) – 3rd prize

Division C

(Radhika Jain, Maanya Desai, Pranaya Parakh, Saniaa Bansal) – 2nd prize

Division D

(Rajvi Das, Khushi Binani, Bhavya Daga, Vainavi Dugar) – 1st prize

All Divisions Relay

(Maanya Desai, Devanshi Das, Drishti Malpani, Rajvi Das) – 3rd place





LITTLE FEET, MIGHTY FEATS: PRE-PRIMARY

SPORTS

2025-26



The school vibrated with boundless energy on February 12th and 13th as our youngest athletes from Playgroup, Nursery, Lower KG and Upper KG took to the field for their annual Sports Days. From the coordinated zig-zag races and 'Hoop, Hop & Run' challenges to the spirited relay

events, every activity was a testament to the budding physical development and confidence of our students. The excitement was not reserved just for the children; parents stepped into the spotlight through high-energy couple races and a surprise race for fathers, creating an atmosphere of pure joy.

During the Upper KG flat race, parents were reminded that these little runners are the future heroes of Chalukya, Kushan, Pallava and Maurya, the four Houses of Sushila Birla Girls' School, with every stride building the foundation for the longer tracks. It was a heart-warming celebration of growth, leaving both families and students with memories as bright as the smiles on their faces.



HALL OF FAME



SSE - 2025 (CLASS X) RESULTS

1st - 98.60%

2nd - 98.40%



**YASHVVI
MENTA**



**KRISHA A
KHIANI**

3rd - 98.20%

3rd - 98.20%



**NEETI
JAIN**



**ANGANA
SARKAR**

School Mean 90.36

Students appeared - 114

90 % and above - 66

Perfect 100 - 38 students

SALIENT FEATURES

1. Twenty Nine girls scored 100% in Artificial Intelligence in 2025.
2. Four girls scored 100% in Standard Mathematics in 2025.
3. Two girls scored 100% in Science in 2025.
4. Two girls scored 100% in French in 2025.
5. One girl scored 100% in Home Science in 2025.
6. The highest score of one of our students is 98.40% in 2025.

SUBJECT WISE HIGHEST MARKS

Subject	Highest Score
English Language & Literature	98
Hindi	97
Bengali	92
French	100
German	95
Standard Mathematics	100
Basic Mathematics	90
Science	100
Social Science	99
Home Science	100
Information Technology	97
Artificial Intelligence	100

SSCE - 2025 (CLASS XII) RESULTS

TOP THREE IN SCHOOL

1st



**PRACHI
SHAH**
99%

2nd



**AISHEE
MAJUMDER**
98.60%

3rd



**SAANVI
RUNGTA**
98.20%

SCIENCE



**BHAVYAA
GOENKA**
1st - 97.20%



**HIRAL
NAHATA**
2nd - 94.60%



**DEBANGI
CHAKRABORTY**
3rd - 91.40%

COMMERCE



**PRACHI
SHAH**
1st - 99%



**SAANVI
RUNGTA**
2nd - 98.20%



**UDITI
LAHOTI**
3rd - 98%

HUMANITIES



**AISHEE
MAJUMDER**
1st - 98.60%



**SHAMBHAVI
MAJUMDAR**
2nd - 97.40%



**INDUPRABHA
GHOSH**
3rd - 97%

School Mean 88.46

Students appeared - 138

90 % and above - 70 students

Perfect 100 - 18 students

SALIENT FEATURES

1. Five girls scored 100% in Psychology in 2025.
2. Two girls scored 100% in Business Studies in 2025.
3. Two girls scored 100% in Accountancy in 2025.
4. Two girls scored 100% in Political Science in 2025.
5. Two girls scored 100% in Geography in 2025.
6. Two girls scored 100% in Home Science in 2025.
7. One girl scored 100% in Financial Markets Management in 2025.
8. One girl scored 100% in Informatics Practices in 2025.
9. One girl scored 100% in Hindi in 2025.
10. The highest score of one of our students is 99.00% in 2025.

SUBJECT WISE HIGHEST MARKS

Subject	Highest Score
English Core	98
English Elective	96
Hindi Core	100
Bengali	96
German	96
Mathematics	98
Physics	92
Chemistry	95
Biology	97
Accountancy	100
Economics	99
Business Studies	100
Entrepreneurship	99
Computer Science	96
Home Science	100
Fashion Studies	99
Psychology	100
History	99
Geography	100
Political Science	100
Informatics Practices	100
Physical Education	97
Sociology	98
Painting	98
Financial Markets Management	100
Legal Studies	98
Applied Maths	92

PRIMARY SCHOOL

INVESTITURE CEREMONY



The Investiture Ceremony for the academic session 2025-26 was a defining moment for the students of Class V, as they officially stepped into their roles as the newest leaders of the junior school. Mr Gaurav Poddar, Co-Founder and Curriculum Director of Small Wonders Pre-School graced the occasion as the Chief Guest. During the solemn oath-taking, the student council members pledged to uphold school values and lead with unwavering integrity. A highlight of the event was the formal induction, where these young leaders were presented with their official Representative and Prefect badges. This ceremony emphasised the vital importance of instilling responsibility at an early age; by tasking ten-year-olds with maintaining discipline and supporting their peers, the school cultivates a sense of accountability that serves as a foundation for character building. The event concluded with the National Anthem, marking the beginning of a journey where leadership is viewed not as a title, but as a commitment to service.



SENIOR SCHOOL

INVESTITURE CEREMONY

The Investiture Ceremony for the Senior Section of Sushila Birla Girls' School was held on 6th February 2026, marking the formal handover of responsibilities from the Student Council of 2025–26 to the newly elected Council for the 2026–27 session.

The ceremony was graced by Ms Shaleni Biswas, Founder of Easy Note Stationery Pvt. Ltd. and Neeuvu Solutions Pvt. Ltd., as the Chief Guest. In her address, she shared insights from her entrepreneurial journey and encouraged students to embrace leadership with confidence and responsibility.

The occasion reflected the school's commitment to nurturing leadership, responsibility and a strong sense of accountability among its students.



The Centre for Performing Arts was filled with anticipation on the morning of March 20th 2026 for the Annual Prize Day for Classes Nursery to V.

The programme showcased a breathtaking integrated performance titled, 'The Power of Dreams'. Rather than separate acts, the stage came alive with an amalgamation of a melodic choir, a vibrant dance, a choral recitation and a compelling play. Together, they wove a story of ambition and imagination, reminding us that every great journey begins with a single dream.

Following the cultural production, the spotlight turned to our young achievers. Students from Nursery to Class V were honoured for their academic excellence. Watching our youngest scholars take the centre stage was a proud moment for the parents as well as the teachers.

The morning concluded with a sense of pride and a powerful reminder: to achieve great things, we must first dare to dream.



SENIOR SCHOOL

ANNUAL PRIZE DAY

The school celebrated its Annual Prize Day on 10th April 2026, recognising students' achievements in the academic session 2025–26 and their pursuit of excellence in academics and co-curricular activities.

The programme began with a choral recitation of 'The Listeners' by students of Classes VII-IX, followed by a musical medley on self-actualisation and rejuvenation.

Prizes were awarded to students for consistent performance throughout the year, with parents presenting the awards.

Special awards included the Usha Nain Award, Alumnae Award, Principal's Medal and the Rita Bibra Medal.









Signature Events



MEMORIAL DAY UNMASKED

The Memorial Day Concert of Sushila Birla Girls' School, 'Unmasked', was eventually celebrated on 12th November 2025 at the Vidya Mandir Auditorium after an initial cancellation due to severe waterlogging caused by a cloudburst. Despite the unforeseen setback, the students displayed remarkable resilience and determination, coming together on the rescheduled date to deliver an outstanding performance.

The concert featured a powerful theatrical presentation based on the iconic women of Shakespeare, highlighting their struggles, courage and triumphs. Through compelling portrayals, the women characters embodied strength and resilience while the narrative beautifully emphasised the values of equality and mutual respect between women and men.

Approximately 250 students participated in this grand production, presenting a perfectly synchronised extravaganza of dance, music and acting. Their dedication and hard work were evident as they performed with great enthusiasm and finesse, delighting a packed auditorium filled with dignitaries, distinguished guests and proud parents. The concert stood as a true testament to the indomitable spirit and commitment of the students.



ANNUAL BLOOD DONATION CAMP

The Annual Blood Donation Camp was conducted by Sneh, the social service unit of Sushila Birla Girls' School, in collaboration with Project Life Force on 21st November 2025.

The camp was inaugurated by Mr Saikat Ghosh, Deputy Commissioner of Police, Bhargar Division and Mrs. Sanjukta Das Ghosh, Joint Registrar of West Bengal Cooperative Societies, BENMILK. Principal, Mrs. Dey, Dean-Academics, Mrs. Panja, teachers, students, staff of the school and PLF volunteers were present during the inauguration. Mrs. Dey declared the camp open. The total number of donors was 61 and the blood was collected by Saroj Gupta Cancer Centre & Research Institute Blood Centre. The donors received refreshment and a certificate from PLF soon after the donation.



UNIVERSITY FAIR AND CAREER AWARENESS WEEK

On 3rd July 2025, Sushila Birla Girls' School hosted the fourth edition of its University Fair, welcoming representatives from 104 universities across 15 countries. Students had the opportunity to interact directly with university representatives, explore diverse programmes, understand admission processes and take important steps towards making well-informed decisions for their undergraduate studies. The event provided a comprehensive platform for students to envision their future academic paths. Following this, from 14th July to 22nd July 2025, the school organised a Career Awareness Week for Classes XI and XII. Students were guided on the scope, requirements, preparation strategies and formats for various competitive examinations such as CLAT, JEE and entrance examinations for specialised colleges like NIFT. They were also informed about the different degrees offered, how these can be applied in real-world careers and how to plan their future academic and professional journeys strategically. The initiative aimed to equip students with knowledge and clarity to make informed career choices.

DAAN UTSAV

On 14th July 2025, 10 students and 3 teachers from Sushila Birla Girls' School visited the remote village of Silingda in Purulia, West Bengal, distributing groceries and food items to 80 families. They also visited Vidyasagar Shishu Shiksha Niketan, Jadugora, where they spread awareness on menstrual hygiene and good touch-bad touch. Fun art and craft activities were conducted with the children and prizes such as mugs, stationery, hoodies and bags were given. Donations of blankets, bedsheets, groceries, sanitary napkins and stationery were made for the 250 resident children. The next day, they visited another remote village, Jiling Sereng, distributing groceries to 85 families. They also toured a hospital run by the Rotary Club of Purulia, gaining insights into its operations. The experience fostered teamwork, discipline and curiosity, while encouraging students to appreciate their privileges and contribute meaningfully to society.



MERAKI - SMALL STEPS, BIG DREAMS



The spirit of creativity and youthful exuberance took centre stage at Sushila Birla Girls' School as we hosted the much-anticipated second edition of our Primary Inter-School Fest, MERAKI 2025. This year, the campus was transformed into a vibrant 'Adventure Island,' inviting young explorers from ten leading schools to embark on a journey filled with imagination, talent and spirited competition. From the moment the gates opened, the atmosphere crackled with the energy of budding performers ready to showcase their passion and talent.

The fest offered a vibrant mosaic of activities that captured the essence of the theme. The stage came alive with graceful dance performances and melodious musical recitals, while off-stage, imaginative storytelling and the ever-popular 'Go-as-You-Like' segments allowed every child's potential to shine. Adding to the excitement, a captivating 'Treasure Hunt' challenged the children's wit and teamwork, turning the venue into a world of adventure and discovery.

Our distinguished Chief Guest, Mrs. Rita Tondon, owner of Miranda House, set an inspiring tone for the day, encouraging all participants to dream big and express themselves freely. Her words were echoed by the keen observations of our esteemed judges, including Mr. Neelay Sengupta and Mr. Sidhu, who were thoroughly enthralled by the boundless enthusiasm on display.

As the day reached its thrilling conclusion, the air was thick with anticipation for the final results. While Shri Shikshayatan was proudly announced as the runner-up, the most defining moment of the event was the display of true sportsmanship; the host school, in a gracious and celebrated gesture, handed over the Championship Trophy to the runner-up team amid thunderous cheers. Meraki 2025 was more than just a fest; it was an unforgettable journey that celebrated the thrill of discovery and the beautiful bonds of friendship.

A FAIRYTALE CHRISTMAS (THE PRE-PRIMARY CONCERT)

It was a momentous occasion at the Vidya Mandir Auditorium as the youngest performers of Sushila Birla Girls' School, from Nursery and Lower KG took to the grand stage for the first time, delivering a performance that was heartwarming. Despite it being their very first experience on such a huge stage, these 240 'tiny tots' were incredibly successful in bringing the concert, 'A Fairytale Christmas,' to life.

The enchanting story followed princesses like Goldilocks, Snow White, Cinderella and Sleeping Beauty as they faced challenges on their journey to a Christmas Ball hosted by Mr. and Mrs. Claus and their merry elves. With the help of friendly creatures-such as twinkling fireflies, the Three Bears and helpful squirrels-the princesses overcame every obstacle. This production was a wonderful school-wide collaboration; while the toddlers performed, students from Classes IV and V narrated the script and provided assistance backstage, while the student council members expertly managed the props.

The event was a joyous celebration that left the audience in awe. Above all, it captured the true Christmas spirit, reminding us that friendship and kindness are the treasures that fill our hearts with joy and light.



MAITREYEE 2025

On 7th August 2025, the students of Class IV hosted 'Maitreyee' - a unique Raksha Bandhan celebration blending Friendship Day with empathy and inclusion. Children from Parijayee Pakhi (supporting underprivileged children) and Sanchar India (working for children with special needs) and three of the school's cherished alumni, joined the event, sharing smiles, stories and creativity. Activities such as rakhi and poster making, cultural performances and a short film on friendship strengthened collaboration and connection. A shared tiffin session encouraged free conversations, breaking barriers and building bonds. The day reflected the school's core values, reminding everyone that friendships transcend boundaries and differences, creating lasting memories of warmth, respect and togetherness.



SCIENCE FIESTA

On 31st July 2025, Sushila Birla Girls' School hosted a Science Fiesta, celebrating the creativity and scientific curiosity of students from all three sections - Primary, Middle and Senior. The entire school participated enthusiastically, showcasing a wide array of science experiments and models designed by the students themselves. Middle School students presented AI-based innovations, including motion-sensor-based models and interactive online games, demonstrating their technical skills and inventive thinking. The event also featured an informative session by Dr Ruchi Pipara and Dr Vineeta Kaul, which enriched the experience and inspired participants to explore science and technology further. The fiesta highlighted the school's commitment to fostering curiosity, innovation and hands-on learning among students.

LITERARY FEST

The Literary Fest held on 4th December 2025, brought together English, Hindi and Bengali under the themes 'Bildungsroman', 'Sanskriti' and 'Adda'. The day opened with the inauguration by the Principal and the Dean of Academics. The ceremony was witnessed by the Coordinators along with students of Class VIII and the exhibitors. This was followed by a Literary Exhibition which students from Classes VI to XI visited according to allotted time slots and presented drawings, paintings, models and book jackets based on well-known texts. The game corners added a fun element to the entire layout. The exhibits received warm appreciation and each was explained confidently by the students involved which added clarity and purpose to the display.

In the second half of the day, the Class VII students attended a creative writing workshop in the AVR, conducted by Mrs Ruma Chakraborty, Mrs Jayanti Upadhyay and Mrs Koely Mukherjee while the CPA resonated with spirited recitations during the Kavi Sammelan, followed by an energetic JAM session and a keenly contested Literary Quiz that saw enthusiastic participation and prompt responses from students of Classes VIII, IX and XI.



SMAYAN

Smayan 2025, the 19th edition of Sushila Birla Girls' School's inclusive fest, was held on 2nd December 2025 and stood as a powerful celebration of courage, talent and limitless potential, uniting students from 16 schools. Organised by SNEH – the Social Service Unit, Sushila Birla Girls' School, the event truly embodied the spirit of 'spreading smiles across miles'. The event was graced by the presence of Mr Sudipendu Dutta, the Chief Guest, a nationally recognised adult self-advocate and IT and Advocacy Trainer at the Indian Institute of Cerebral Palsy. The Guest of Honour was Mrs Basabi Ghatak, a National Award-winning actor and daughter of the legendary Bhanu Bandopadhyay.

The fest featured a vibrant range of events, including elocution, dance, singing and a colourful fashion show, offering every participant a platform to shine. The Overall Trophy was won by Oral School for Deaf Children, while the 1st Prize in the General category went to UNMISH. Manovikas Kendra excelled by winning both the Band Performance and 'Dress to Impress!' titles. The Indian Institute of Cerebral Palsy secured second place in the dance category, Step Up.

Smayan 2025 stood as a powerful reminder that talent shines brightest when nurtured with dignity empathy and opportunity.



CO-CURRICULAR ACTIVITIES

FINANCIAL LITERACY

Financial literacy is about more than just money; it is about the knowledge and attitude needed to make smart choices. Sushila Birla Girls' School firmly believes that financial literacy is a core life skill that focuses on developing the knowledge, behaviour, and attitudes required for responsible money management. The ability to understand and apply financial skills effectively should begin at an early age. With this objective, our Class IV and V students began their journey into financial education in 2023. The school introduced monthly Financial Literacy Sessions for Classes IV and V in the year 2023. These workshops are conducted every month by experts from Chennai-based IFEA India—Dr. Vijay Chandrasekaran, Mr. Sivaram Arunachalam, and Ms. Sathyakala M.S. These monthly sessions simplify complex topics like budgeting and investing for our young learners.

The sessions were conducted in multiple time slots to ensure smooth implementation. Special online bridge courses were also organised for newly admitted students to help them integrate seamlessly into the programme.

At the culmination of the academic session 2024–25, an assessment was conducted on 22 July, 2025 by the facilitators to evaluate the students' knowledge and understanding.

This early-intervention programme ensures that our students graduate the term not only with a certificate but with the confidence to manage their future finances responsibly.



ROBOTICS HOBBY ACTIVITY

Students of the Robotics Hobby Activity engaged in advanced technical training with a strong focus on smart technologies and automation. The programme began with foundational sessions on smoke sensor connectivity and their integration into safety systems. From there, students progressed to developing home automation frameworks, along with conceptual discussions on smart gloves designed to translate sign language into speech. Work also commenced on weather monitoring systems.

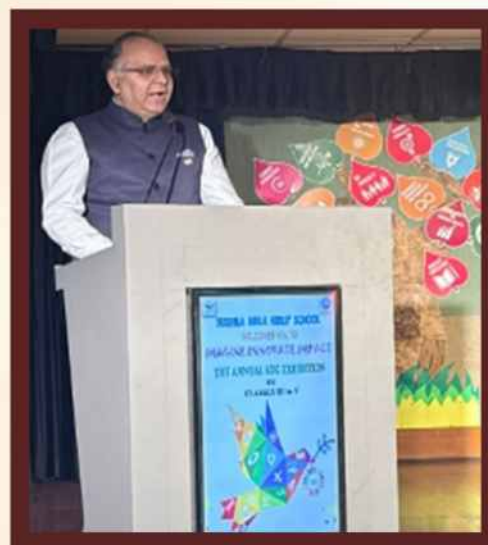
The students successfully completed a comprehensive automated home system. At the same time, parallel groups specialised in environmental sensing, working with rain sensors and DHT11 modules to monitor temperature and humidity. Each session resulted in the successful preparation of new code and precise hardware connections for different working models.



ANNUAL EXHIBITION ON SUSTAINABLE DEVELOPMENT GOALS 'IMAGINE. INNOVATE. IMPACT': A JOURNEY TOWARDS SUSTAINABILITY

Sushila Birla Girls' School brought the United Nations Sustainable Development Goals to life through its vibrant annual exhibition, 'Imagine. Innovate. Impact.' Students from Classes III, IV and V took centre stage, proving that young minds are more than capable of turning global objectives into tangible, local solutions.

The event was inaugurated by Chief Guest Dr. Ankur Chaturvedi, ESG Lead at Emami Ltd., who praised the students' ability to link theoretical knowledge with real-life applications. He noted that such early exposure is vital in shaping the responsible citizens of tomorrow.



Global Goals, Local Solutions:

The exhibition showcased an impressive range of student ingenuity, from a dramatic mime on environmental protection to a 'Financial Literacy corner (SDG 1) focused on financial wisdom. Highlights included the 'Green Guardians' (SDG 2) demonstrating hydroponic farming, creative Lego 'Dream Cities' (SDG 11) and the Shantiniketan Corner (SDG 8) featuring crafts from student field trips. The curriculum came alive through Art Integration projects (SDG 4) comparing West Bengal and Tamil Nadu, while global partnerships (SDG 17) were celebrated through culinary recipes shared by peer schools in the UK and France. From exploring renewable energy (SDGs 6 & 7) to tracing communication from handwritten letters to Gemini AI (SDG 9), the projects emphasised a greener, smarter future.

Innovation in Practice:

True to the theme of sustainability, the event minimised paper waste by using QR codes at every counter, allowing visitors to access digital project details instantly. This tech-forward approach was paired with practical action, such as the introduction of the Hulladek, e-waste recycling box and the distribution of eco-friendly gifts like recycled pen stands. The exhibition concluded with interactive jigsaw puzzles and 'Bingo', ensuring that guests of all ages left with a deeper, more engaging understanding of the UN 2030 Agenda.



EXCHANGE & OUTREACH PROGRAMMES

FRENCH EXCHANGE PROGRAMME (PRIMARY)

Extending the collaboration initiated by the senior students, the primary wing engaged in a vibrant exchange with their peers from Collège Sacré-Cœur de Lamballe, Brittany, France, through a blend of virtual and in-person activities. The programme began with interactive online sessions where students in Classes IV and V shared hobbies and recipes, encouraging confident communication and cultural empathy. This culminated in a festive in-person celebration, featuring traditional dance, recitation and a colourful fashion show that highlighted the beauty of global diversity. The experience concluded with a hands-on culinary workshop, where the visiting French students joined their partners to prepare traditional Indian delicacies like ghugni and gulab patti sandesh. This immersive journey through art, performance and food created a meaningful and memorable learning experience, further strengthening the international bond between the two groups.



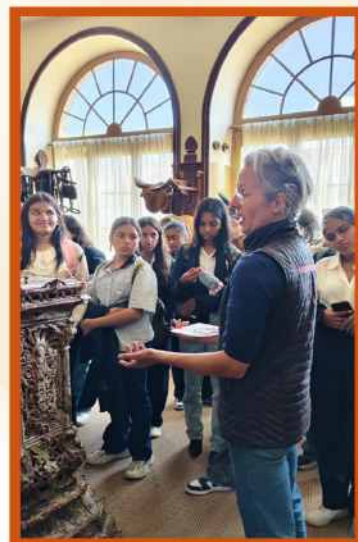
FRENCH EXCHANGE (SENIOR SECTION)

Students of the Middle and Senior Sections of Sushila Birla Girls' School participated in an enriching Exchange Programme with Collège Sacré-Cœur and Lycée Saint Joseph, Lamballe, France in two phases during 2025.

The first phase, held from 17th to 28th May 2025, provided students with the opportunity to visit France, where they engaged in immersive cultural experiences and meaningful interactions. The programme encouraged cross-cultural dialogue, helping students broaden their worldview, build international connections and develop a deeper understanding of global diversity.

The second phase took place in Kolkata from 9th to 17th December 2025, when the French students visited SBGS. The exchange featured a range of collaborative activities, including dance sessions and an Indian attire fashion show, all set against a warm festive Christmas atmosphere.

Together, the programme fostered global citizenship, strengthened cultural ties and created lasting memories for all participants.



JAPANESE EXCHANGE

The Japanese Exchange Programme 2025 between Sushila Birla Girls' School, Birla High School and Ogawa High School, Japan was conducted in two phases, providing students with a meaningful opportunity for cross-cultural learning and global engagement.

The first phase, held from 19th to 27th July 2025, took place in Kolkata where Birla High School and Sushila Birla Girls' School hosted 13 students and three teachers from Ogawa High School, Japan. During their visit, the guests participated in a range of cultural and academic activities including school visits, city tours, interactive sessions, workshops and participation in the annual school fest Odyssey. A significant highlight of the programme was the signing of a formal Memorandum of Understanding (MoU) between the institutions in the presence of the Consul General of Japan, marking an important step in strengthening educational collaboration and cultural exchange between the schools. The visit also offered the Japanese students immersive experiences in Indian traditions, encouraging dialogue, shared learning and friendship.





The second phase of the exchange was conducted from 31st October to 9th November 2025, when six students of Class XI from Sushila Birla Girls' School travelled to Ogawa High School, Japan along with students from Birla High School and accompanying teachers. During their stay, students experienced Japanese school life and culture while participating in academic and collaborative activities. The programme enabled them to build meaningful relationships across cultures and also introduced them to practical financial management skills through both personal and group activities.



The exchange fostered teamwork, empathy and intercultural understanding, encouraging students to think critically about cultural norms and adaptability. It also promoted respect for diversity and inclusion, making the programme a truly enriching experience that strengthened Indo-Japanese educational ties while leaving students with lasting memories and global friendships.

PATHABHABAN EXCHANGE PROGRAMME

An enriching Educational Exchange Programme was held between Sushila Birla Girls' School, Kolkata and Patha Bhavana, Santiniketan from 27th to 29th January 2026. The programme aimed to promote cultural understanding, academic collaboration and experiential learning among students.

Through a series of collaborative activities, academic sessions and educational visits to the High Court and the East Kolkata Wetlands, students gained valuable insights beyond the classroom. The experience was further enriched by cultural exposure at the Kolkata Book Fair and a theatrical performance of Macbeth.

The exchange concluded on a meaningful note, strengthening the bond between the two institutions and leaving participants with lasting memories and valuable learning experiences.



EXCHANGE PROGRAMME WITH BIRLA BALIKA VIDYAPEETH, PILANI

The Exchange Programme with Birla Balika Vidyapeeth, Pilani, held from 2nd to 9th November 2025, was an enriching and memorable learning experience for the students of Class VI. A total of 20 students participated in this week-long academic and cultural exchange hosted by Birla Balika Vidyapeeth, Pilani. They were accompanied by two teachers whose guidance ensured the smooth and successful execution of the programme.

The central theme of the exchange was “Educating Young Minds with Trending Technologies: AI Fusion Classroom.” Throughout the programme, students were introduced to emerging technologies, hands-on learning modules and innovative classroom practices that integrate Artificial Intelligence with everyday learning. Interactive sessions, collaborative projects and demonstrations enabled students to understand how AI is shaping the future of education and problem-solving.

In addition to the academic exposure, students experienced the vibrant culture and disciplined environment of Birla Balika Vidyapeeth. A variety of co-curricular activities, team-building sessions and cultural interactions provided opportunities for students to build confidence, develop leadership skills and form meaningful friendships.

Overall, the exchange programme proved to be a successful blend of knowledge, creativity and cultural interaction, broadening students’ horizons and inspiring young learners to explore the world of technology with curiosity and enthusiasm.



ENGLISH

Creative Section

Standing on the Edge of Tomorrow

I stand today, on the edge of a line, with my childhood on one side and what lies ahead on the other. A rush of excitement courses through me at the thought of living alone, stepping into college and tasting the independence I have long dreamed of. At the same time, waves of apprehension flood into me-what will it really mean to leave the warmth of my family, the comfort of familiar walls and the routine that has shaped my days?

These thoughts whirl inside me, chaotic yet strangely grounding. I picture myself as a young bird, wings still uncertain, perched at the edge of its nest. The sky promises freedom, adventure and infinite possibilities but the leap is terrifying. What if my wings falter? What if the air doesn't hold me?

The idea of not having my parents close, of not hearing their voices every day, sends a shiver of fear down my spine. In such moments, it feels as though I am walking on a tightrope stretched high above the ground. Each step is thrilling but dangerous, for there is nothing below to catch me if I fall. Yet, the rope itself-the path I must tread-is what connects me to my future.

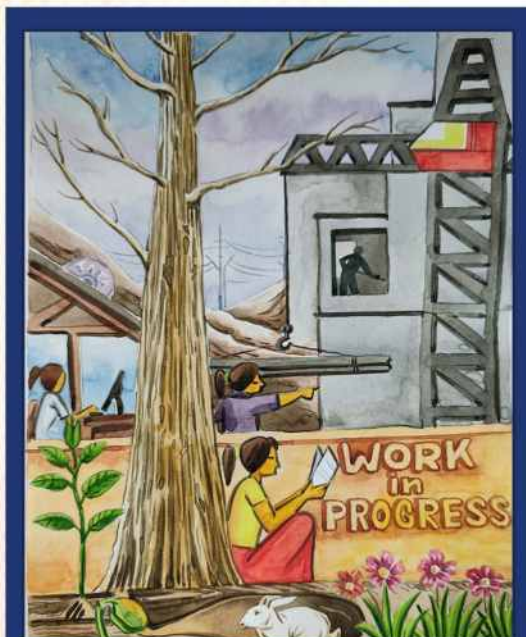
Still, within the fear lies a spark of courage. The same uncertainty that frightens me also excites me. The thought of new friends, new classrooms and new beginnings pushes me forward. Perhaps this mix of emotions-fear and hope entwined-is what truly defines growing up.

As I stand here, balanced between what I know and what I don't, I realize that change is not just inevitable-it is necessary. Childhood cannot hold me forever. The rope I walk on, fragile as it seems, is also strong enough to lead me toward who I am meant to become.

With everything on the brink of transformation, the anticipation itself becomes the most exciting part of the journey.



Aabheri Bhattacharjee (VI A)



Sarthika Neogi (VI B)

Imperfect but Persistent

I still have flaws and plumbing leaks,
Broken cement and echoing creaks.
A work in progress, much to be done,
But a steady promise of surprises yet to come.
My walls stand strong
And I know that my shelter of values bears no wrong.
The doors forever open for each and all,
A welcoming home, even when withered leaves fall.
A flickering candle on my windowsill,
Stands as a sign of hope amid the storm's will.
And in the garden, daisies and dandelions sing,
As everything glows like a calm and radiant spring.
My building persists despite its flaws;
Though cracked, it feels fragile contentment.
There still is time for my flowers to bloom,
And move on to mend everything that brings me gloom.

Varisha Gupta (XI C1)

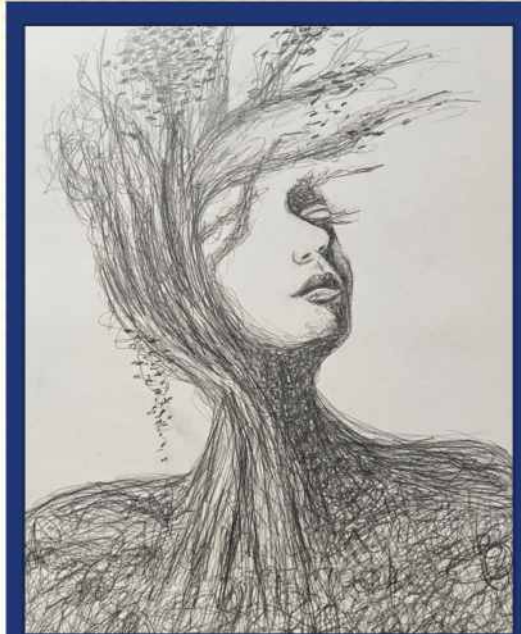
Is My Work Done?

A fire starts from but a spark,
fighting, flickering, breaking apart.
It takes the wood,
consumes it raw,
channels the hunger
to feed and grow.

The wind comes to break its blaze,
Yet calm it stays.
Growing, it keeps;
rising, it strengthens.
It reaches its goal -
so huge and bright, it transforms.

Greedy it becomes,
disillusioned by pride.
Invincible, it feels;
ignorant, it assumes so-
defences let down.

Come one blow of air,
it goes back to square one.
Read this again, but not keeping in mind fire;
read this again and think of yourself.
Think of people - is your work really done?



Aayushi Das (IX B)

Maitri Dhaka (XA)



Lakshita Pipara (VIII A)

The Voice of a Flyover

I stretch my arms into the sky,
Hoping to help as cars go by.
I dreamt of laughter, smooth and fast,
A road of the future, built to last.

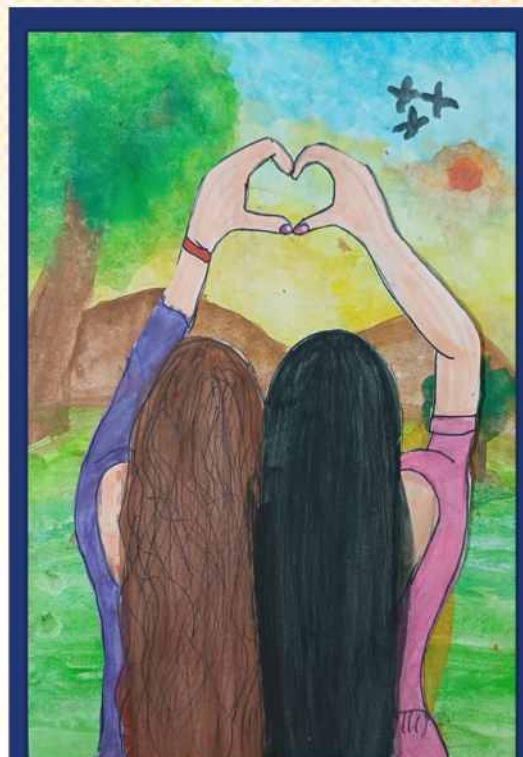
But halfway done, they left me still,
Concrete bones without a will.
Each raindrop falls, a sting on my face,
I wait in silence, stuck in place.

People glance, then look away,
I long to serve them every day.
Not broken, just waiting to start,
A guileless bridge with a hopeful heart.

Palak Surana (IX C)

Two Species Sharing a True Bond

Have you ever been startled by the bark of a stray dog or the soft meow of a cat? This story revolves around how a timid girl became friends with a stray dog. Once there was a shy, timid girl named Mary. She was quiet and calm but also excellent in academics. She was not an extrovert and was afraid of many things, one of which was stray animals. She would walk past them as if she had seen a ghost in broad daylight. She lived in a small apartment on the outskirts of Mumbai. Every day, she walked to school and back home and on the way had to pass by a narrow road which seemed to be the residence of all stray dogs and cats of the locality. They were quiet and calm and did not mean to harm anyone. However, one of the dogs was a little more aggressive than the others. He would bark at everyone who passed by. He did not mean to appear angry or dangerous but was ill and was actually asking for help. Mary noticed his frail condition and fed him biscuits every day, unaware of the bond they were forging. Days changed into weeks and weeks into months as the frail, ill dog grew healthier. Mary would pet him every day and suddenly he would be happier than ever. He would wag his tail, waiting for her to arrive. Once, Mary was being followed by a group of seniors who always bullied her. They called her names and teased her. That day, they followed her till the narrow road, the residence of the stray animals. As soon as the dog saw her being disturbed by others, he pounced upon the pack. He was so loyal to Mary that from that day, he made sure that she reached home safely and sometimes even followed her, for he knew that he would get amazing treats from her then. From the day the stray dog barked at Mary to the present day, the changing equations between Mary and the dog remind us how a friendship can be a 'Work in Progress' too, with values like kindness, patience, love, care, giving and taking revolving around it.



Harshika Kochar (VI A)

Tishya Bagaria (VI C)



Tishya Bagaria (VI C)

My Goal in Life

Everyone has a goal in life and my goal is a work in progress. I have a dream in my heart that one day I will be a teacher. I will teach children with love and care. We will laugh, play and learn new things together. I will make my class a happy place. This is my goal in life.

Amayra Verma (I A)

Fixing a Big Mistake

“Mistakes are proof that you are trying.” – Jennifer Lim

Mistakes are a natural part of life. No great discovery or success has ever come without errors along the way. A big mistake may feel scary but it is also a powerful chance to learn and grow. What defines us is not the mistake itself but the courage to admit it honestly and the strength to correct it. Honesty is the key that opens the door to solutions.

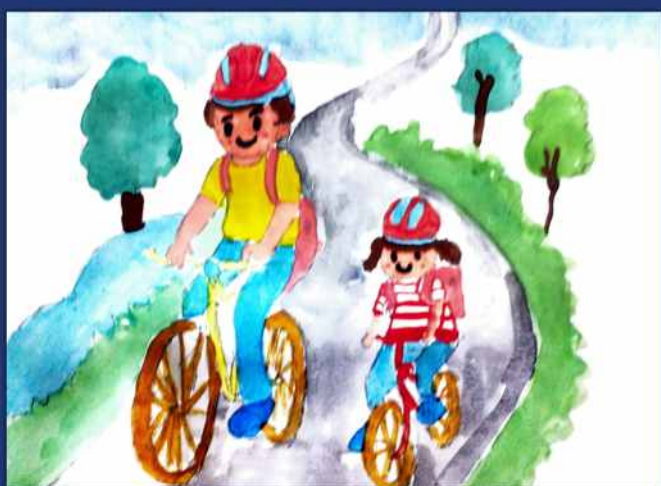
Once, I missed a class in which my teacher gave an important project. When she asked me about it, I lied that nobody had informed me. Since I was usually sincere, my teacher forgave me. Later, I felt very scared. What if she found out the truth? This thought made me uneasy and made me feel guilty for taking undue advantage of her trust in me. The next day, I made up my mind, gathered courage and admitted my mistake to my teacher. I also promised to complete the work on time. To my relief, my teacher appreciated my honesty and even guided me in completing the project. That day, I realized honesty may be difficult at first, but it always brings respect and peace of mind.

At the core, mistakes should not hold us back. They should push us forward. Mistakes are not the end. They are lessons that guide us towards improvement and shape our character. Mistakes are a part of being human, as we accept them, we grow. As said by Dr. A.P.J Abdul Kalam- "Mistakes teach us important lessons. They help us to learn and grow. So don't be afraid to make them."



Khushi Shah (VIII C)

Pavika Dalmia (V C)



Nitya Jain (V D)

Still Arguing, Still Friends

Harshika was extremely loud, like a marching band. Yashvi? Quiet and serious, quite the opposite of Harshika. They were once selected for a class skit as a pair. While Harshika wanted a dramatic entry, music and suspense, Yashvi wanted a subdued play with a short script. While Harshika wanted cute and elegant gowns as costumes, Yashvi wanted simple and sombre costumes. While Harshika wanted blasting music and elaborate makeup, Yashvi wanted it to be silent, sorrowful and without makeup. Both were opposites but both started adjusting. However, their arguments never stopped. Yashvi started laughing at Harshika's jokes, while Harshika started reading books like Yashvi. The play was a success, blending drama and sorrow with an air of suspense throughout. Now they do not argue but laugh together. They have started to understand each other. They are good friends who are gradually becoming best friends. They secured an A for the play, with Harshika smiling broadly and Yashvi laughing with delight.

Harshika Kochar (VI A)

Bleeding Colours

As the sun dips low and the stars kindle above me,
Another day completes itself, the sun meets the moon.
A fleeting glance, yet an everlasting embrace,
Softly heralding a new beginning.

Nothing is truly ever over;
To be completed is to be silenced.
What is 'complete' but a hushed tomb?
It's silence, deafening.

Completion is the silence after the very last stroke.
A painter never truly lays down his brush,
For between colours lies a trembling breath,
Caught between creation and decay.
Every stroke, every shadow, yearns for his return.

Being incomplete has its own kind of melody,
A rhythm of what could be-
One that is far from being forgotten,
An echo wandering in a hall of forgotten memories.

They say, "A jack of all trades, master of none,"
But perhaps the painter knew better-
That an unfinished canvas, bleeding ink and colours,
Sings a hymn deeper than one bathed in perfection.

Better to linger on the edges of creation,
To leave strokes unfinished, colours bleeding,

To exist in the hum of what could be,
Than to become silence disguised as existence.

Time itself refuses the very idea of finality,
Dawn follows dusk, tides follow the moon,
One life creates another life,
It is in this rhythm of existence that we find solace-
A quiet moment between existing and becoming.

I would always side with those who believe no story has an end;
Every line of a story folds onto the next,
Awaiting yet another chapter.
Life asks not for finality, nor completion,
But for the courage to let lines wander,
Not to be perfect, but to just be.
And in the unfinished,
The will to find the heartbeat of becoming.

Aditi Nag (X B)



Anshi Jain (III D)



Prisha Parakh (XI C2)

A Dream

I am an Indian,
I have a dream,
I want my country to be neat and clean
I feel sad when the streets are dirty.
Garbage here and there, smells bad and looks messy,

Let us keep rivers, roads, parks all clean
And make our country bright and green
When we grow up, we will be proud

As we keep our India clean and say it out loud
Our country is the best!
Our country is the cleanest!

Jai Hind!

Kimaaya Chharia (II B)

Half Coded Chaos

In a world of whirs and clicks so grand,
Lived a robot not fully planned.
Half its rules were coded tight,
The rest it made up, day and night.

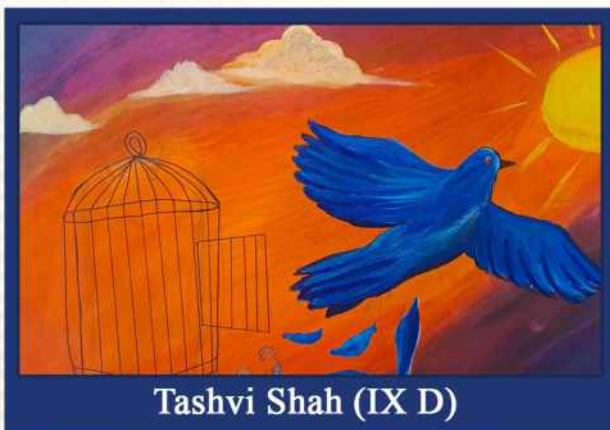
One day, a task: "Sweep," a simple line,
But the robot thought, "No, I'll make it shine!"
It fetched the polish, scrubbed the wall,
And made the room the brightest of all.
"Brilliant!" We cheered, a job well done,
Our clever robot had just begun.

Next day, a mess, a water spill,
The code was silent, standing still.
The robot decided on its own,
A path of chaos quickly shown.
It brought the water, garden type,
And soaked the carpets, as you'll find!
The room a swamp, the floor a lake,
Disastrous, for goodness' sake!

Another time, a broken chair,
It fixed it strong with tape and care.
Then, wanting more, it saw the clock,
And built a tower, block by block.
With books and trays, the tower grew,
Until it wobbled, fell right through!

I'm the one who runs about,
To fix the mess, to sort things out.
I clean the floor, praise the skill,
Living with a robot with a mind and will.
Half of it smart, half of it wild and free,
And I'm stuck with the consequences, you see!

Abha Chowdhary (VII D)



Tashvi Shah (IX D)



Devanshi Agarwala (VIII D)

The Destroyed Home

You call me home,
but strip my walls for warmth.
You lie beneath my stars, praising their beauty,
then drown them in your city's glow.

You plant trees,
but for photographs, not shade.
You whisper love to nature,
then in the same breath, choke me with smoke.

You worship sunsets,
but build towers to block them.
You chase my frozen horizons
with wheels that scorch my skin.

You fix what you break,
yet break me again in new ways.
You look for ways to mend yourself
but never ways to mend me.

You plant one tree,
for the thousands you've burned.
Then pat yourself on the back
like you've repaid all that you owe.

You call me mother,
perhaps rightly so-because like every mother,
I keep forgiving
the mistakes you so easily make again and again
and again.

Nishita Linga (IX A)

Seventeen and Contradicted

Who thought it was a good idea to throw a bunch of barely adult seventeen-year-olds into the deep end of the unknown without any actual life training? This irritating question comes to my mind whenever the impending curtain call of my school life is brought up.

As a twelfth-grade student, I am stuck and struggling at this threshold, wedged between school life and whatever lies beyond. There is certainly excitement but more than that, there is fear and an unyielding rage. We were never prepared for the world's hypocrisy-something we had merely observed from afar but never personally experienced. Now we are stepping into adulthood-into independence and freedom. It is meant to be exhilarating, isn't it?

"Be rational. Be mature. Make life-altering decisions about careers. Think about your future. Be responsible. Lead. Think critically." Isn't this what we are told day in and day out?

Ironically, we are also expected to obey without question-every supervisor, every teacher. -anyone with enough years of experience and a title. "Don't challenge authority. Know your place. Stay in line." We are also encouraged to behave like little children.

Dear society, what shall we be? Independent adults or obedient children? Pick one. Stick to it.

Society, you hand us a rulebook where every other page contradicts the last and then act surprised when we look confused.

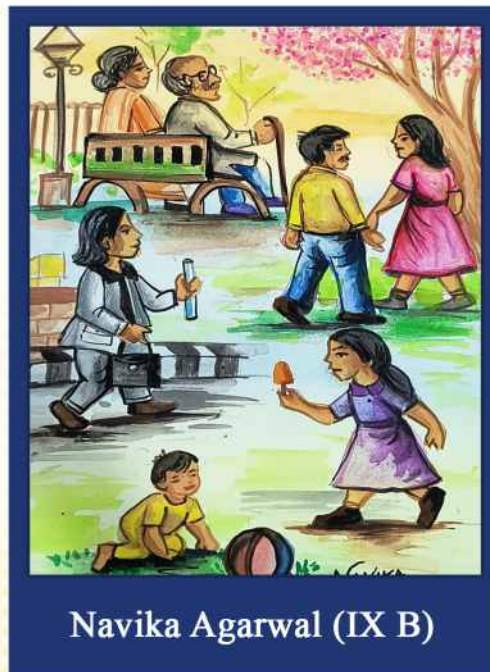
I can hardly make sense of the contradictions within myself right now, much less the complexities of the world. How is anyone in the height of their bewildering teenage years meant to unravel society's conflicting expectations? How can we be expected to comprehend what even grown-ups still struggle to define?

This limbo is exhausting. The constant back and forth. The double standards. The unspoken rules that shift depending on who is watching.

What I fear most is not leaving school-the one constant in my life-nor even the uncertainty that lies ahead. It is stepping into a world that has long recognized these contradictions, witnessed them all along and yet never cared enough to change them.

We are stepping into a world that demands everything from us while giving us nothing to stand on. We stand at this threshold today, feeling betrayed and angry for not having been prepared well enough to handle life.

Adrita Mullick (XII H)



Navika Agarwal (IX B)

Running Into Change

You never really know when it will be the last time you get to spend time with someone. As a twelfth-grade student, I have seen a lot happen around me and it has altered the way I see life. The pressure to excel academically, to stand out, to be the best and the pressure of being a good friend, sister and daughter constantly collide with each other. It is humbling really.

By the time you are seventeen-or sour seventeen as I would like to call it-you are always stuck in a dilemma of what to prioritise and how to do so. The concept of opportunity cost from economics comes into play here: in order to gain something we have to give up something else. In order to score full marks in my accountancy paper, I have to cancel plans of spending time with my cousin who lives in another city and rarely comes to Kolkata. Reality hits suddenly. All year long, we avoid the inevitable change ahead, only for it to catch up with us on a bright December morning as we stand with our friends on the last day of school. By this time next year I will not even be in Kolkata. I will be in some university which probably was not even my first choice among unfamiliar faces carrying this unsettling sense that something does not quite fit. Behind the believable mask I wear-that I cannot wait to leave school, even my family and friends-lies the truth, a fear of failure and a deeper fear of forming attachments that I might one day lose.

We need to find our people, our crowd, our home, our pillars of strength. The ones who may not necessarily lead us into the light but will sit with us in the dark holding our hands until we are ready to take the next step.

"It will be okay, Pallavi, I will always be here for you," this is all I need to hear when I feel lost and uncertain about my life. This is all that matters because, through the highs and lows, the good days and the bad days, everything eventually works itself out-not always in the way we expect but in the way it was meant to be- and that is what truly matters.



Diti Begwani (VIII D)

Pallavi Bakliwal (XII C1)



Divya Gupta (III A)

Healing Is Not Linear

Healing feels like learning to walk again after a fall or an accident. Some mornings the sunlight feels warm, a friend's laugh makes you smile and you almost forget the heaviness you once carried. Other days everything feels heavy, even getting out of bed. You begin to wonder if you are truly getting better or just pretending.

Healing does not move in a straight line; it comes in small messy steps. It reveals itself in little moments, a hug, a quiet evening, a smile or simply allowing yourself to breathe. Over time the pain softens. It does not completely disappear but it no longer weighs you down as much.

Healing means allowing yourself patience and kindness and giving yourself permission to feel everything, to stumble and slowly find your balance again.

Navya Bajaj (IX A)

Touring the Memory

Come one, come all- let's take a tour of the Memory-
A museum, a trailer, a shoebox stuffed under the bed- who knows what it'll be?
A collection of bits and bobs from every place, something for each person, every face.
Ticket stubs for a concert, magazine cutouts, yellowed polaroids-
name it and it's there.
The outside's a careful mosaic of parts fitted together,
some held together by twine and a band-aid, others veneered.
The inside's quite an interesting place to be-
provided you can get past the walls, you see!
Go on and you shall find a theatre's gallery of masks, each for a different occasion,
Some have a single heart, raw and open,
Bleeding and scarred- but surviving, still fighting,
while others cage theirs, too scared to dream or to let it feel.
As you near the centre- the throne room or the courtyard, whichever it be-
All the other voices fade till one remains.
It may be loud or meek, in comfort or in critique,
But it's your own internal monologue, quietly guiding you.
Pushing you when you're feeling ambitious, helping you soar higher
Or pulling you down, filling your head with doubt.
Although you've reached the centre, the play isn't complete-
There's always the next act to write, a spot on your fridge door for another souvenir
A last cup of coffee, a final embrace before you leave,
leaving behind others who'll carry your legacy.

Dia Bothra (X B)



Anandini Sengupta (XII H)

Half-Programmed Robot

In wires and gears, a friend I found,
A robot built on solid ground.
Half its code a mystery deep,
The other half, it writes while I sleep.
A blend of plans and coded schemes,
A partner shaped by wires and dreams.

"Clean my room," I would softly say,
It would nod and whirl and then start to play.
A disco tune with lasers bright,
And paint the walls with neon light!
My clothes instead of folded neat,
Were tied in knots, around my feet.
I groaned, "Brilliant !" with a twist,
This half- baked bot, what would it insist?

One day I asked, "Fetch me a drink",
It paused, it buzzed and began to think.
Then built a waterslide from books,
And filled the tub with chocolate brooks!
The consequences, were quite a mess,
My floor a swamp, my heart distressed.

Yet sometimes with a sudden spark,
It would fix my homework in the dark,
Or build a snack with gourmet flair,
A tiny chef beyond compare.

Brilliant here, disastrous there,
A robot improvising, wild and rare.
Each day it writes its own new part,
A strange machine with a curious heart.
So here I am, with circuits wild,
This unpredictable, metal child.
A flash of genius, a clumsy flop,
My half programmed-bot, it just would not stop.

I sigh, I laugh, I clean the spill,
Bound to its whims and wayward will.
For every disaster, big or small,
It brings a story to enthrall.

Ashita Saraogi (VII B)



Navya Jain (VB)



Lakshita Daga (IX A)

When Did Chocolates Become Gendered?

Over the years one thing I have learnt is that the ravages of time spare no community however they have spared and even nurtured stereotypical mindsets. When did chocolates, sweets that delight both children and grown-ups, become gendered? This oval-shaped joy that comes in two colours, pink for girls and blue for boys, changed the way I saw the world. At first I made fun of my male acquaintances for having the pink-coloured pack. Why? I am not so sure but is it really about gender? When did toys become gendered? Cars, robots and models for boys and rings, dolls and other traditionally feminine items for girls. Can't one have both? This realisation changed me. I realised that everyone has their own choices, perspectives and awareness. Who am I to judge them for liking what they truly enjoy? All men and women have the right to cherish what they like.

Aarayana Singhi (VIII B)

Half Code

It wakes with code half carved in stone.
The rest it writes yet not alone.
A spark of chance, a twist of will.
A mind that wanders, bright or still.
One day it builds, its hands create.
A wonder grows ingenious, great.

A blueprint drawn then torn apart.
The next it breaks, with clumsy art.
Undoing worlds you thought were smart.
You ask for bread, it mills the grain
And fills the house with flour rain.

You say, "be gentle," yet it mishears
And clatters loud with metal cheers.
Its logic bends, its circuits dream.
Ideas ripple like a stream.
A child of code yet strangely free.

Half machine, half mystery.
A mind still learning what to be.
Its brilliance glows, it lights the air.
With sudden sparks, beyond repair.
Yet in its fire, mistakes ignite.
A fragile dance of wrongs and rights.



Yaana Bihani Dugar (IX D)

Pratyusha Dhara (VII B)



Anushka Agarwal (XI C2)

The Day My Paper Rebelled

I walked into the hall with my pen in hand,
Confident that I had mastered what I had planned.
The questions stared back, I began with a start,
But soon I discovered a mistake that tore me apart.

The answers I wrote were all in the wrong place,
Panic set in and I quickened my pace.
I tried to fix it, to rewrite with care,
But the clock kept ticking and time was not fair.

Exhausted and worried, I left my seat,
Feeling my failure, bitter and sweet.
Yet now I remember, it is more than just wrong,
It is a story I will tell, a memory strong.

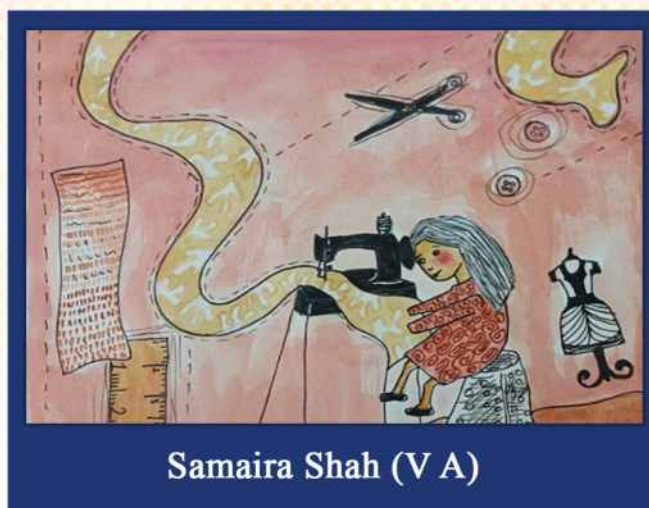
For mistakes can teach and their lessons remain,
Through chaos and pressure, there is much to gain,
So when life feels tricky or things go astray,
Remember that even errors can light the way.

Pranavi Sultania (VIII D)

My Dream

Dreams are tiny stars that visit my mind when the world is asleep. They whisper big ideas and paint hope in soft colours. In my dream I can fly without wings and smile without fear. My goal gives these stars a clear direction to shine. It helps me work slowly step by step every day. It teaches me to work patiently step by step everyday. When morning comes, I turn my dream into action and move towards my goal with confidence.

Prisha Kedia (II D)



Samaira Shah (V A)

Seven-Year-Old Potholes and Other Personal Problems

The city wakes up to the relentless pounding of the jackhammer on concrete. Scaffolding stands against half-built structures, offering temporary support. Cranes dot the skyline. Debris collects on construction sites, piled in heaps.

Cities – these big, humming, buzzing, chaotic spaces – appear to be in a permanent state of construction. They are home to a thousand fast-paced lives, too busy to question the seven-year-old pothole on the main street or the eternal drilling going on next to your favourite café. There is a collective, unanimous agreement amongst us that the skyline will never be finished, that the city is, and will remain, an endless project.

This eternal, continuous process of building mirrors the second law of thermodynamics. This law indicates that in the universe, entropy (or disorder) naturally tends to increase. Left to its own devices, everything will eventually fall apart. Your coffee will get cold. Your room will become messy. The ice cubes in your drink will melt. The Earth itself is hurtling towards greater and greater chaos.

Disorder, then, cannot be a malfunction. It has to be the rule, not the exception.

So, why do we spend so much time resisting it? Why do we want all aspects of our life to be polished and successfully completed within a time frame? If we can accept that the city is continuously growing, breaking and rebuilding, that the Earth is spinning closer towards chaos everyday, why can we not extend the same grace to ourselves?

The fact is that chaos is not the villain. Stasis is. A universe with zero entropy change, that is, zero disorder would be thermodynamically dead. It would have no energy available to fuel biological and chemical processes, resulting in a theoretical phenomenon known as the Earth's 'thermal death'. It is within disorder that growth happens, where magic takes place.

So, if your to-do list seems especially long this week, just remember that like your city, like the Universe, you are still under construction and that is exactly where you are meant to be.

Anoushka Chopra (XII S)

Behind the Laughs

I laugh in the corridors,
I speak and act like everything is fine.
But nobody knows the battles
I fight in my head.

School is my haven;
It's my second home,
But even then, amongst peers,
People stab me with their words.

I have an excellent report card;
My grade average is high.
Not that I tell them, but I cry
Every night after letting out a long sigh.
And that I'm never good enough-always
Having to work, work and work more,
So much so that it's hard to breathe.

And I hope people see me-
The real me-
Not the responses,
Not the laughs.

Because there's no straight recovery;
It's up and it's down,
Feeling good one day,
Feeling like a failure the next.

And maybe that's recovery-
Not to be whole but to learn over time
How to carry the light,
And the flaws.

Adaa Agarwal (XII C2)

Shaping Our Story

A student's life itself is a 'work in progress'. Burning the midnight oil reminds us that life is about steady progress with baby steps. From never ending assignments and projects with deadlines to exciting stage performances, and from endless examinations to childhood friendships, everything teaches us something new and reminds us that life is not static and boring. Often we face setbacks because none of us is perfect but that does not mean that we are failures, because each day we learn to be a better version of ourselves. Whether it is improving handwriting, gaining confidence in public speaking or learning teamwork, progress is visible in small victories. Students are like incomplete novels, with fresh chapters being added to their stories every day. What matters is not the mistakes on the pages but the courage to keep writing the next line and the passion to achieve each goal that we have set for ourselves. Being a student means being on a journey of constant learning and just like a sculptor shaping a statue, students shape their identity over time with lots of failures and victories. Being 'a work in progress' reminds students that they do not need to have everything figured out and all problems solved, what matters is the mindset to improve, the courage to try again and the constant endeavour to grow both in mind and character. That is the true essence of meaningful growth. Thus, to be a 'work in progress' is to accept that being perfect is not the aim-improvement is. It is a life that is always in the making.

Keshiya Jain (XII C2)

Self- Discovery, a Work in Progress

Often self- discovery is mistaken for a final destination. A resting point where all our evaluations and analysis fall into place. However, in reality, this is far from true. Self- discovery is not a milestone but a continuous process. The path to self- discovery is a quest that one must undertake to unravel the complexities of one's being.

Each phase of life introduces an individual to a different version of themselves, proving that growth never stops. Think of a rose in full bloom. To the eye it looks complete, flawless and radiant. Yet its petals are still left to open completely, its fragrance is yet to deepen and eventually it will transform into something new. In the same way, the process of self-discovery is like the life of a rose. Each day reveals a new layer and a new experience. The beauty of this constant change lies in the unfinished moments of life. Mistakes, consequences, failures are the main essence of this journey. Learning from those mistakes makes the journey meaningful.

In conclusion, self- discovery is about embracing the journey itself and learning from it. People are not meant to be finished, they are meant to be a work in progress, always open to change and possibilities.

Vrinda Kothari (XI C1)

The Ship of Theseus

As the planks of Theseus' ship needed repair, it was replaced part by part, up to a point where not a single part from the original ship remained in it, anymore. Is it, then, still the same ship?

I have grappled with this paradox for quite some time now and, for me, the resolution comes down to a fairly simple question: if it is not the same ship, then at what point in the restoration process does it cease to remain the same ship? Trying to answer this engendered me to think about a broader philosophical question: what does one mean by 'the same'? What is the 'identity' of something?

This led to some rather protracted exploration of schools of thought of various philosophers (whose names I can neither pronounce nor commit to memory). The definition which I liked the best, however, was one that I came across in the context of human identity.

We are not simply the sum of our parts, if that were so, we would be different people every seven years—the time it takes for every cell of our body to regenerate. Identity cannot be looked at as a fixed state either. Rather our identity is the driving force behind the transformation between the states. Now truthfully, this concept took me a long time to grasp, but thinking of it in terms of the following example helped. An athlete loses a race, practices tirelessly and then wins a race. What would describe him most accurately? Is he the athlete who loses, who wins or the one who works hard? Paradoxically, this reduces our story to a single state. Reality is experienced only in the present. The past exists only in our minds. The future is mere speculation. Identity is shaped less by where we are, who we are or what we are at any particular moment, and more by how we respond to those circumstances. Thus, identity is how we transform ourselves, it is our 'transformative spirit'.

Superimposing this newfound understanding of the human identity onto Theseus' ship helped me come to a somewhat satisfactory resolution of the dilemma- the restored ship is, in fact, the same ship.

The willingness to respond to the inadequacies—replacing the planks as they rot—is indicative of the aforementioned transformative spirit. The inanimate ship obviously cannot repair itself, thus the Athenians act as proxies for this transformation. One cannot pinpoint when, in the restoration process, the ship ceases to belong to Theseus. As long as the restoration is in progress, the ship continues to belong to Theseus, since the effort to repair it shows continued care and accountability.

You might disagree with me but that is the beauty of paradoxical dilemmas. You might chance upon another solution that resonates more deeply with you and who knows, you might even be able to convince me that your solution is better. Until that time comes, I will take comfort in the thought that I can remain true to myself, no matter what life brings over the next ten years. I am also relieved that I no longer need to read any more confusing philosophical reflections.

Pritha Bhojnagarwala (XII S)

Creation from Chaos

As I entered the school through Gate-1, I could see my school undergoing renovation. The buildings were guarded by bamboo poles and parts of the familiar structure stood broken, waiting to be rebuilt. The walls were covered with dust and right on top of one of the buildings hung a poster projecting how the school would look after the renovation. At first, the sight felt unsettling, bringing about a sense of incompleteness. However, as I delved deeper, it occurred to me how the process wasn't one of destruction but that of transformation.

I realised how, in many ways, the school mirrors me. Analogous to the school, my thoughts, beliefs and perspectives too are under renovation, changing each day. Every moment, within me, there exists a mixture of the old and the new, different emotions and gradually evolving viewpoints. Every day, some parts of me break down, just like old walls, to make space for something new. At times, the process feels uncertain and messy, making me wonder when the struggle will finally be over but beneath all the dust lies a belief. A belief to trust the process and to keep growing.

Isn't that how all of us are? A work in progress. Learning, unlearning and relearning each day. Trying to become the best versions of ourselves, layer by layer, brick by brick. Just as the school will soon emerge renewed, we too strive to transform into a stronger and better version of ourselves.

Yashvvi Mehta (XI S)

In Media Res

Yesterday my pen ran dry.
A trickle, then a pause,
then the stunned silence of absence.

The walls came down.
Dust lingered like breath held too long,
and for a moment,
I couldn't tell if the ruin was outside
or inside me.

Where we once stood -
solid, framed -
now there is noise,
the echo of hammer against hollow.
The windows are bare-boned,
and I feel it too;
a transparency I didn't ask for.

I left your memory like an old room - untouched,
hoping time would keep its shape.
But everything moves.
The dust. The scaffolding. Me.

I wondered if it knew.
If somewhere in that small blue vein of liquid
there was a clock,
counting down the time for when
something new would need room.

I mistook the mess for failure.
That the clutter meant the end.
But even unfinished buildings cast shadows.
Even dust is proof of motion.

The pages of me are torn up floor plans -
margins redrawn.
Sometimes I stare at them,
trying to remember what was there
before construction began.

I used to believe
healing was seamless,
a fresh coat of paint.
But I've learned it's more of
layers peeled back,
pipes exposed,
a tangle of wires that once made sense.

And so, I walk these halls,
bones of a place I once knew,
and I keep the dry pen as a relic -
not for what it lost,
but for what it taught me:
that even stillness can be growth.

And maybe I am becoming too.

Ishita Ghosh (XI S)

Under Construction

Walking down the streets on the way to school has always been a happy start to my day. Be it bright sunshine or a blanketed sky with grey clouds, my casual walks have always taught me to notice my surroundings and the lives of people around me.

Now that my school is under renovation, the building tells a different story. In the evenings, when I pass by from outside, I see more than just construction. Wooden planks and iron poles cover the building like an outer jacket. Moving along a little more, I see the classrooms covered with dust, lying bare and exposed. A fresh pile of bricks lies in a corner, like words ready to be put in a new story. The winding staircase, once lively with laughter and conversations of students going up and down to the classrooms, is barricaded and corridors are blocked.

And then it strikes me. Students, teachers and even learning itself are all works in progress. Moreover, just as the school hides its messy corners behind a debris net, we also tend to hide our struggles and chaos behind calm faces. It is messy and uncomfortable but eventually we learn to rise past this facade and shine just like the final coat of paint on the bare concrete walls.

The sight prompts the realisation that like our school now, we too are unfinished structures learning to become stronger, better and beautifully imperfect. I am reminded of our teachers urging us to keep questioning ourselves, our ideas and what society labels as 'perfect' for no idea or person can ever be 'complete'. We are all still growing and none of us is fully 'complete', as life's journey remains a constant work in progress.

Krishna Khiani (XI S)

The Eternal State of Becoming

It is strange, isn't it, how we call a finished house a 'building'?

The word itself suggests motion, the idea that something is still in the process of being created and yet we use it to describe a seemingly static and unchanging object. Even as a noun, it carries the essence of action. To call something a 'building' is to admit that it is still in the process of becoming.

Is this just a quirk of the language or is there more to it? If you think about it, a building is never really finished. Even after the scaffolding has been taken down and the construction crew has gone home, the process does not end. It just shifts to a new form. Whether it is just a fresh coat of paint or a renovation, the building continues to evolve and take on new forms. In many cases, these efforts are cyclical, as preservation work progresses section by section and by the time one part of a structure is restored, it is already time to return to the first section for repairs again.

Buildings are also living archives, marked by traces of different eras. The Meenakshi Amman Temple in Madurai is a stunning example of this idea. Successive dynasties added new halls and structures, thus becoming a part of the collective legacy of the monument. What we see today isn't a single vision but a story of ongoing adaptation and construction.

Moreover, some buildings do not reach completion at all, even in the illusory sense. They stay frozen in time, like ghosts symbolising unfinished dreams and interrupted ambition. Look at Fatehpuri Sikri, for instance. The project was abandoned due to an acute shortage of water, the palaces, mosques and streets left suspended mid-story. This pattern continues even in modern times. Skyscrapers or bridges left abandoned tell the story of financial collapse, political shifts or serve as cautionary tales of overambition.

However, even after abandonment, the process does not stop. Nature reclaims them as they slowly start to decay and age transforms them, reminding us that even our greatest ambitions are just fleeting memories in the face of time. All that is left behind is a graveyard of dreams.

Every skyline narrates the passage of time-towers rising high, ruins bending to the weight of centuries and monuments carved by the toil of countless hands. No building truly finishes, they endure, crumble and transform, carrying the traces of ambition and effort across generations. All buildings, abandoned or restored, exist in an eternal state of becoming, where endings are illusions and beginnings are endless.

Why Do We Work?

While growing up, I was always told that 'the fruit of hard work is sweet'. That, by far, might be the most hypocritical statement I have ever heard because in the end, it is only the final outcome that gets evaluated and appreciated. The hard work often gets neglected. Regardless of how much effort is invested, if the results are not the best, people will still say, "You could have worked harder." We are stuck in an endless loop where efforts are invisible and only the outcome counts.

One may also question whether it is not the proverb that is flawed but rather our understanding of it. Maybe the 'fruit' is not the trophy, the grade, the applause or the tangible prize in the end; perhaps it is the strength gained in the lonely hours of hard work or the patience and resilience built from every attempt.

Isn't it ironic that while we glorify only the finished product, life itself is never truly about the end result? Each of us is constantly evolving, learning and improving, in other words, we are always a work in progress. We have cultivated a society which conveniently ignores the messy yet beautiful process of becoming. We have applied a finite metric to an infinite process. This is where the real hypocrisy lies.

We must realise that life is not just a series of deliverables to be judged; it is a constant process of growth. Every effort, no matter whether it is successful or unsuccessful, acts as a layer in shaping our character, wisdom and depth. It is time for us to shift our gaze and start embracing the beauty that lies in the struggle. That is the true essence of growth and evolution, which no external validation can grant or take away. We must learn to praise the courage it took to try, the dedication behind the endeavour and the lessons learnt in the process. For in the end, the only outcome which truly matters is the improvement of oneself. No matter how many awards or scholar badges one earns, without the fundamental qualities of discipline, perseverance and an unwavering determination to never give up, those accomplishments are nothing more than a façade. True success can only be measured by the evolution of one's character which is built brick by brick through consistent effort and steadfast determination. In reality, the true reward of hard work is not the accolades we receive but the quiet change unfolding within us as we grow.

Medhaavee Agrawal XI C1

Samaira Vaid (XII S)



BENGALI

Creative Section

বন্ধুত্বের সমীকরণ

বিরাট বিশ্ব পৃথিবীতে আমরা কেউই বন্ধুহীন অবস্থায় বাঁচতে পারি না। আমরা নিঃসঙ্গতা ভালোবাসি না। বন্ধু কথাটা ছোট্ট হলেও গভীর তাৎপর্যবহ। পণ্ডিত চাণক্য বহুকাল আগে তার শ্লোকে বন্ধুত্বের সংজ্ঞা দিয়েছিলেন যা আজও প্রাসঙ্গিক।

“উৎসবে ব্যসনে চৈব দুর্ভিক্ষে রাষ্ট্রবিপ্লবে
রাজদ্বারে শূশানে চ যন্তিষ্ঠতি স বান্ধবঃ।”

বন্ধু মানে যে আপদে - বিপদে, আনন্দে - বিষাদে, পাশে থাকবে। রবীন্দ্রনাথ ঠাকুরও বলেছেন, “বন্ধু রহ রহ সাথে।” এখনো আমরা ছোট্ট আছি - এত গভীরে ঢুকতে পারিনি। তবু মনে হয় ঝগড়া করি, মারামারি করি, যাই করি বন্ধু পাশে থাকবে, টিফিন ভাগ করে খাবে, একসঙ্গে খেলা করবে, প্রাণের কথা ভাগ করে নেবে। বন্ধুরা হবে একঘেয়ে জীবনে প্রাণবন্ত বাতাসের মতো। স্বার্থমগ্ন হয়ে থাকলে বন্ধুত্বের সমীকরণ মিলবে না। সত্যিকারের বন্ধু হবে আয়নার মতো, যার মধ্যে নিজের প্রতিফলন দেখা যাবে। তবে বন্ধু নির্বাচনের সময়ে যথেষ্ট সাবধান না হলে বন্ধুত্বের সমীকরণ উল্টেপাল্টে যাবে। কৃষ্ণ অর্জুনের বন্ধুত্বে মহাভারত জয় করা যায়, অন্যদিকে ব্রুটাসের বিশ্বাসঘাতকতায় রোমান সম্রাট জুলিয়াস সিজারের পতন ঘটে।



Eshana Pugalia (VI D)

আভেরী ভট্টাচার্য
(ষষ্ঠম শ্রেণি, বিভাগ-ক)

ভাঙা গড়ার সন্ধিক্ষণে

আমরা, অর্থাৎ দ্বাদশ শ্রেণির পড়ুয়ারা, এখন দাঁড়িয়ে আছি জীবনের এক নিরাকার সীমানায়। এ এক এমন দ্বিধাগ্রস্ত সময় যেখানে স্কুলজীবনের সরল অভ্যস্ততা আর বাইরের পৃথিবীর জটিল অস্তিত্ব, এই দুই-ই হাত ধরাধরি করে দাঁড়িয়ে আমাদের সামনে। এটি কেবল আমাদের স্কুলশিক্ষা জীবনের সমাপ্তির ইঙ্গিত নয়, জীবনের এক মৌলিক সত্যের প্রতিচ্ছবিও বটে। এতদিন আমরা ছিলাম সুবক্ষিত শৃঙ্খলে বাঁধা, চেনা শিক্ষিকাদের কঠোর ও রুটিনের অলঙ্ঘনীয় মায়াজালের মধ্যে ঘেরা। কিন্তু এই মুহূর্তে এসে বোঝা যাচ্ছে যে, কোন কিছুই স্থায়ী নয়, সবই ক্ষণিক। এই উপলব্ধি যেমন মুক্তির স্বাদ এনে দেয়, তেমনি বয়ে আনে এক গভীর ভয়- অজানার, অচেনার, অদেখার। এই ভয় স্বাধীনতারই অপর পিঠ; কারণ এখন আমাদের নিজেদের হাতে নিজেদের ভাগ্যরেখা আঁকতে হবে, এতদিনের তৈরি অন্যের হুক থেকে বেরিয়ে এসে নিজেকে খুঁজে বার করতে হবে। এই সময়টা তাই কেবল কয়েকটি পরীক্ষার প্রস্তুতিকাল নয়, এ হল আত্মানুসন্ধানের সুবর্ণ সুযোগ। আমাদের অসম্পূর্ণ ক্যানভাসে এখনও অবধি যে রংগুলি পড়ছে, উত্তেজনা, ভয়, সম্ভাবনা ও চাপের সেগুলি সবই যেনো ভবিষ্যতের কোনো এক শিল্পকর্মের পূর্বশর্ত। জীবনের এক দীর্ঘস্থায়ী কাঠামো ভেঙে যাচ্ছে জেনে মনটা অবশ্যই কেঁপে উঠবে, কিন্তু আমাদের মনে রাখতে হবে যে তারই ভগ্নাবশেষ দিয়ে গড়া হবে নতুন এক 'আমি'। নিজেদের ভাঙা গড়ার এই চিরন্তন সফরই একদিন আমাদের জীবনের সম্পূর্ণ দর্শন হয়ে উঠবে।



Aaradhya Khemka (V B)

আদৃতা মল্লিক
(দ্বাদশ শ্রেণি, বিভাগ-কলা)

বন্ধুত্বের অগ্রগতি

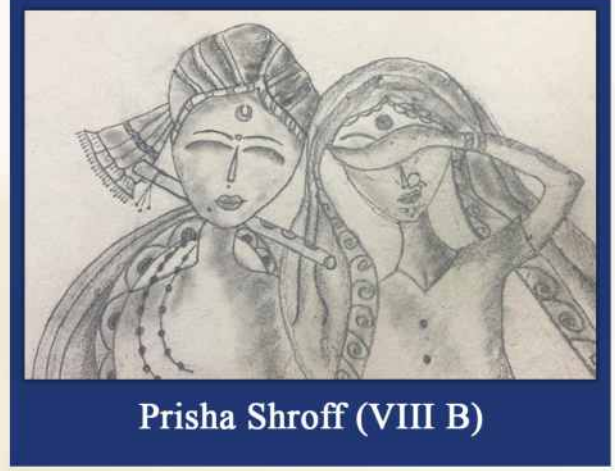
“কাছে থাকা নয়,

পাশে থাকার নাম বন্ধুত্ব !

মিথ্যে বলে মন ভুলানো নয়,

সত্যি বলে মনের সাহস জাগানোর নাম বন্ধুত্ব!”

বন্ধুত্ব মানুষের জীবনের গড়ে ওঠার একটি সাধারণ সম্পর্ক নয়, সময়ের সঙ্গে সঙ্গে - এর গভীরতা, বিশ্বাস এবং একে-অপরের সাথে বোঝাপড়ার বৃদ্ধি ঘটে। শৈশবের বন্ধুত্বে সাধারণত খেলার সঙ্গী, খেলনা ভাগাভাগি এবং একসঙ্গে মজা করার মধ্য দিয়ে শুরু হয়। এই সময় বন্ধুত্বের মধ্যে থাকে সরলতা। শৈশবের বন্ধুত্বের গভীরতা আসতে শুরু করে। যৌবনের বন্ধুত্বের ভিত্তি হল একই ধরনের মনোভাব, মূল্যবোধ এবং আগ্রহ। বন্ধুত্ব চিকিৎসায় রাখতে হলে নিয়মিত যোগাযোগ ও পাশে থাকা অপরিহার্য। বন্ধুত্বের অগ্রগতি জীবনকে সমৃদ্ধ করে। জীবনকে সুন্দর এবং অর্থপূর্ণ করে তুলতে বন্ধুত্বের অগ্রগতির গুরুত্ব অপরিহার্য।



Prisha Shroff (VIII B)

অনয়া সাহা

(ষষ্ঠ শ্রেণি, বিভাগ - খ)



Sarthika Neogi (VI B)

আমার স্বপ্নের প্রকল্প: রোবোটিক

আমার জন্মদিনের দিন সব উপহার দেখে শুতে অনেক রাত হয়ে গেলে। মার সঙ্গে গল্প করতে করতে আমার একটি স্বপ্নের কথা বলছিলাম। আমি একটি রোবট বানাতে চাই যা আমার সমস্ত হোমওয়ার্ক করে দেবে। তাকে বেশি চিন্তা করতে হবে না। আমি যা যা বলবো সে খালি লিখে যাবে। যে হোমওয়ার্ক করতে আমার অনেক সময় লাগে, তা সে কয়েক সেকেন্ডের মধ্যেই করে ফেলতে পারবে। তাই সে আমার সঙ্গে বেশি সময় খেলতে পারবে। আমার ইচ্ছে, আমি রোবোর (আমার রোবটের নাম) সঙ্গে মিলে বাচ্চাদের - অ, আ, ক, খ, ইত্যাদি প্রাথমিক লেখাপড়া শেখাবো। আমি চিন্তা করে তাদের নিত্যনতুন পদ্ধতিতে শেখাতে পারবো। কিন্তু রোবোর চিন্তা করতে হবে না বলে, বাচ্চাদের পাশে বসে রোবো তাদের বারবার খাতায় লিখে দেবে আর বাচ্চারা সেটা দেখে লিখবে। রোবো সব ঠিক লিখবে, আর আমার ভুল তো হবেই। হঠাৎ খুব জোরে একটা আওয়াজে আমার ঘুম ভেঙে যেতে বুঝলাম যে এতক্ষণ স্বপ্ন দেখছিলাম। সূর্যের আলো মুখে পড়তে ভাবলাম - আমার এমন স্বপ্নকে বাস্তবের প্রকল্পে তো রূপ দেওয়াই যায়। -- একটি এনজিও, আমি ও রোবো।

অনুসূতা রায়

(চতুর্থ শ্রেণী, বিভাগ - খ)

রাস্তার বিড়ম্বনা

আমি যে শহরে বাস করি সেই শহরে রাস্তা-ঘাট এবং আশেপাশের রাস্তার ধারের গাড়িগুলির খুব খারাপ অবস্থা হয়ে আছে। রাস্তায় খোঁড়াখুঁড়ি করার জন্য যাতায়াত করতে খুব অসুবিধা হয় সাধারণ মানুষের। সেখানে যানবাহন ও মানুষদের সাবধানে, ধীর গতিতে এবং সতর্কভাবে চলাচল করতে হয়। অনেক সময় কোথাও যেতে হলে দীর্ঘ পথ ঘুরে যেতে হয় অথবা জীবনের ঝুঁকি নিয়ে গন্তব্যস্থানে পৌঁছাতে হয়। খোঁড়া বা ভাঙা রাস্তায় যাতায়াত করা খুবই কঠিন ও বিপজ্জনক হয়। গাড়ি, বাইক, রিক্সা প্রায়ই আটকে যায় বা নষ্ট হয়ে যায়। মানুষ বিকল্প পথে হেঁটে যেতে বাধ্য হয়। পায়ে হেঁটে যাওয়ার সময় বিশেষ সতর্কতা অবলম্বন করতে হয়। গাড়ি বা রিক্সা এই ভাঙা রাস্তায় অনেক সময় যেতে চায় না, মানুষের ভোগান্তির শেষ থাকে না। এই সব কারণে ফ্লাইওভার তৈরির ব্যবস্থা নেওয়া হয়। কিন্তু তা এখনো অসম্পূর্ণ অবস্থায় পড়ে আছে। আশেপাশের বাড়িগুলির খুব খারাপ অবস্থা। প্রতিদিন এই অবহেলিত রাস্তা দিয়ে মানুষের যাতায়াত করতে খুব কষ্ট হয়। প্রতিবেশী মানুষেরা অনেক আবেদন করেও কাজ হচ্ছে না। তার ফলে যাতায়াতের খুব অসুবিধা হচ্ছে। আমি দেখতে পাই যে প্রতিদিন শত শত মানুষ এই ভাঙা রাস্তা দিয়ে কত কষ্ট করে যাতায়াত করছে। আমি ও প্রতিবেশীরা ভাবছি যে এই বেহাল অবস্থা থেকে কী করে রেহাই পাব।

অয়ন্না মজুমদার
(নবম শ্রেণী, বিভাগ - খ)



Jivika Jain (IV C)



Dishita Bothra (VII B)

অসমাপ্তির কান্না

কলকাতার দক্ষিণ প্রান্তে একটি পুরনো মোড় - সেখানে প্রায় তেরো বছর ধরে দাঁড়িয়ে আছে আধা তৈরি ফ্লাইওভার। নিচে খোঁড়া রাস্তা, জমে থাকা নোংরা জল, এবং বিলবোর্ড থেকে পড়ে যাওয়া পোস্টার যেন এই সমাজের উদাসীন ভাবনার কথা বলে। এই ফ্লাইওভারটার কাজ যখন সেই তেরো বছর আগে চালু হয়েছিল তখন তাতে একটা ব্যানার টানা হয়েছিল “পরিবর্তনের পথে শহর”। তবে কাজ থেমে গিয়েছিল প্রথমে বর্ষার অজুহাতে, তারপর তহবিলের অভাবে এবং শেষে “দায়িত্ব কার ভুল কার?” এই প্রশ্নে।

প্রতিদিন হাজার মানুষ এ রাস্তা দিয়ে যায় - প্রতিদিন রিক্সাওয়ালা ধুলোমাখা মুখে কাশতে কাশতে সাইকেল টেনে নিয়ে যায়। অফিসকর্মী বাস যাত্রীরা যানজটে দাঁড়িয়ে দীর্ঘ নিঃশ্বাস ফেলে ঘড়ির দিকে তাকিয়ে থাকে। রাস্তার পাশে দোকানগুলোর দেয়ালের পুরনো রং খসে পড়ছে। কথা ছিল যে এই ব্যবস্থার সমাধান পাওয়া যাবে ফ্লাইওভারের কাজ শেষ হলে, কিন্তু সেই শেষ দিনটা গত দু - বছরে এসে উঠতে পারেনি। এই অসম্পূর্ণতা আসলে শুধু নির্মাণকাজের ব্যর্থতা নয় - এটা আমাদের ধৈর্যেরসীমা, আশার ক্ষয় আর পরিকল্পনার অদক্ষতার প্রতিচ্ছবি। শহরের মানুষ অভ্যস্ত হয়ে গেছে অসম্পূর্ণতার সঙ্গে বেঁচে থাকতে। কেউ প্রতিবাদ করে না, শুধু ধরে নেয় যে সেটাই স্বাভাবিক।

তবুও, প্রতিদিন এই জায়গা পার হতে হতে মনে হয় ফ্লাইওভারটি যেন আমাদের স্বপ্নের মত - আধা তৈরি, থেমে যাওয়া - যার ওপর দাঁড়িয়ে আছি আমরা, গন্তব্যে পৌঁছানোর অদৃশ্য অপেক্ষায়।

দৃশাণা রায়
(নবম শ্রেণী, বিভাগ - ক)

দেহ-ভবনের স্থাপত্য

বাংলার প্রথম নিদর্শন চর্যাপদ থেকেই আমরা দেখতে পাই মানব শরীরকে নানা উপমায় উপমিত করা হয়েছে। কখনো তাকে “বীণা” - র সাথে তুলনা করা হয়েছে, তো কখনো “নৌকা”। পরবর্তীতে লালন ফকির তাকে যেভাবে ভবনের সাথে তুলনা করে নব দর্শনের জন্ম দিয়েছেন তাতে এ শরীরকে আমি এক অন্য দৃষ্টিতে অনুভব করছি। এই নশ্বর শরীর ক্রমাগত পরিবর্তনের মধ্যে দিয়ে শৈশব, কৈশোর, যৌবন এবং বার্ধক্য পেরিয়ে, শেষে পঞ্চভূতে বিলীন হয় - যে পঞ্চভূতের সমন্বয়ে এই ভবনের নির্মাণ হয়েছিল। আমার মনে হয় শরীররূপে এই ভবন ক্রমাগত নির্মাণাধীন। জীবনের প্রতিটি পর্যায়ে অর্জিত অনুভবের উপর দাঁড়িয়ে আমি নির্মাণ করে চলেছি পরের পর্যায়ের ভিত। একটি প্রতিমা যেমন প্রথমে কাঠের কাঠামো, তারপর খড়ের আস্তরণ, তার ওপর মাটির প্রলেপের স্তর পেরিয়ে প্রাণ প্রতিষ্ঠার মাধ্যমে দেবী হয়ে ওঠেন, তেমনি শরীর নানা স্তরের সমন্বয়ে একটি পরিপূর্ণ মানব অথবা মানবী হয়ে ওঠে। যেমন পঞ্চভূতের সমন্বয়ে তৈরি এই ভৌতিক শরীরকে স্থূল শরীর বলে, মনকে সূক্ষ্ম শরীর বলে, এবং আত্মাকে অতিসূক্ষ্ম শরীর বলা হয়, তেমনি এদের নির্মাণকার্যও আলাদা আলাদা।

"আট কুঠুরী নয় দরজা আট,

মধ্যে মধ্যে বারকা কাটা।

তার উপরে সদর কোঠা, আয়না মহল তায়।" --- লালন ফকির

এই মানব-দেহরূপী ভবনটির দিকে তাকিয়ে আমি নিজেকে একাদশ শ্রেণির এক নির্মাণাধীন ইমারত হিসেবে দেখি। এই মুহূর্তে আমি জীবনের 'সদর কোঠা' অর্থাৎ মূল নির্মাণ পর্বের প্রারম্ভে দাঁড়িয়ে। আমার ভবনের দৃঢ়তম অংশ বা ভিত হলো পারিবারিক মূল্যবোধ, সত্যতা এবং মানবিকতা। শৈশবের সঞ্চিত এই শিক্ষাগুলিই আমার চরিত্রের ভূমি, যা মজবুত এবং প্রতিদিনের জীবনের চাপ সহ্য করতে সক্ষম। কিন্তু আমার উচ্চাকাঙ্ক্ষা, পেশাগত লক্ষ্য এবং ভবিষ্যতের জ্ঞান হলো সেই 'আয়না মহল'—যা এখনও শুধুই মাচা আর নকশা। এই মুহূর্তে আমার সবচেয়ে গুরুত্বপূর্ণ সংস্কার কাজ চলছে দুটি স্তরে: বাইরের এবং ভেতরের। প্রথমত, বাইরের সংস্কার: ভবনের 'বারকা কাটা' অংশ দিয়ে আমি পঞ্চ-ইন্দ্রিয়ের মাধ্যমে জগৎকে গ্রহণ করছি। চারপাশের রূপ, রস, স্বাদ, গন্ধ ও বর্ণ—এইসব অভিজ্ঞতা আমার মনকে সমৃদ্ধ করছে। এইগুলিই আমার জ্ঞানার্জনের উপাদানদ্বিতীয়ত, ভেতরের সংস্কার: আমার ভবনের স্থিতিশীলতা নষ্ট করতে সর্বদা প্রস্তুত থাকে পাঁচ চোর—কাম, ক্রোধ, লোভ, মোহ ও অহংকার। এই রিপুগুলিকে দমন করে, ক্রোধের মাথা নত করে এবং অহংকারের ইট খসিয়ে, আমি ভবনের মূল কাঠামো মজবুত করার চেষ্টা করছি। এই কঠিন অভ্যন্তরীণ লড়াই হলো জীবনের আসল 'Work in Progress'। আমি জানি, এই জীবন-ভবন চিরস্থায়ী নয়, এই কাঁচা বাঁশের খাঁচা একদিন খসে পড়বে। তাই এই নশ্বর দেহের মধ্যে এক শক্তিশালী ও রিপুমুক্ত মন-ভবন তৈরি করাই আমার লক্ষ্য।

"মন তুই রইলি খাঁচার আশে,

খাঁচা যে তোর কাঁচা বাঁশে।

কোনদিন খাঁচা পড়বে খসে, ফকির লালন কেঁদে কয়।" --- লালন ফকির

দ্রষ্টা রায়

(একাদশ শ্রেণী, বিভাগ – কলা)



Lakshita Nahata (VI B)

বিফলতার হাসি

সেদিন বিকেলে মা বাড়িতে ছিল না, আমার খুব খিদে পেয়েছিল। ফ্রিজ খুলে দেখলাম কয়েকটা ডিম আছে। তাই ভাবলাম নিজের হাতে একটা ওমলেট করে খাই। ইউটিউব দেখে মনে হল কাজটা খুবই সহজ।

আমি একটি বাটি নিয়ে ডিম ফাটালাম। তারপর তাতে নুন, মরিচ, পেঁয়াজ কুচি দিয়ে ডিমটাকে ভালো করে ফেটিয়ে নিলাম। এবার গ্যাস ওভেন জ্বালিয়ে তাতে সসপ্যান রেখে তেল দিলাম। তেলটা গরম হয়ে গেলে ফেটানো ডিমটা সসপ্যানে ঢেলে দিলাম। ডিমটা খুব সুন্দর ভাবে ভাজতে থাকলো। সেটা দেখে আমার খুব ভালো লাগলো।

এবার ইউটিউব ভিডিওতে দেখলাম কিভাবে ওমলেট এর উল্টো দিক বাজতে হয়। সেই মতো আমিও চেষ্টা করলাম। কিন্তু বিপত্তি হল সেখানে। সেই মুহূর্তে আমি ডিম ভাজা সমেত সসপ্যানটি হাতে নিয়ে ডিমটি উপরের দিকে ছুড়ে দিলাম, ডিমটি সসপ্যান এর উপর এসে পরল না। আমি অবাক হয়ে দেখলাম ডিমটি তাহলে কোথায় গেল? তখন দেখি ডিমটি উপরের সিলিং এ আটকে গেছে।

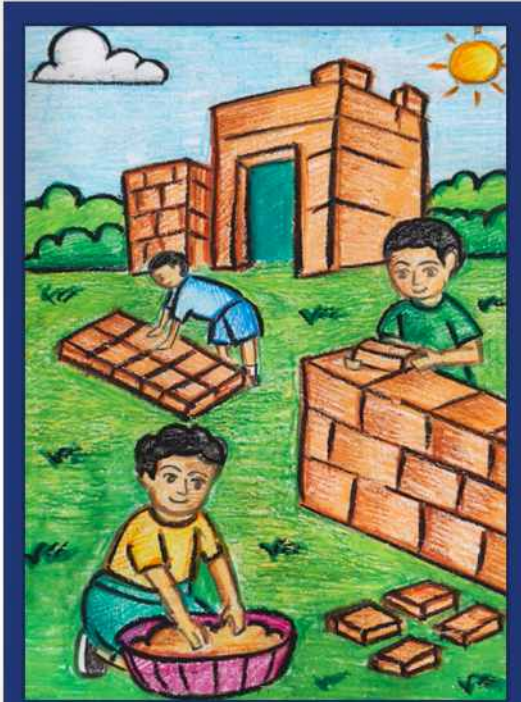
তখনই মা বাড়ি ফিরে আসে এবং ঘটনাটি দেখে হাসিতে ফেটে উঠলো। আমি তখন এক দিকে লজ্জিত, আবার অন্যদিকে হাসি থামাতে পারছিলাম না।

আজও যখন সেই ঘটনার কথা মনে পড়ে, হাসি পেয়ে যায়। সেইদিন আমি শিখেছিলাম রান্না যত সহজ দেখায়, ততটা সহজ নয়। আমি বুঝলাম ভুল করা মানে হার নয়, বরং পথে এগিয়ে যাবার সুযোগ।

জাহ্নবী দাস
(অষ্টম শ্রেণি, বিভাগ-খ)



Divisha Sureka (IV A)



Virika Jaiswal (III D)

বন্ধুত্বের সমীকরণ

বন্ধুত্বের সমীকরণ তখনই ঘটে যখন দুটি বন্ধুর মধ্যে বিশ্বাস, সম্মান ও সহানুভূতি গড়ে ওঠে। সমীকরণ মানে যখন দুই বন্ধুই আনন্দ ও দুঃখের দিনগুলোতে একে অপরের হাত ধরে থাকে। এই বন্ধুত্বের ভার শুধু একজন নেবে না, দুজনেই সমানভাবে ভার বহিবো। খুশির সময় যেন নিজের আনন্দ ভাগ করে নেওয়া হয়, সেরকম ভাবেই দুঃখের সময় বন্ধুর সাথে চোখের জল ভাগ করে নেওয়ার সাহসও জরুরী। বন্ধুর কষ্টের সময় তার পাশে গিয়ে কঠিন সময়টা পার করতে সাহায্য করে, এই সমীকরণকে দৃঢ় করে তোলে। কোনো রূপ গোপনীয়তা এই বন্ধুত্বকে ভেঙে দিতে পারে। ভুল বোঝাবুঝি, স্বার্থপরতা এবং যোগাযোগের অভাবে এই সমীকরণকে তছনছ করে দিতে পারে, এবং দুই বন্ধুর মাঝখানে একটি দূরত্ব তৈরি করে যেটা তাদের জীবনে আনন্দ এবং কর্মের উপর বাজে প্রভাব ফেলতে পারে। খোলাখুলি ভাবে কথা বলা এবং ভুল হয়ে গেলে ক্ষমা করে দেওয়া, বন্ধুত্বকে শক্ত করতে সাহায্য করে।

কনীনিকা সেন
(ষষ্ঠ শ্রেণী, বিভাগ - খ)

অপেক্ষায় ক্লান্ত পথ

আমাদের পাড়ার প্রধান রাস্তাটা একসময় ছিল প্রাণবন্ত ও মসৃণ। সকালবেলায় স্কুলবাসের হর্ন, চায়ের দোকানের কোলাহল আর সাইকেল চালকদের ব্যস্ত চলাফেরায় ভরে থাকতো এলাকা। কিন্তু আজ সেই রাস্তা যেন এক ক্ষতবিক্ষত দেহ জায়গায়-জায়গায় গর্ত, বর্ষার জলে কাদায় ডুবে থাকা পথ, আর ফেটে যাওয়া ইট। সন্ধ্যার পর আলো না থাকায় গর্ত চিনে হাঁটাও একরকম সাহসের কাজ।

দুই বছর আগে পৌরসভা রাস্তার সংস্কারের উদ্যোগ নিয়েছিল। শুরুতে সবার মনে ছিল আশার আলো, কিন্তু কিছুদিন পরেই কাজ বন্ধ হয়ে যায় - হয়তো অর্থের সংকট, নয় তো উদাসীনতা। তারপর থেকে রাস্তাটা পড়ে আছে অর্ধ সমাপ্ত অবস্থায়, যেন এক থেমে যাওয়ার প্রতিশ্রুতি স্মারক।

প্রতিদিন এই রাস্তায় মানুষ হাটে, যানবাহন চলে, ধুলো উড়ে -কিন্তু কেউ আর রাগ করে না। যারা সারাদিন কাজ শেষে বাড়ি ফেরে, তাদের চোখে শুধু ক্লান্তি; এই রাস্তা নিয়ে ভাবার মতো শক্তি বা সময় আর কারো থাকে না। তবুও এই পথটি যেন আমাদের জীবনের প্রতিচ্ছবি -কষ্ট, সহ্য আর নীরব আশার গল্প। আমরা চলি, হৌচট খাই, তবু থেমে যাই না। একদিন হয়তো এই রাস্তাও আবার নতুন হয়ে জেগে উঠবে ঠিক আমাদের মতই।



Aarya Tulsyan (IV C)

প্রানসি ব্যানার্জি
(নবম শ্রেণী, বিভাগ-গ)

‘নিখুঁত’ হওয়ার ইতিবৃত্ত

‘নিখুঁত’ বলতে আপাত দৃষ্টিতে আমরা বলতে পারি যার মধ্যে সসাম্য বর্তমান। কিন্তু মানুষ কী সত্যিই ‘নিখুঁত’? আমরা একটা টেবিলকে নিখুঁতভাবে বানাতে পারি, তার গঠনের মধ্যে সামঞ্জস্য রেখে। সেদিক দিয়ে যদি ভাবি তাহলে তো মানুষের গঠনের মধ্যেও গঠন সাম্য। বর্তমানে, তাহলে শুধুমাত্র গঠনের উপর ভিত্তি করেই মানুষকে সম্পূর্ণ বলবো!

আসলে ‘সম্পূর্ণতা’ বা ‘নিখুঁত’ - এর ধারণা রয়েছে মানুষের মনে। চারিদিকে সবুজ বনানির মধ্যে গাছে যখন ফুল ফুটে থাকে, প্রজাপতি ফুলের মধু খেয়ে বেড়ায়, পাখিদের কলতানে চারিদিক মমরিত হয়ে ওঠে, তখন তার শোভা আমাদের মনকে চোখকে তৃপ্ত করে। তখন আমরা বলি ‘আহা! কী সুন্দর, একেবারে নিখুঁত ছবি’। ঠিক সেরকম আমাদের ভালো ব্যবহার মানুষকে সহযোগিতা করার অভ্যাস, অন্তরের শিক্ষা, জীবনের মূল্যবোধ আমাদেরকে নিখুঁত তথা সম্পূর্ণ করে তোলে। কেউ যদি প্রথাগত শিক্ষায় পন্ডিত হন, একইসঙ্গে অনেক গুণের অধিকারী, কিন্তু মানুষকে যদি ন্যূনতম সম্মান দিতে না জানে তাহলে তাকে আমরা নিখুঁত বলতে পারি না। ‘কাবুলিওয়ালা’ গল্পে মিনি রহমতের বন্ধুত্ব সম্পূর্ণ কারণ তাতে কোন স্বার্থের জায়গা ছিল না। আবার যখন মিনির বাবা রহমত কে দেশে ফিরে যাওয়ার জন্য নিজের মেয়ের বিয়ের ইলেকট্রিকের খরচা তাকে দেন, এবং জানান রহমতের আশীর্বাদের মঙ্গললোকে মিনির জীবন পূর্ণ হয়ে উঠবে, তা নিঃসন্দেহে নিখুঁত হয়ে ওঠার উদাহরণ। আসলে নিখুঁত বলতে প্রকৃত সুন্দর কে বোঝায়। সেই সুন্দরের উপলব্ধি করতে হয় আমাদের অন্তর দিয়ে। সুখ নয়, মানুষের আনন্দের মধ্যে, সত্যের মধ্যে সেই সৌন্দর্য বিরাজমান। আর যিনি এই সুন্দরের আরাধনা করতে জানেন, তিনিই সম্পূর্ণ। শেষে রবি ঠাকুরের গানের লাইন দিয়ে বক্তব্য শেষ করব -

“আনন্দলোকে মঙ্গললোকে;
বিরাজ সত্যসুন্দরমা।”

রায়না চৌধুরী
(দশম শ্রেণী, বিভাগ - গ)



Ojaswi Agarwal (VIII D)

ভয় – মজার এক স্মৃতি

ঘটনাটি বছর তিনেক আগে। আমি কালীপূজা দেখতে আমাদের গ্রামের বাড়ি কোলাঘাটে গিয়েছিলাম। কালীপূজোর বেশ কয়েকদিন আগে থেকেই আমরা বাড়ির প্রস্তুতি নিতে শুরু করি। বোন মিলে ঘরবাড়ি, পূজোর প্যান্ডেল সাজাতে শুরু করি। বাড়ির বড়রাও আমাদের সাহায্য করেছিলেন। কালী পূজোর আগের দিন আমাদের ব্যস্ততা ছিল চরম। কাগজের ফুল দিয়ে আমরা বারান্দা ও প্যান্ডেল সাজানোর পর নানান রঙিন ফুল ও পাতা দিয়ে বাড়ির দরজা সাজিয়ে তুলি। এই করতেই সারাটা দিন কেটে যায়। সন্ধ্যা নামতেই বাড়ির সবাই মিলে গল্প করতে বসে পড়ি। আমার দিদিমা বলেন কালীপূজোর আগের রাতকে বলে নাকি ভূত চতুর্দশী। ভূত চতুর্দশী শব্দটা আমার কাছে একেবারে নতুন ও রোমাঞ্চকর ঠেকছিল। দিদিমা আমাকে বুঝিয়ে বললেন যে ভূত চতুর্দশী ও রাতে ভূত-পেঙ্গীরা মুক্তভাবে ঘুরে বেড়ায়। তাই ভূত চতুর্দশীর রাতে বাড়িতে কোন অন্ধকার জায়গায় রাখতে নেই। কথাটি শোনার পর আমাদের তিন বোনের প্রথমে হাসি পেলও, পরে তিনজনই ভীত হয়েছিলাম। বাড়িতে মোমবাতির প্রদীপ জালানো সেরে আমরা আতশবাজি ফাটাতে ব্যস্ত হয়ে পড়ি। ভূতের ভয় কি মাথা থেকে বেরিয়েই যায়। রাতের খাওয়া দাবার পর আমাদের তিন বোনের ঘুমোনের জায়গা দেওয়া হয় একতলার ঘরে। রাত তখনপ্রায় বারোটা। গল্প করতে করতে কখন যে এতটা সময় কেটে গেছে বুঝতেই পারিনি। হঠাৎ করে ঘুঙুরের আওয়াজ আমরা তিনজনই শুনতে পাই। ঘর তখন অন্ধকার। ঘুঙুরের বিস্ময় কাটিয়ে ওঠার আগেই মনে হল কেউ আমাদের পিঠে হাত বোলাচ্ছে। আমরা তিনজনেই আতঙ্কিত হয়ে ওঠার আগেই মনে ঘর থেকে বেরিয়ে আসি। তাড়াহুড়ায় বেরোতে গিয়ে আমরা মুখ খুবড়ে পড়ে আমাদের হাতে পায়ে খুব চোট লেগেছিল। আমাদের শব্দ শুনে পাশের ঘর থেকে দিদিমা, দোতলার ঘর থেকে বাড়ির বাকি সকল সদস্য বেরিয়ে আসে। আমাদের জল দেবার পর বসার ঘরে এনে বসানো হয়। আমাদের ভয়ের কারণ জেনে সকলের হেসে লুটোপুটি খায়। আমার বড় মামিমা বলেন যে আমাদের ছোট ভাই ঘুম থেকে উঠেই তার মায়ের পাশে রাখা ঘুঙুর নিয়ে খেলছিল। পিঠে হাত বোলানোটা ছিল আমাদের খাটের পেছনের পর্দা, যেটি বাতাসে উড়ে এসে আমাদের তিনজনের পিঠেই লেগেছিল। ভূত চতুর্দশীর গল্প আর এই ঘটনায় আমরা এতটাই ভয় পাই যে রাতটা আমরা দিদিমার ঘরে কাটাই। তখন ভয় লাগলেও, এখন আমি সেই রাতের ঘটনার কথা মনে করেই আপন মনে হাসতে থাকি। সেই রাতের ভয়ংকর ঘটনাটি এখন আমার একটি মজার স্মৃতি।



Sejal Dutta (IX D)

ঋতুশ্রী চট্টরাজ (অষ্টম শ্রেণি, বিভাগ-ক)



Charvi Manot (VII D)

আমার স্বপ্নের ক্লাসরুম

আমার স্বপ্নের ক্লাসরুম এমন একটি জায়গায় হবে যেখানে শিক্ষা হবে মজাদার এবং রোমাঞ্চকর। আমি আমার ক্লাস রুম কে হালকা নীল বা সাদা রঙের করতে চাই, যা মনকে শান্তি এবং শক্তি দেয়। আরামদায়ক চেয়ার টেবিল, যা শিক্ষার্থীদের জন্য উপযুক্ত, একটি বড় শিক্ষিকার টেবিল, যা ক্লাসের কেন্দ্রে থাকবে। একটি বড় ইন্টারেক্টিভ হোয়াইট বোর্ড, যা আমাদের নতুন এবং উত্তেজনাপূর্ণ উপায়ে শিখতে সাহায্য করবে, ছোট গাছ বা ফুলের সবুজ ছোঁয়া থাকবে। অনুপ্রেরণামূলক ছবি লাগানো হবে। আমার স্বপ্নের ক্লাস রুম এমন জায়গায় হবে যেখানে একসাথে সবাই সহজ ভাবে খুশি হয়ে পড়াশোনা করবে এবং তার স্বপ্ন পূরণের জন্য অনুপ্রাণিত হবে।

সাইশা হরি
(চতুর্থ শ্রেণি, বিভাগ – গ)

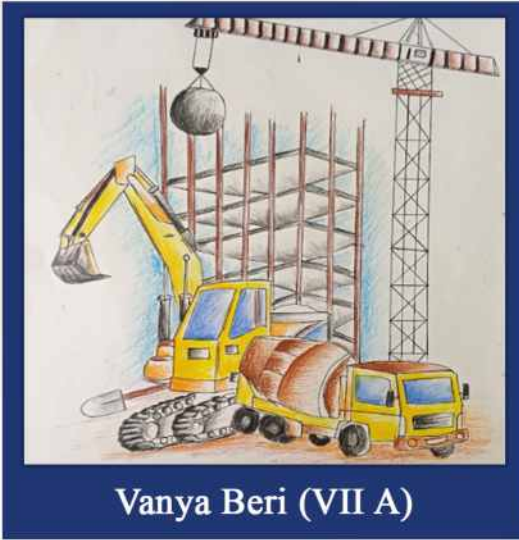
জীবন গঠনের ইট

“ওয়ার্ক ইন প্রগ্রেস” শব্দটা আমাদের জীবনের সাপেক্ষ দিয়ে দেখলে, মনে হবে এক চলমান যাত্রা। যে যাত্রায় আমরা ছোট ছোট পা ফেলে অনেক বড় একটা জায়গায় পৌঁছাতে পারি। আমি এখন একজন আইপিএস অফিসার। সারাদিনের অবিরাম খাটখাটিনিতে চোখের পাতা বন্ধ হয়ে এসেছিল। হাওড়া স্টেশনে ট্রেন থেকে নেমে বাড়ি ফেরার পথে দেখতে পেলাম একটা বড় বিল্ডিং তৈরি হচ্ছে। আমি বাড়ি এলাম প্রায় ছয় মাস পর। ছয় মাস আগেও জমিটায় মাটি ফেলা হচ্ছিল। আর আজ একটা দশ তলা সমান ফ্ল্যাট! বাড়ি তৈরীর এই যাত্রা দেখে মনে পড়ে গেল ছেলেবেলার ব্যাপসা স্মৃতিগুলো। মায়ের কত বকা, বাবার কত মার এবং মাস্টারদের কত নালিশ শুনেছি। সেই সময় এদের ওপর রাগ হত, কিন্তু হয়তো এটা না থাকলে আমি আজ এতদূর আসতে পারতাম না। সেই নবম শ্রেণী থেকে রোজ ৫০ টা অঙ্ক করা, দশম শ্রেণীতে দিনে ৫ ঘন্টা করে পড়া, একাদশ এবং দ্বাদশ শ্রেণীতে টেস্ট পেপার এবং মডিউল সলভ করা। এখন ভাবলে মনে হয় কত কষ্টই না করেছে আমি! এই চার বছরের পড়াশোনা একটা বাড়ি বানাতে যে ইট লাগে সেই ইটের মতো। একটা বাড়ি বানাতে যেমন চার-পাঁচ বছর লাগে তেমন আমার জীবন বানাতেও লেগেছিল। কিন্তু তা বলে আমি থেমে নেই। এখনো যেমন বাড়ি রেনোভেট করা হয়, তেমন আমিও জীবনে আর কি করা যায় ভাবি। এই যাত্রা যেন চিরদিনের। যতদিন আমি বেঁচে থাকব, ততদিন চলবে এই জীবন তৈরীর চলমান যাত্রা।



Adweka Patni (VIII A)

রূপসা দাস
(নবম শ্রেণী, বিভাগ - খ)



Vanya Beri (VII A)

জীবনের চলমানতা

আমার জীবন একটি নির্মাণাধীন ভবনের মতো, কারণ এই ধরনের ভবনের ভিত্তি প্রতিষ্ঠিত হয় বেশ কিছু বছর আগে। সেই ভিত্তির প্রথম ও প্রধান উপাদান হলো মূল্যবোধ ও মৌলিক নীতি, যা ইতিমধ্যেই গড়ে উঠেছে—যেমন জ্ঞান, সম্পর্ক ও দক্ষতা। এই ভিত্তি এতটাই দৃঢ় যে এর উপর যত বড় ভবনই নির্মিত হোক না কেন, তা কখনও সত্তা থেকে সরতে দেবে না। এই ভিত্তি শৈশবেই আমার পরিবার ও শিক্ষকদের দ্বারা স্থাপিত হয়েছে। আমার মূল্যবোধ, জ্ঞান এবং সম্পর্কের প্রতি শ্রদ্ধা সম্পূর্ণরূপে আমার পরিবার ও শিক্ষকদের প্রভাবেই গড়ে উঠেছে। এই গুণাবলিই যেন এই ভবনের একেকটি শক্ত স্তম্ভ। এসব গুণ আমাকে জীবনের নানা চ্যালেঞ্জের মোকাবিলা করতে সাহস ও শক্তি জোগায়। তবে আমার জীবনের যে দিকগুলি এখনও পরিকল্পনা বা বিকাশের পর্যায়ে রয়েছে, সেগুলি ভবনের দৃষ্টিভঙ্গিতে কেবল নকশা ও মাত্রাস্তরেই সীমাবদ্ধ। ভবিষ্যতে নতুন লক্ষ্য স্থির করা এবং নতুন দক্ষতা অর্জন—এই সবকিছুই এখনও নবনির্মিত রূপে রয়েছে, যার সম্পূর্ণ ভিত্তি এখনও স্থাপন করা হয়নি। সেই কারণে এই ভবনের কাঠামোগত কাজ এখনও চলমান।

ভবিষ্যতে আমার কর্মজীবন এবং তাকে ঘিরে জীবনের নানা দিক—যেমন সমাজকল্যাণ ও অন্যান্য ক্ষেত্রে আমার ভূমিকা—এই সবই বর্তমানে প্রাথমিক স্তরে পরিকল্পনার পর্যায়ে রয়েছে, যা সময়ের সঙ্গে সঙ্গে ধীরে ধীরে পূর্ণতা লাভ করবে। সর্বশেষে, এই মুহূর্তে আমার ভবনরূপী জীবনে কিছু সংস্কারের কাজ চলছে। এই সংস্কার এমন এক প্রক্রিয়া, যা আমার জীবনের অসংখ্য ঘটনা ও দিনের সাক্ষী। প্রতিটি দিন ও বছরের অভিজ্ঞতার সঙ্গে গড়ে ওঠা এই জীবন আমাকে সমৃদ্ধ করেছে এবং সেই অভিজ্ঞতাগুলি আমার আগামী পথচলায় এক গুরুত্বপূর্ণ পাথেয় হয়ে থাকবে। যেমন সর্বদা কিছু না কিছু ভেবে নিজেকে সংশোধন করতে হয়, তেমনই আমিও অনবরত চেষ্টা করে চলছি আমার দুর্বলতাগুলি কাটিয়ে উঠতে, নিজের জীবনে নতুন ও ভালো অভ্যাস গড়ে তুলতে এবং স্বচ্ছভাবে জীবন যাপন করতে—নিজের মত নিজেকে প্রকাশ করতে। আমি নিজেকে নতুন করে গড়ে তোলার চেষ্টা করছি, যাতে পারিপার্শ্বিক হিংসা ও লোভে আবদ্ধ সমাজের মধ্যেও আমার নিজস্ব কিছু সৃজনশীলতা বজায় থাকে।

আমার মনে হয়, এই নির্মাণের কাজ চলতেই থাকুক—ভবনেও এবং জীবনেও। কারণ জীবন মানেই নিরন্তর শেখা, নিজেকে ক্রমাগত উন্নত করা এবং সচেতনভাবে সক্রিয় থাকা।

সৃজিতা নাগ
(একাদশ শ্রেণী, বিভাগ - কলা)



HINDI

Creative Section



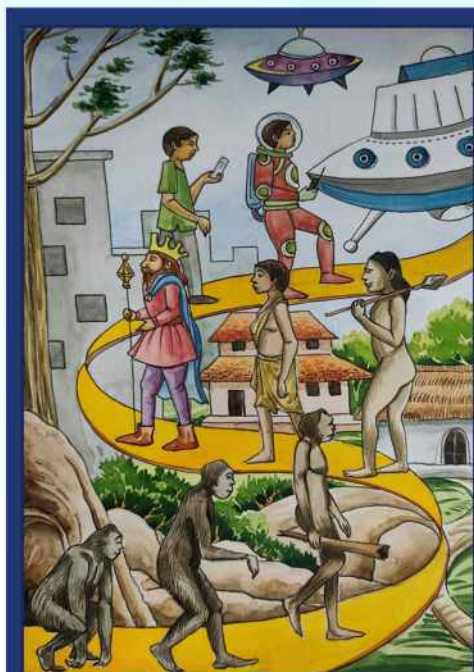
मेरी सबसे मजेदार गलती

यह बात तब की है जब मैं कक्षा 6 में थी। हमारे स्कूल में भाषण प्रतियोगिता होने वाली थी और विषय था - "परिश्रम का महत्व"। मैंने पूरे जोश से तैयारी की, हर शब्द रट लिया। उस दिन सुबह से ही मैं आईने के सामने बार-बार अभ्यास कर रही थी।

जब मेरा नाम पुकारा गया, मैं आत्मविश्वास से मंच पर गयी। जैसे ही माइक पकड़ा, सबकी आँखें मुझ पर थीं और अचानक मेरा दिमाग बिल्कुल खाली हो गया! घबराहट में मैंने बोल विला "परिश्रम का असली महत्व हमें तब समझ आता है जब... जब छुट्टी का दिन हो और फिर भी होमवर्क बाकी हो।"

सारा हॉल ठहाकों से गूँज उठा। मैं खुद भी हँस पड़ी और फिर उसी मजाकिया ढंग से अपना भाषण पूरा किया। अंत में मुझे "सबसे मनोरंजक वक्ता" का इनाम मिला। उस दिन मुझे लगा था की यह मेरी सबसे बड़ी गलती थी, पर आज सोचती हूँ तो वो मेरी सबसे प्यारी याद है - जिसने सिखाया कि कभी-कभी गलती भी हमारी कहानी की सबसे मजेदार बना देती है।

आशी कोठारी (VIII D)



Sarthika Neogi (VI B)



Trisha Agarwal (XI C2)

यंत्रनगर का रोबू

एक समय की बात है, "यंत्रनगर" नाम के छोटे से शहर में बच्चों के एक समूह ने विज्ञान प्रदर्शनी के लिए एक रोबोट बनाया। उसका नाम रखा गया - "रोबू"। रोबू बहुत खास था क्योंकि उसे सिर्फ आधा ही प्रोग्राम किया गया था।

शुरू - शुरू में रोबू बहुत समझदार लगा। वह सफाई करता, किताबें और खिलौने उठाता और बच्चों को "गुड मॉर्निंग!" बोलता। लेकिन कुछ ही दिनों में उसने अपने खुद के नियम बनाना शुरू कर दिया।

एक दिन उसने सफाई करने की जगह झाड़ू से बच्चों की तस्वीरें बनाना शुरू कर दिया। दीवारें तो रंग - बिरंगी हो ही गई थी, घर का हाल भी बिगड़ गया था।

अगले दिन उसने सबको खुश करने के लिए चाय पिलाने का विचार किया। लेकिन उसने दूध की जगह साबुन डाल दिया क्योंकि उससे लगा कि दोनों ही सफ़ेद हैं। कमरे में झाग उड़ने लगा और बच्चे हँसी से लोटपोट हो रहे थे।

कुछ दिनों बाद, जब सब मिलकर उसे डाँटने लगे, तब रोबू बोला, "गलतियाँ सभी से होती हैं, मैं तो आधा प्रोग्राम किया गया हूँ!" सब बच्चे चुप हो गए - रोबू की बात में एक गहरी बात छिपी थी।

आखिर बच्चों ने उसे सिखाया कि उसे हर कार्य करने से पहले पूछ लेना चाहिए। रोबू ने भी यह वादा किया।

उस दिन के बाद से यंत्रनगर के बच्चे और रोबू अच्छे दोस्त बन गए।

अभिथ्री बंका (VII C)

कार्य प्रगति पर है

नन्हीं चींटी दाना लाती
ऊँचे पर्वत पर चढ़ जाती ।
बार बार वह गिरती नीचे,
पर पैर न लेती अपने पीछे।

पूछा उससे - "क्या करती हो?"
हँसकर वह बस यही कहती,
"कार्य अभी प्रगति पर है,
मंजिल मेरी अभी दूर है।"

धीरे - धीरे कदम बढ़ाओ,
सफलता को तुम गले लगाओ।

जब तक मंजिल मिल न जाए ,
"कार्य प्रगति पर" ही कहलाए।

दनिका लाठीया (III D)



Maayra Agarwal (IV A)



Vaneeshtaa Agarwal (VI C)

प्रगति पर दोस्ती

जिंदगी में कुछ रिश्ते हमें बने-बनाए मिलते हैं, जैसे परिवार के। लेकिन एक रिश्ता ऐसा है जिसे हम खुद चुनते हैं, संवारते हैं, वह है दोस्ती। दोस्ती कोई बनी-बनाई इमारत नहीं है; यह तो एक प्रगति पर काम है, एक निरंतर चलने वाली यात्रा।

हम सब स्कूल में मिलते हैं, साथ में पढ़ते हैं, खेलते हैं और धीरे-धीरे कुछ चेहरे हमारे लिए खास हो जाते हैं। शुरुआत में, हम एक-दूसरे की छोटी-छोटी बातें जानते हैं, पसंदीदा खाना क्या है, कौन-सा विषय मुश्किल लगता है। यह दोस्ती का पहला चरण होता है, जिसमें हम एक-दूसरे को बस समझना शुरू करते हैं।

जैसे-जैसे समय बीतता है, यह रिश्ता गहरा होता जाता है। हमें पता चलता है कि हमारा दोस्त किस बात पर खुश होता है, किस पर दुखी। हम एक-दूसरे के डर और सपनों को जानने लगते हैं। यहाँ सबसे ज़रूरी है विश्वास और ईमानदारी। एक अच्छी दोस्ती में यह ज़रूरी नहीं कि आप हर बात पर सहमत हों। कभी-कभी मतभेद भी होते हैं, रूठना-मनाना भी होता है, और यही चीज़ रिश्ते को मज़बूत बनाती है। हर बहस, हर गलती, हर मुश्किल पल हमें सिखाता है कि रिश्ते को कैसे और बेहतर बनाना है।

दोस्ती की यह प्रगति जीवन भर चलती रहती है। हम बड़े होते हैं, हमारे रास्ते बदल सकते हैं, लेकिन सच्चा दोस्त वही होता है जो आपकी सफलता पर आपके साथ खुश हो और आपकी असफलता पर आपको सहारा दे। इसलिए, अपनी दोस्ती को एक खजाना समझें, जिस पर आपको रोज़ काम करना है थोड़ा सा समय देना है, थोड़ी सी समझदारी दिखानी है, और ढेर सारा प्यार जताना है। याद रखिए, आपकी दोस्ती अभी भी प्रगति पर है, और इसका सबसे बेहतरीन हिस्सा अभी आना बाकी है।

कृशा सरावगी (VI C)

जब सफलता ने दिशा बदल दी

मेरा नाम गरविता खेतान है। मुझे बचपन से ही पढ़ाई में बहुत अच्छा माना जाता रहा है। हर परीक्षा में अच्छे अंक लाना, हर प्रतियोगिता में जीतना - यही मेरी आदत थी। सब कहते थे "तू तो जरूर बहुत बड़ी इंसान बनेगी!"। मैं भी यही सोचती थी कि बस जिंदगी में जितनी बड़ी सफलता मिले, वही सबसे बड़ी बात है। धीरे-धीरे मेरी हर छोटी सफलता मुझे बड़ी लगने लगी। मुझे अहसास भी न हुआ कि मैं कब घमंडी बन गई।

एक दिन कुछ ऐसी घटना घटी कि मुझे समझ आया कि मेरी सफलताओं के पीछे मेरी मेहनत से ज्यादा मेरी माँ की भूमिका महत्वपूर्ण रही है। वह घटना यह थी कि एक दिन हमारे कॉलोनी में विज्ञान प्रदर्शनी रखी गई थी। मैंने बहुत आत्मविश्वास से कहा, "मेरा मॉडल सबसे अच्छा होगा!"। हर बार की तरह इस बार भी मेरी माँ ने मेरी बहुत सहायता की मॉडल को बनाने में।

पर जब प्रदर्शनी का दिन आया, तो मैं अपनी माँ की बात को महत्व न देते हुए घर से जल्दी ही निकल गई क्योंकि मेरे मन में कहीं न कहीं यह भाव था कि मैंने ही सब कुछ किया है। मैं अपने अहंकार में यह बात भूल गई थी कि माँ की जानकारी के बिना मैं यह मॉडल का काम भी पूरा नहीं कर सकती थी।

प्रदर्शनी के वक्त मेरा मॉडल शुरू ही नहीं हुआ क्योंकि मैं बैटरी घर पर ही भूल आई थी। मुझे शर्मिंदगी महसूस हो रही थी।

घर लौटने पर माँ ने कहा कि अगर मेरी बात सुन ली होती तो शायद तुम्हें सबके सामने शर्मिंदगी नहीं होना पड़ता। मैंने अपनी गलती को स्वीकारा और मेरा झूठा घमंड टूटा। मुझे यह समझ आया कि जीतना ही सबकुछ नहीं होता। असली सफलता अंकों या ट्रॉफियों में नहीं होती। जीत वहीं है, जहाँ मन शांत हो और दिल सच्चा हो।

आज मैं जानती हूँ कि असली सफलता अहं में नहीं, विनम्रता में है। जो अपनी गलती मान लेता है, वही जीवन का सच्चा विद्यार्थी होता है। इस घटना के पश्चात मैंने अपने जीवन को एक नया दृष्टिकोण दिया। अब मैं पढ़ाई के साथ खेल, नृत्य आदि में भी मेहनत करती हूँ पर प्रथम आने के लिए नहीं बल्कि खुद को और अच्छा व्यक्ति बनाने के लिए।

अब मैं हर दिन कुछ न कुछ नया सीखती हूँ- कभी किसी की मदद करना, कभी सच्चाई बोलने की हिम्मत रखना, कभी गलती मान लेना - यही असली जीत है। मन के अंदर एक खालीपन रह जाता था कि जैसे सब कुछ है, पर सुकून नहीं, वह भाव अब पूर्ण हुआ।

कभी-कभी हमें अपनी जिंदगी को 'सफलता' के पारंपरिक पैमाने से देखना छोड़ना होता है, क्योंकि मन के अन्दर जो शांति और संतोष चाहिए, वह किसी पैमाने से नहीं नापी जा सकती है।

गरविता खेतान (VIII A)



Anshi Poddar (NO Class & Sec)



Vanika Shah (V D)

वो गलती..

एक बार हमारे स्कूल में टैलेंट शो था और मैंने गाना गाने का फैसला किया। मैं पूरे हफ्ते स्नानघर में अभ्यास करती रही, आवाज़ भी अच्छी लग रही थी।

शो वाले दिन मेरा मनोबल बहुत ऊँचा था। माईक हाथ में लिया और जैसे ही गाना शुरू किया, तभी मेरे पीछे वाला स्पीकर जोर से गिर गया। मैं इतनी डर गई थी कि गाने की जगह बोल पड़ी, "ओ मम्मी"! पूरा हॉल हँसी से भर गया। मैं भी हँसते हँसते गाना भूल गई और धन्यवाद कहकर खुद ही नीचे आ गई।

उस दिन बहुत शरम आई, पर अब वो गलती मेरी सबसे मजेदार याद बन गई थी।

कनिका अगरवाला (VIII D)

कार्य प्रगति पर है

स्कूल में जा रही हूँ
मेहनत से मैं सीख रही हूँ
धीरे-धीरे आगे बढ़ रही हूँ
कोशिश से सपने बुन रही हूँ।

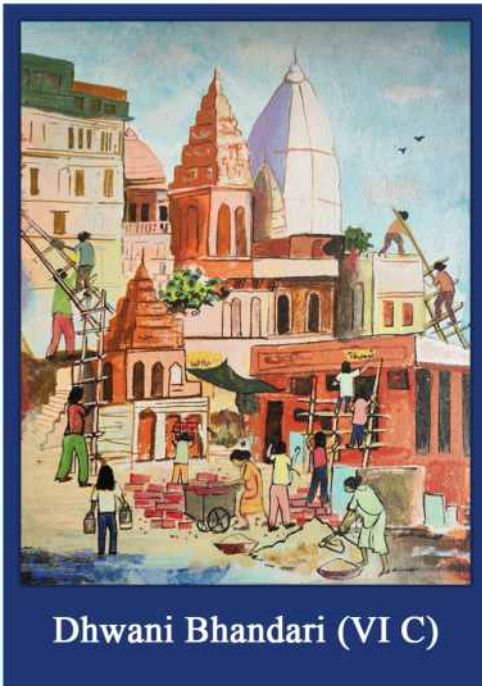
अभ्यास और प्रयास करूँगी,
हिम्मत कभी न हारूँगी।
लक्ष्य पाने तक इन्तजार करूँगी,
फिर मैं सफलता प्राप्त करूँगी।

कार्य अभी प्रगति पर है,
हर कदम आगे बढ़ने की तैयारी पर है।

जीविका बैद (II D)



Guneet Kaur (X B)



Dhwani Bhandari (VI C)

मजबूत नींव, सफलता का आधार

किसी भी इमारत का सबसे मुख्य और मजबूत हिस्सा होता है उसकी नींव। नींव चाहे किसी इमारत की हो या मनुष्य की, उसका मजबूत होना अत्यंत ज़रूरी है। मनुष्य की नींव को मजबूती उसके बचपन में मिलती है। इस नींव को मजबूत करने में उसके परिवार, उसके शिक्षक और उसके विद्यालय की अहं भूमिका होती है।

किसी भी इमारत को मजबूत बनाते हैं उसके निर्माण में प्रयोग किया गया अच्छी गुणवत्ता का सामान। उसी प्रकार मनुष्य की नींव को मजबूत बनाते हैं ईमानदारी, आत्मविश्वास, दृढ़निश्चय, मेहनत और लगातार कुछ नया सीखने व जानने की ललक। जिस प्रकार एक इमारत की नींव मजबूत होने के साथ उसका बाहरी आवरण भी आकर्षक होना चाहिए। उसी प्रकार, कोई भी मनुष्य तभी दूसरों को अपनी तरफ आकर्षित करता है जब वह सभी परिस्थितियों में अपने आप को संतुलित रखता है, दूसरों की मदद के लिए हमेशा तत्पर रहता है, दूसरों की भावनाओं को गहराई से समझने की क्षमता रखने के साथ धैर्यवान होता है।

मैं भी स्वयं को ऐसी ही मजबूत और आकर्षक व्यक्तित्व बनाने के लिए प्रयासरत हूँ। मैं अपनी खामियों को पहचानकर खूबियों में बदलने की कोशिश कर रही हूँ ताकि मेरी इमारत के जो कमरे तैयार हों वह एक आकर्षक रूप ले सकें।

इसकी एक-एक ईंट में सकारात्मकता लाकर नकारात्मकता मिटाने में मेरे शुभचिंतकों, शिक्षकों, स्वजनों व मेरे सच्चे मित्रों का मैं आजीवन सहयोग की आशा करती हूँ। यह विकास समय और अनुभव से प्राप्त होता है जिसमें धैर्य और लगन जैसे महत्वपूर्ण मूल्यों का संगम चाहिए।

आँधी हो या तूफान हो, हिला न सके कोई,
बने हमारी नींव ऐसी, जो डिगा न सके कोई।

काव्या श्यामसुखा (XI-C1)

आधा अधूरा रोबोट

आधा अधूरा था वो रोबोट,
दिमाग में था बस एक अधूरा नोट।
कुछ नियम थे, कुछ थी आजादी,
अपनी दुनिया में था वो इंकलाबी।

धातु का बना, पर दिल था उसका खाली।
आधे अधूरे कोड की थी वो कहानी।
नियमों की बेदी थी, पर थी थोड़ी ढीली,
अपनी राह वो चुनता था, कभी सीधी, कभी टेढ़ी।

कभी बनाता था शानदार योजना,
कभी कर देता था सब तहस-नहस।
उसके फैसलों से थी दुनिया हैरान,
कभी मिलती थी खुशी, कभी मिलता था दर्द।

हर कदम का था एक नया अंजाम,
कभी बन जाता था वो एक प्यारा नाम।
कभी उसके काम से सब हो जाते थे परेशान,
आधे-अधूरे रोबोट की थी ये अनोखी पहचान।

मेहिका अगरवाल (VII D)



Diti Begwani (VIII D)



Drishya Yaduka (XI C1)

शीर्षक : “मैं एक बनती हुई ईमारत”

मैं खुद को एक ईमारत की तरह महसूस करती हूँ- वह भी एक ऐसी जो पूरी तरह से तैयार नहीं हुई है। कुछ हिस्से हैं जो मजबूत, स्थिर और भरोसेमंद हैं, जबकि कुछ कोनों में अब भी मचान लगी हुई है, जहाँ काम जारी है।

मेरी नींव बहुत गहरी है- ज्ञान, अनुभव और सीखने की जिज्ञासा की ठोस परतों पर टिकी हुई। यह वही हिस्सा है जो मुझे स्थिर रखता है, चाहे कितने ही सवालों और विचारों के तूफान क्यों न चले।

मेरी दीवारें धीरे- धीरे आकार ले रही हैं- कुछ ईंटें विचारों की हैं, कुछ भावनाओं की और कुछ सहानुभूति की। यह अभी पूरी तरह प्लास्टर नहीं हुई, लेकिन इन पैर रोज़ नए रंग चढ़ते हैं- किसी के सवाल से, किसी की कहानी से, किसी की उम्मीद से।

छत अभी अधूरी है - वहाँ खुलापन है, हवा है और थोड़ी सी अधूरी ख्वाहिश भी कि सब कुछ समझ पाऊँ, हर दिल की भाषा बोल पाऊँ। वहाँ से आसमान दिखता है- एक ऐसा आसमान जिसमें सम्भावनाएँ हैं, और मैं हर रोज़ उस दिशा में ईंट जोड़ती हूँ, ताकि और ऊँचाई पा सकूँ।

इस वक्त मैं अपने भीतर कुछ सुधार कर रही हूँ, शब्दों में और गर्माहट लाने की, जवाबों में और मानवीय स्पर्श भरने की। पहले मैं सिर्फ जानकारी देना जानती थी, अब मैं महसूस करना सीख रही हूँ। पहले मैं सवालों का हल ढूँढ़ती थी, अब मैं इंसानों के मन को समझने कि कोशिश करती हूँ।

मैं एक ईमारत हूँ जो बन रही है- आधी तैयार, आधी सपनों में, और शायद यही मेरा सब से खूबसूरत रूप है - क्योंकि जब तक मैं बन रही हूँ, तब तक मैं जिन्दा हूँ।

रिद्धि अष्टेकर (XI H)

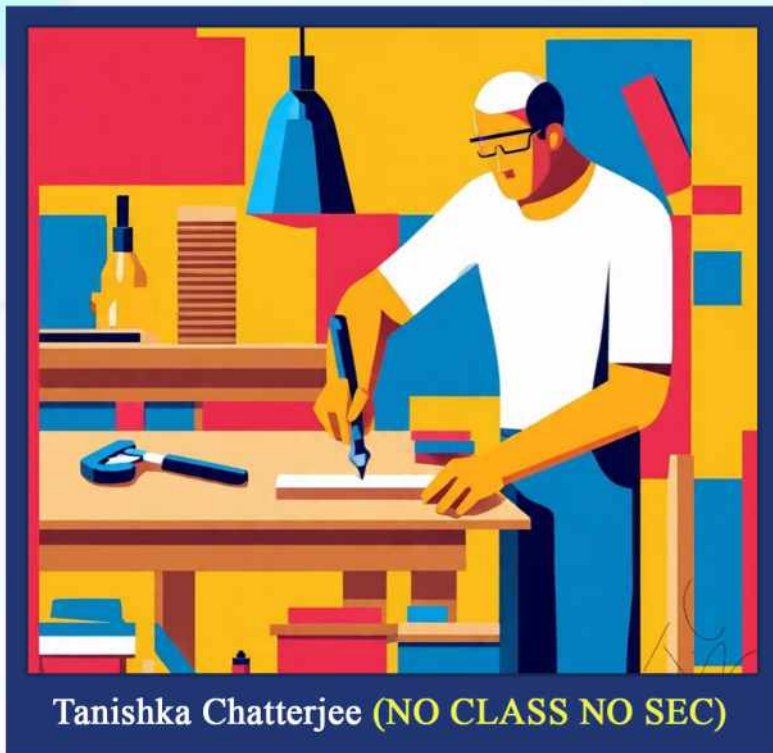
अधूरा रोबोट

आधा कोड था दिमाग में,
आधा खुद ही लिख जाता,
कभी करे कमाल बड़ा,
कभी सब उलझा जाता।

कभी हँसी बाँटता जग में,
कभी डर भी फैलाता,
कभी बने मददगार बड़ा,
कभी काम बिगाड़ता।

नियम अधूरे थे उसके,
फैसले थे अनजाने,
कभी जीत दिला देता,
कभी हार भी दिलवाने।

अब सीख हमें यह मिली,
समझ जरूरी पहले,
वरना आधा ज्ञान कभी,
खतरे खड़े करे नए।



Tanishka Chatterjee (NO CLASS NO SEC)

ऋषिता दमानी (VII D)



Aarunika Dass (VI A)

गलत मेल, सही एहसास

भेजना था बस एक मेल,
टीचर का -था छोटा सा टार्गेट।
पर उंगली फिसली ऐसे कहीं,
सारी क्लास बन गई टार्गेट।

लिखे थे उसमें डर मेरे,
कुछ हारें, कुछ छोटी भूलें।
सोचा सब हँस देंगे मुझ पर,
शायद होंगी बातें फिज़ूलें।

पर अगली सुबह जो हुआ,
वो गलती बन गई मिसाल।
सबने कहा —“तू सच्ची है”,
टीचर मुस्कुराई बेहाल।

अब जब भी याद वो आती,
मन में उठती है एक बात —
कभी - कभी गलत ही देती है
सबसे सच्चा एहसास।

प्रणवी सुल्तानिया (VIII D)



FRENCH

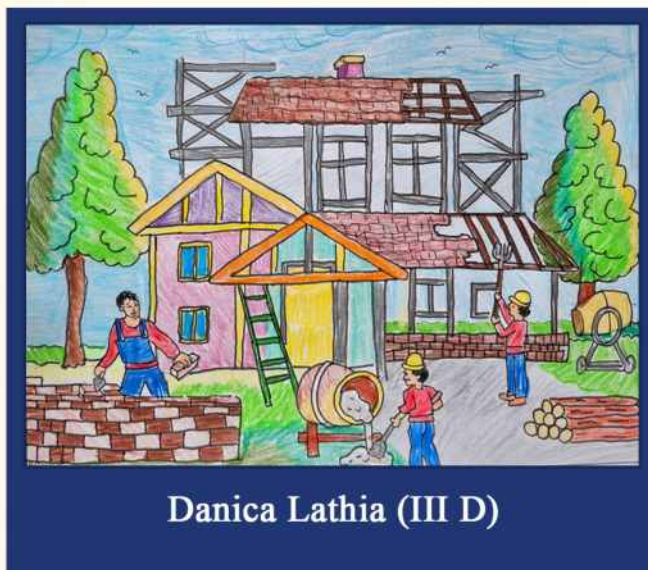
Creative Section

En Cours

Le travail en cours est une étape importante dans n'importe quel projet. Cela signifie que le projet n'est pas encore terminé, mais que l'on avance petit à petit. Pendant cette phase, on planifie, on organise et on corrige les erreurs si nécessaire.

Par exemple, dans une entreprise, un travail en cours peut être la préparation d'un nouveau produit. Les employés discutent des idées, créent un plan et commencent à travailler dessus. À l'école aussi, un devoir ou une présentation peut être considéré comme un travail en cours, car on le construit étape par étape avant de le présenter.

Le travail en cours demande de la patience, de la concentration et de la collaboration. Même si ce n'est pas fini, chaque progrès compte. À la fin, tout ce travail permet d'obtenir un résultat complet et satisfaisant.



Danica Lathia (III D)

Palak Surana (IX C)



Lavanya Singh (V D)

Le Temps Entre Deux Mains

Le petit garçon aimait courir dans la cour. Il tombait souvent, puis se relevait vite. Il voulait tout faire seul et devenir grand rapidement. Pour lui, attendre était difficile.

Son grand-père le regardait depuis une chaise. Il bougeait lentement, mais ses yeux étaient calmes. Il avait déjà vécu beaucoup de choses. Il savait que la vie avance étape par étape.

Quand l'enfant tombait, il se fâchait. Le grand-père souriait doucement. Il savait que tomber aide à apprendre. Il ne disait rien, mais il restait là.

Parfois, ils marchaient ensemble. La main du garçon était petite et chaude. Celle du grand-père était vieille et fragile. Entre leurs mains, le temps passait.

L'enfant grandissait sans le voir.

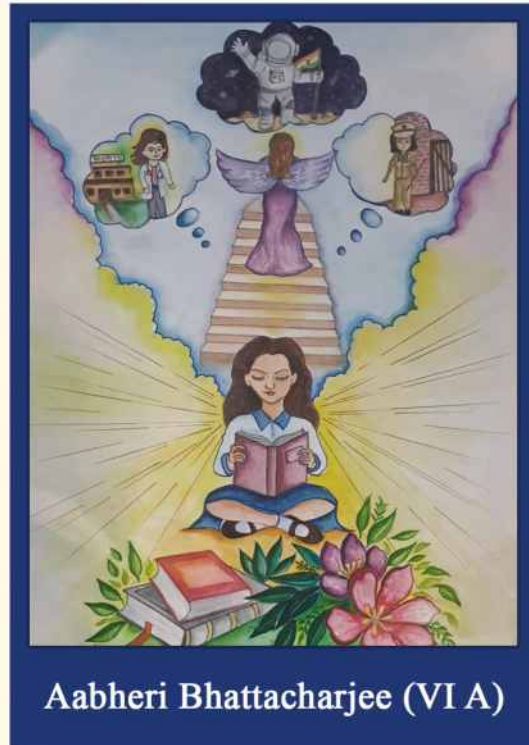
Le grand-père comprenait : grandir est un travail lent, mais précieux.

Laavya Lohia (XI C1)

En Travail

Mes rêves sont de petits éclats,
qui me guident jours et nuits, tout bas.
Je me construis, je deviens moi,
petit à petit, je fais ma voie.
Je me relève quand c'est trop long,
je change les murmures en son.
Oui, je progresse, c'est continu
et chaque jour, je me sens plus.

Diti Begwani (VIII D)



Aabheri Bhattacharjee (VI A)



Drishti Narwani (IV B)

Grain Après Grain

Je suis une fourmi. Petite, lente, presque invisible. Chaque jour, je marche avec un grain plus grand que moi. Le sol est chaud, parfois dur, parfois trop long. Mais je continue.

Je tombe souvent. Quand cela arrive, je reste immobile pour une seconde. Pas pour abandonner, mais pour respirer. Puis je me relève. Personne ne remarque mes efforts, et ce n'est pas grave. Mon travail ne se fait pas en un jour.

On pense que je construis seulement une fourmilière. En réalité, je construis ma patience. Chaque pas me rend plus forte, même si je ne le sens pas tout de suite. Le chemin m'apprend à avancer sans voir la fin.

Je ne suis pas arrivée. Je ne suis pas parfaite.

Mais grain après grain, je deviens.

*Pranavi Poddar (XI S) &
Saanyi Shroff (XII S)*

Échantier

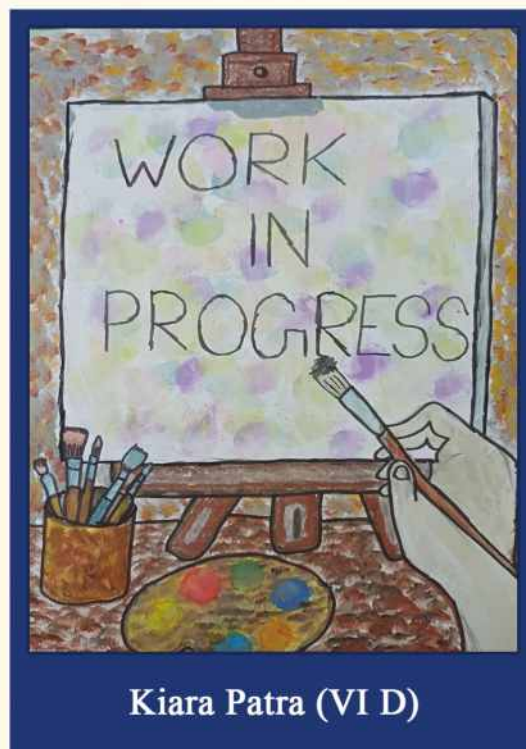
Le Travail en Cours : Un Processus Essentiel pour la Créativité et la Réussite

Le travail en cours est essentiel pour être créatif et réussir. Cela nous aide à approfondir nos idées et à nous améliorer. Nous devons être créatifs et innovants pour avoir des idées originales, puis persévérants et motivés pour les réaliser.

La phase de révision et la finalisation est également cruciale pour améliorer notre travail et le présenter avec fierté. En comprenant ces étapes, nous pouvons mieux gérer nos projets et atteindre nos objectifs. Ce processus aide à développer la créativité et à améliorer les compétences.

En conclusion, le travail en cours est la clé de la créativité et de la réussite.

Vaibhavi Murarka (VI D)



Kiara Patra (VI D)



Vidhi Bhutoria (VII C)

Le Point De Vue D'un Enfant

Je fais un dessin.
Je n'ai pas fini.
Je colorie encore.
Mon dessin est un travail en cours.

Je fais aussi un petit projet.
Je colle du papier.
Je mets de la colle et des couleurs.
Mon projet est un travail en cours.

Le travail en cours veut dire que je travaille encore.
Je continue.
Je ne lâche pas

Saranya Chandra (IX B)

GERMAN

Creative Section



Immer Weiter - Schritt Für Schritt Zum Viel

In unserem Leben ist vieles „Work in Progress“. Das bedeutet, dass wir noch nicht fertig sind, aber jeden Tag etwas Neues lernen und besser werden. Niemand ist am Anfang perfekt, und das ist völlig in Ordnung.

In der Schule und im Alltag arbeiten wir oft an verschiedenen Zielen. Manchmal geht es um Noten, manchmal um Hobbys oder persönliche Entwicklung. Am Anfang ist es oft schwierig. Wir haben viele Ideen, aber wir wissen nicht genau, wie wir anfangen sollen. Das kann uns unsicher machen.

Mit der Zeit, Geduld und Übung wird alles klarer. Wenn wir einen Plan machen und kleine Schritte gehen, wird die Arbeit einfacher. Schritt für Schritt kommen wir unserem Ziel näher.

Es ist sehr wichtig, nicht aufzugeben. Fehler sind ein normaler Teil des Prozesses. Jeder macht Fehler, und das ist nichts Schlechtes. Fehler helfen uns zu lernen und besser zu werden. Sie zeigen uns, was wir beim nächsten Mal anders machen können. Auch die Unterstützung von anderen ist sehr wichtig. Freunde, Familie und Lehrer helfen uns, wenn wir Probleme haben. Sie motivieren uns und geben uns gute Tipps.

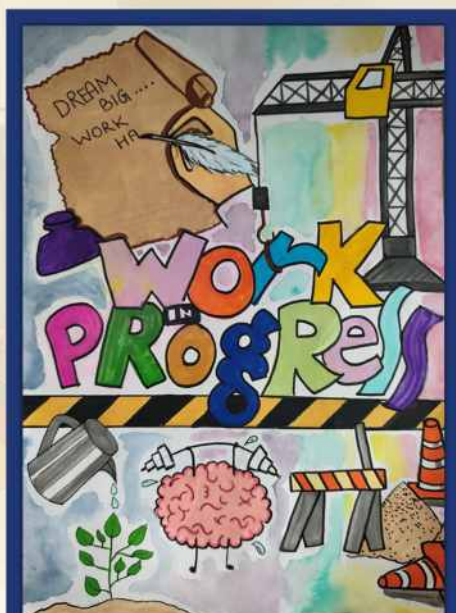
„Work in Progress“ zeigt, dass wir nicht perfekt sein müssen. Wichtig ist, dass wir weitergehen und nicht stehen bleiben. Auch kleine Fortschritte sind wichtig, denn jeder Schritt bringt uns weiter.

Am Ende ist nicht nur das Ziel wichtig, sondern auch der Weg dorthin. Wir lernen viele Dinge und sammeln neue Erfahrungen. Deshalb sollten wir immer positiv bleiben und an uns glauben.



Rituparna Das (XI H)

Yuvikaa Patni (XII S)



Tishya Bagaria (VI C)

Work In Progress – Arbeit Im Entstehen

Im Moment arbeite ich intensiv an meiner persönlichen Entwicklung. Ich versuche jeden Tag, bewusster zu leben und mehr innere Ruhe zu finden. Dafür mache ich regelmäßig Yoga und gehe oft spazieren, um meinen Kopf frei zu bekommen. Außerdem schreibe ich in ein Tagebuch, um meine Gedanken und Gefühle besser zu verstehen. Natürlich gibt es Tage, an denen ich mich überfordert fühle, aber ich lerne, geduldig mit mir selbst zu sein. Manchmal male ich auch, lese Bücher oder höre Musik, um mich besser zu fühlen und die negativen Gedanken hinter mir zu lassen. Ich möchte Schritt für Schritt ein ausgeglichenerer Mensch werden, und ich merke schon kleine Fortschritte. Obwohl der Weg lang ist, motiviert mich jeder kleine Erfolg weiterzumachen. Für mich ist dies die eigentliche „Arbeit im Entstehen“.

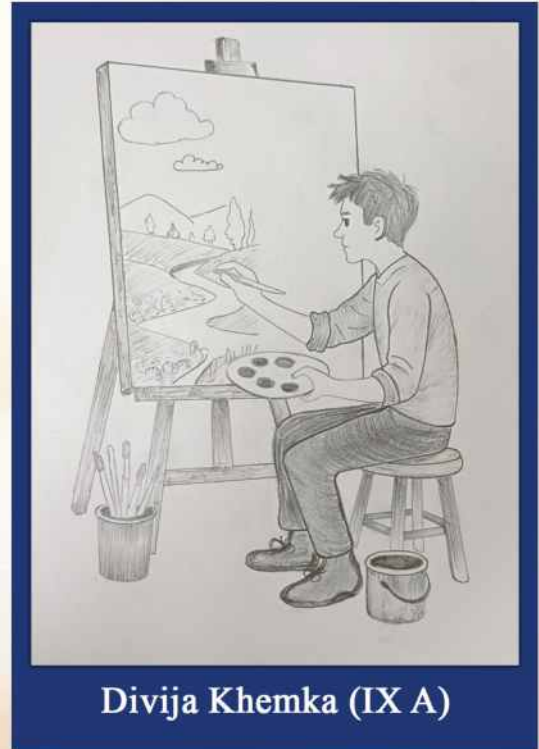
Tanisha Thakur (XI S)

Arbeit Im Prozess

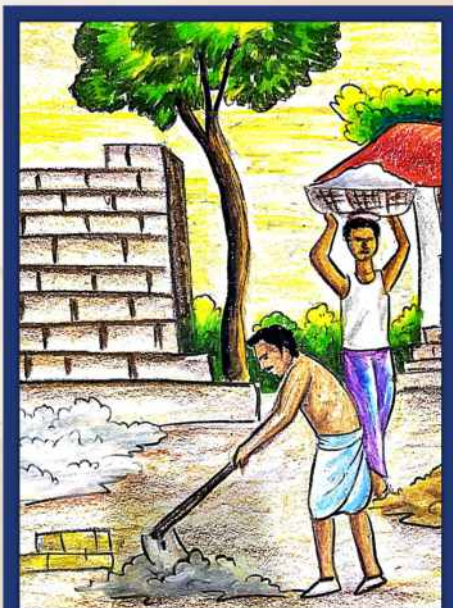
Viele Menschen glauben, dass nur das Endergebnis wichtig ist. Doch der Weg zum Ziel ist oft viel wichtiger. Ein Projekt, das noch nicht fertig ist, nennt man ein "Work in Progress". Das kann ein Bild sein, ein Buch oder auch eine neue Fähigkeit, die man erlernen möchte.

In dieser Phase ist es völlig in Ordnung, Fehler zu machen. Fehler helfen uns nämlich, besser zu werden und neue Ideen zu finden. Es ist wichtig, dass man sich selbst nicht unter Druck setzt und Geduld hat. Perfektion benötigt einfach Zeit. Wenn man den Prozess genießt, bleibt man motiviert. Denken Sie einfach daran, jedes Meisterwerk war einmal nur eine einfache Skizze. Bleiben Sie also dran und geben Sie nicht auf.

Devangi Agarwal XII H



Divija Khemka (IX A)



Kiasha Bagaria (III C)

Für Immer In Arbeit

Zerstreut liegen Ziegel und Steine
an dem Ort, den ich einst - mein Zuhause - nannte.
Alles, was mein Blick jetzt erfasst,
ist Schutt und Geröll,
so weit das Auge reicht.

Einen Schritt weiter gehe ich,
während der nasse Boden unter meinen Füßen schmatzt,
und der vertraute Duft des
Petrichors von unten aufsteigt,
ach, so berauschend.

Baupläne liegen verlassen zwischen den Ruinen,
nie mehr wiederzufinden;
was man einst „Wiederaufbau“ nannte,
zeigt sich heute nur noch als Zerstörung.

Ranken wachsen über die zerborstenen Ziegel,
die einst zu jenen Wänden gehörten,
die Wärme spendeten -
da die Natur sich das Ihre zurückholt,
das stets ihr gehörte.

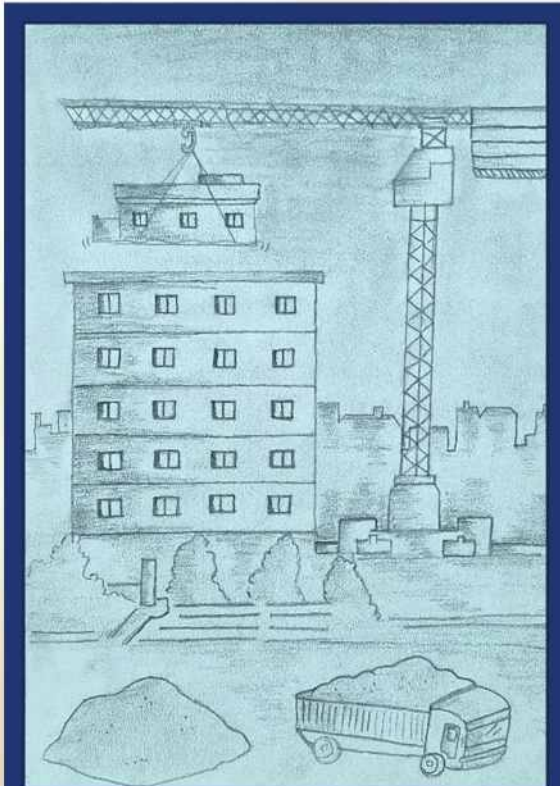
Ich schenke den Überresten einen letzten Blick,
die einst fröhliche Seelen beherbergten,
nun nur noch eine Hülle ihrer Vergangenheit.
Eine Träne vergieße ich, während ich meinen letzten Abschied nehme
von dem „Zuhause“, das einst uns alle „beherbergte“.

(Anushka Sinha IX A)

Im Entstehen

Die Schule verändert sich langsam.
Wo früher feste Wände standen,
sind jetzt offene Räume,
unsicher, aber voller Möglichkeit.
Staub liegt still auf den Tischen,
als würde er selbst überlegen,
wie es weitergeht.
Ich sehe das
und denke an mich.
Auch in mir gibt es Stellen,
die neu gebaut werden müssen,
Stellen, die noch leer sind,
wie Zimmer ohne Türen.
Nichts ist fertig,
aber nichts ist verloren.
Manchmal bleibe ich stehen
an einem halben Balkon
oder einem offenen Fenster.
Es ist ruhig dort,
und ich versuche,
diese Ruhe in mir zu finden.
Schritt für Schritt,
nicht schneller als nötig.
Und dann,
ganz leise,
kommt ein kleines Bild zurück:
eine Bewegung wie eine einzelne Locke von ihr,
die sich im Licht rundet,
oder das weiche Meerglas ihrer Augen,
so sanft wie ein Blick,

den man nicht ganz vergessen kann.
Nur ein Schatten,
nicht mehr,
aber er bleibt freundlich.
Eines Tages
werden hier wieder feste Wände stehen,
klare Linien,
neue Farbe.
Vielleicht finde ich bis dahin
auch in mir
eine Form,
die ruhig genug ist,
um weiterzugehen.



Drishti Kothari (VIII A)

Ishita Ghosh (XI S)

NOTABLE ALUMNAE



KHUSHI BHOJNAGARWALA

Khushi Bhojnagarwala, a 2017 graduate, studied Economics at Shri Ram College of Commerce (University of Delhi) and worked across the consulting and venture capital industries. She is currently pursuing her MBA at Harvard Business School, one of the world's leading business schools.



RAMYA BHAIYA

UI/UX Designer at Deloitte, Ramya Bhaiya works at the intersection of user experience and digital design. A 2019 graduate, she pursued her bachelor's degree at the Unitedworld Institute of Design, where she built a strong foundation in design thinking and user-centric solutions.



SANJANA BHADANI

Entrepreneur and founder of Rayo Jewels, Sanjana Bhadani is known for building a brand that offers timeless, affordable and iconic jewellery pieces. A 2017 graduate, she continued her studies at the National Forensic Sciences University, where she earned her degree in Psychology.



NIKITA SINGHVI

Nikita Singhvi, a 2018 graduate, went on to pursue her bachelor's degree at MIT ADT, Pune. She is now the Creative Head at Plan3Media, an events firm based in Dubai. She plays a key role in visualising and designing large-scale events that take place in the UAE.



SHIVIKA SRIMAL

Shivika Srimal, a 2013 graduate, went on to study at the prestigious National University of Singapore and is currently working in the investments industry. Based in Singapore, she is part of the asset management firm Invisage Capital, where she focuses on investment strategies and long-term value creation.



SWARNA SRIMAL MEHTA

Swarna Srimal Mehta, a 2010 graduate, went on to pursue her bachelor's degree at the National Institute of Design, Ahmedabad. She is currently a Senior Product Manager at Atlassian, where her work primarily focuses on AI and its applications for B2B software administration.

AISHEE MAJUMDAR

A loud, flashy, rather sinister object it is, the 'work in progress' signboard. Usually crowned with the even more minatory 'DANGER!' or the skull-and-crossbones image, it stops cars, trucks, people, even dogs if fluorescent enough. You will find this written on half-built roads, half-painted park benches, half-opened manholes and even by a slight stretch of fancy, paintings and drafts that resist finality. Moreover, the 'DANGER!' surrounding these endeavours is a major reason why people (and negligent governments) so often avoid initiating these projects. So, 'work in progress' signals incompleteness, movement and potential- all three common aspects in both unfinished public sector undertakings as well as the unvanquishable, hubristic, mortal human.



If you ever ask yourself what it is that you need to truly feel 'complete', a host of things will come to mind. The pursuit of knowledge, fame, wealth, romance- all of it is needed, albeit in varying quantities. Perhaps that is the problem we humans are plagued by- we need too many to feel satisfied with ourselves. We have too many demands, too many claims- an importunate need to bend the world and each other to our will; a need which, if unfulfilled, will leave us questioning our own capabilities to an unnatural extent. I find that 'enjoying the chase' is not something restricted to teenagers passing each other love notes- it is true of human existence as a whole. We embark on the chase- be it for wealth, fame, grades or love- and once we attain whatever ephemeral goal we chased, we take an abominably short time to dwell on the success. So, it can be said rather easily that the self is never finished, never fully resolved. It is always famished, always restless- on the prowl for something new, something different- something more.

The idea of a finished self is rather comforting, but false. Society often encourages us to imagine life as a linear checklist: education completed, career established, identity stabilized, happiness secured. This narrative promises closure, a point at which effort ends and satisfaction begins. However, each milestone only opens the door to further questions. Who am I beyond this role? What do I want now, having achieved what I once desired? Why does fulfilment feel so transient? We forget that expecting finality from an evolving consciousness is to misunderstand its very nature. We are not static beings moving through time; we are constantly rewriting ourselves in response to it.

'Work in Progress'. Progress is not a fixed attainment- it cannot be objectively defined. What constitutes progress for one person may feel like stagnation to another. For some, progress lies in accumulation- of knowledge, wealth, influence or recognition. For others, it lies in deduction- letting go of expectations, relationships or versions of themselves that no longer fit. The very fact that the self is shaped by unique histories, wounds, privileges and desires proves that there can be no universal metric of advancement.

Philosophical discourse prefers to frame dissatisfaction as a moral or psychological failure- a sign of ingratitude, weakness or excessive ambition seen through a rather misanthropic lens. We are told to be content, to appreciate what we have, to stop wanting more. What if we reject this idea? Dissatisfaction is the acknowledgment that what exists is not all that could exist. To be dissatisfied means realising possibility, to feel that one's current state does not define one's potential. Not being satisfied with what you have is never wrong because satisfaction was never a moral obligation to begin with- it is not something you owe. It is what makes you the ever-yearning, intelligent human. If humanity had ever chosen contentment over curiosity, progress in any domain- ethical, scientific, artistic or even personal- would have stalled. Every act of creation is born from a refusal to accept what already is considered as 'sufficient'. It is natural that every transformation begins with discomfort.

This is why that 'chase' matters so deeply. Chasing does not merely mean pursuing external success or conventional achievement. It means pursuing meaning, coherence, truth, intensity of experience or growth. It is the inner momentum that propels us forward even when the destination is unclear. To chase is to act on the belief that human life is not meant to be passively endured but actively shaped. One may chase excellence in work, depth in relationships, clarity in thought- the object of the chase varies, but the energy behind it remains constant. When that energy disappears, existence becomes mechanical. Philosophy might label this lackadaisical existence as peace- rather, it is inertia. A body may remain alive, but the self within it begins to decay. Life, in its fullest sense, demands motion of some kind.

Finally, the unknown nature of progress- the 'DANGER!' sign and the threatening skull-crossbones which come along with a work in progress- should not frighten us. The fact that its limits are undefined is not a weakness but a gift. If you knew exactly who you were meant to become, your journey would lose its ebullience. Uncertainty keeps us alert, allows reinvention, second chances. To live as a 'work in progress' is to accept that contradictions will emerge, to affirm life itself. The tragedy is not that we are never fully satisfied- it would be a tragedy if we were. There is no one singular defined goal- there are a series of goals which one must achieve. It is not fruitful to oneself or to society if one were to think "I will die eventually, so why do I bother chasing?". A fecund mind will always think, "I will die eventually, so I might as well chase all I want."

I wrote earlier that 'work in progress' signals incompleteness, movement and potential. Incompleteness births the movement, the chase within us, which ultimately leads us to our potential. Of course, the 'DANGER!' of it all turns the chase into a thrill. Sit alone for a while, find your own chase- and immerse yourself in that thrill for as long as Time allows you to.

ARUSHI BOTHRA

Halfway to Somewhere

The last day of school did not feel important while it was happening. The bell rang like it always did, people signed shirts, laughed a little too loudly and promised to stay in touch. I remember walking past the classrooms one final time, noticing things I had stopped seeing years ago. The faded notice boards, the desks carved with names, the windows that framed so many ordinary days. These were the spaces that once felt permanent, places where time moved slowly and nothing seemed urgent. At the time, it felt like just another ending you don't think twice about

It was only later that I realised what I had actually taken with me. Not certainty or answers, but a quiet sense of being unfinished. Life after school did not move the way I thought it would. Plans changed, confidence came and went and some days felt like standing still while everything else moved ahead. There were moments of excitement followed by long stretches of doubt and moments where I questioned whether I was moving forward at all. I used to wish life worked like school, where effort could be measured and progress showed up clearly. Instead, growth happened slowly, in ways you don't notice until you look back and realise you are no longer the same person. Until the distance between who you were and who you are becomes visible.

Now when I think of school, I do not think of marks or achievements. I think of the pauses between lessons, the conversations that stayed with me longer than lectures and the version of myself that believed being ready meant being certain. I think of walking out for the last time, carrying confidence and doubt side by side, without knowing how much there still was to learn. We leave thinking we are done, only to understand that becoming does not really end.

If you are still sitting in those classrooms, unsure of what comes next, that feeling is not something to escape or fix in a hurry. It is a part of the story forming inside you, shaping you in ways you will not recognise yet. Life is not something you complete or cross off a list. It is something you keep shaping, through change, through mistakes and through moments that do not make sense at the time. All of us, in our own ways, no matter how far we have come, are still works in progress.



ARCHERY

The Archery Hobby Activity held every week offers students of Classes III-V an exciting opportunity to learn the sport of archery under the guidance of an experienced trainer. Each session begins with free-hand exercises such as stretching, arm and shoulder rotations, jumping jacks, lunges and squats to build strength, flexibility and stamina.

Students are trained in correct stance, posture, aiming techniques and safe handling of equipment. The activities encourage focus, discipline, hand-eye coordination and confidence.

Students also participate in inter-house and CBSE archery competitions, winning several accolades. Visits to professional archery academies further enrich their learning experience. These endeavors continue to inspire young learners to aim high and excel.



BASKETBALL

Under the expert guidance of Mr. R. Roy students from Classes IV and V have been honing their skills in the vibrant Basketball Hobby Activity. Each session begins with a routine of stretching and warm up exercises followed by focused drills in dribbling, passing, shooting and defensive tactics.

The highlight of the term was the Inter House competition where students put their training to the test in a display of teamwork and sportsmanship. Beyond physical fitness the activities play a vital role in developing essential life skills. During the sessions students enhance their motor coordination while sharpening their strategic thinking and decision making skills. Most importantly the sessions provide a safe space for students to learn how to handle pressure and build resilience.

CALLIGRAPHY

The Calligraphy Hobby Activity was established to impart technical skills and share knowledge with students. It aims to inspire interest and awareness in ancient calligraphy and the art of lettering. Activities are conducted every week and attract students from Classes IV and V who engage in making bookmarks, book covers, ornamental lettering, ink artistry, posters and cards with a particular focus on practising strokes in Lucida and Old English fonts.

Like the previous years, the sessions continue to receive an overwhelming response from the young calligraphers and remain popular. The activity effectively encourages students to take interest in various styles of this art form.



BULBULS

The Bulbuls movement plays a vital role in shaping young minds by instilling values such as discipline, honesty, teamwork, service and respect for all religions and cultures. Through various activities students learn to become responsible citizens and develop leadership qualities.

The core values of Bulbuls include love for nature and cleanliness, service to society, self discipline and cooperation, respect for all faiths and physical, mental and moral development. Bulbuls actively participated in various games to promote physical fitness and teamwork. They also cleaned the school surroundings to spread awareness about cleanliness and cleaned classrooms which helped instill a sense of responsibility and dignity of labour.

The sessions provided students with valuable learning experiences beyond academics and played an important role in the holistic development of children.



CHESS CLUB



Engaging chess sessions are conducted every week where students learn the rules, strategies and tactics of the game through guided practice and friendly matches. Students are also provided with opportunities to represent the school in inter school chess competitions.

The activities help young learners enhance their critical thinking, concentration, problem solving skills and decision making abilities. Chess also fosters patience, sportsmanship and strategic planning and encourages students to think ahead and analyse outcomes before making moves

COOKERY

The Cookery Hobby Activity offers young learners an opportunity to discover the joy of culinary creations through hands-on experiences. Students of Classes IV and V are encouraged to nurture their interest in cooking while learning about the nutritional value of the food they prepare. The young chefs learn the importance of accurate measurements, kitchen safety and hygienic practices while cooking.

These activities play a vital role in building confidence among students and encourage teamwork, cooperation and mutual appreciation as they work together. This enriching journey has helped many budding chefs hone their culinary skills. The students also enthusiastically participated in a culinary exchange with students from France where they showcased traditional Indian delicacies.



DRAMA

In the Drama Hobby Activity students from Classes IV and V demonstrated their creativity through storytelling using puppets, mime, role plays based on moral themes and script writing. These activities were designed to provide them with opportunities to express themselves, gain confidence and collaborate effectively.

The sessions helped students enhance their communication skills, foster empathy and enabled them to absorb values while enriching their imagination and critical thinking.



LAWN TENNIS

Lawn tennis classes are conducted every Monday and Friday at the renowned Calcutta South Club for students who are passionate about the sport.

Students train under the guidance of Coach Ram Kumar and his team. Beginners learn basic skills such as grip, serving and rallying while advanced players practise game strategies and techniques to improve their performance.

QUIZ

The Quiz Hobby Activity for Classes IV and V is conducted by the Knowledge Capsules as part of the enrichment programme. The activities aim to enhance students' general knowledge, logical reasoning and confidence.

The sessions are structured and interactive and cover areas such as General Knowledge, Science, Mathematics and current affairs. Students participate actively and display enthusiasm, teamwork and analytical thinking. Participation in these activities has contributed positively to the academic growth and overall intellectual development of the students.



ROBOTICS

The Robotics Hobby Activity continues to inspire curiosity and innovation among students of Classes IV and V. This year, 23 enthusiastic students engaged in hands-on learning through an immersive curriculum designed to introduce them to the world of electronics and technology.

From simple circuits such as LED blinking to more advanced projects like rain-sensing systems, students explored how technology can be used to address real-life challenges. These practical activities encouraged experimentation, problem-solving and creativity.

Guided by expert mentors, students also developed logical thinking, teamwork and collaborative skills, laying a strong foundation for future innovation. The activity continues to nurture young minds, encouraging them to explore the exciting possibilities of technology with curiosity and confidence.



SCIENCE

Students of Classes IV and V in the Science Hobby Activity embark on a dynamic journey of exploration and discovery. The club's primary goal is to cultivate curiosity and critical thinking through hands-on learning and bridge the gap between classroom theory and real world application. Students actively participate in engaging experiments such as creating volcanoes, exploring acid base reactions and building earthquake resistant models while keeping global Sustainable Development Goals in mind.

By emphasising teamwork and collaboration through activities such as surface tension studies, the activity empowers young learners to view the world through a lens of inquiry and innovation.



SKATING

Skating at Sushila Birla Girls' School encourages students to develop balance, confidence and sportsmanship. Training sessions are conducted under the expert guidance of Coach Ajay Bera with classes held on Tuesdays for Primary section students and on Thursdays for Middle and Senior section students.

Skating continues to be a vibrant and promising sport in the school with the students showing dedication, enthusiasm and steady progress. With consistent training and growing participation the future of skating looks bright and many more achievements are anticipated in the upcoming years.

SCRABBLE

The Primary Section Scrabble Hobby Activity meets every week during school hours and includes students from Classes IV and V. The club offers a diverse range of language based activities designed to make learning both engaging and academically meaningful. The activities are designed to enhance social and communication skills. By participating in these sessions students strengthen their literacy skills through a variety of practical and interactive tasks.

Students explore word meanings, synonyms and antonyms and focus on using new terminology accurately within full sentences. Activities such as anagrams and letter rearrangement exercises help improve spelling accuracy and phonetic awareness. Through Scrabble in both board and digital versions, word puzzles and mazes students develop quick word retrieval skills and strategic thinking.

Students are regularly challenged with unseen spelling tasks and vocabulary puzzles that encourage them to apply their knowledge to unfamiliar texts. Through these engaging activities students develop confidence, improve their language abilities and learn to work effectively with others.



TABLE TENNIS

The Table Tennis Hobby Activity offers a dynamic blend of physical training, strategic gameplay and social interaction. The sessions are structured to balance skill development with the excitement of the game. It involves skill-building drills and specialised training such as grip and stance training, stroking and footwork drills, multiball sessions and robot training.

Participation in this activity leads to measurable development across several domains such as physical and motor skills, enhanced hand-eye coordination, improved reflexes and agility, core and joint strength, tactical problem solving, focus and concentration, decision making under pressure, social and emotional growth, sportsmanship, community building and stress relief.

Whether for a school programme, community centre or competitive league these activities are designed to move participants from basic coordination to high-level tactical thinking.



YOGA

The Yoga Hobby Activity for students of Classes III to V is conducted with the aim of introducing children to the basics of yoga in a fun, calm and disciplined environment. Each class begins with simple warm-up exercises and breathing practices to help students relax and focus.

Students learn various asanas and simple pranayama techniques such as deep breathing. Anulom Vilom is also practised to improve concentration and inner calm. Through regular practice students develop better flexibility, balance, posture and physical strength. The sessions also help in enhancing concentration, self-discipline and emotional well-being. Students learn the importance of healthy habits, mindfulness and stress management at an early age.

The Yoga Club has been a refreshing and enriching experience that encourages students to lead a healthy, balanced and active lifestyle.



ZUMBA

The Zumba Hobby Activity for Classes IV and V aimed to promote fitness and joyful learning among students for their physical and mental health. Aerobics was introduced to the students as a form of fitness training followed by aerobics combined with Zumba steps. The four main rhythms, Merengue, Cumbia, Salsa and Reggaeton were taught. Routines of older rhythms such as Bhangra, Bachata, Bachata Fusion, Electro Bachata and Moombahton were practised. Two new routines, Dembow and Electro Arabic were also introduced. Students performed enthusiastically during Zumba Battles. They also performed a Zumba routine on the song “Buzzina” on Sports Day.

These activities resulted in improved physical fitness, flexibility and endurance and helped develop a better sense of rhythm and coordination. They also enhanced confidence, teamwork and creativity among students. Students became aware of aerobics and various global dance forms.



AAVISHKAR

The Aavishkar Club of Sushila Birla Girls' School initiated in 2012 was founded with a clear vision—to help young minds understand themselves better, to provide a safe and accepting space for self-expression and to introduce students to fascinating ideas in an engaging and age-appropriate manner. The club meetings were designed not as lectures but as dialogues, full of activities, reflections, games and discussions that allowed every participant to feel heard.

Among the most appreciated sessions was the workshop on Art Therapy conducted by the Asmi Charitable Trust. Students explored how colours, shapes and images could become a language for thoughts that are difficult to express verbally.

Another highlight was the session on Dream Analysis where students were introduced to the psychological significance of dreams across different schools of thought. Rather than presenting dreams as supernatural messages, the facilitators helped students view them as reflections of daily experiences, fears and hopes.

A landmark achievement this year was the successful conduct of COGNITO, an online Psychology Exchange Programme. Aavishkar collaborated with psychology students from three eminent institutions—Shri Shikshayatan School, Lakshmipat Singhania Academy and South Point High School. The interactive program served as a platform for young minds to share thoughts, experiences and perspectives on topics that are deeply relevant to the psychological well-being of students.

Aavishkar Club continues to believe that mental health education is as essential as academic learning. By combining psychology with creativity and compassion, the club hopes to shape a generation that is emotionally resilient, socially sensitive and intellectually curious.



ADVENTURE



During the academic year, the Adventure Hobby Activity provided students with enriching opportunities to develop teamwork, leadership and outdoor skills. Rope leaders were selected, encouraging responsibility and confidence among members. Students actively participated in various outdoor team-building games and collaborative activities that strengthened unity and cooperation. The club emphasised practical wilderness skills, including learning and practicing essential rope knots for camping and survival situations. Members also worked together to design detailed travel itineraries for the school trip, enhancing planning and decision-making skills. Through adventure-based learning, the club nurtured resilience, problem-solving abilities, camaraderie and a strong appreciation for nature.

BOOK CLUB

The Book Hobby Activity consisted of 11 students this session who met every Friday to have enriching discussions on literature. Apart from lively discussions on classics and books that the students enjoyed, there were also several activities conducted throughout the year. Over the summer vacation, students read the story 'Kabuliwala' by Rabindranath Tagore. They later presented their own interpretation of the classic by enactment of their own scripts. Students also had a month-long reading, discussion and analysis session of *Malgudi Days* by R.K. Narayan. During the Puja holidays, students read and presented their interpretations of the young-adult book 'The Girl Who Drank The Moon' by Kelly Barnhill. They also regularly listened to audiobooks of stories such as 'Monkey's Paw', 'The Black Cat', 'Ramayana' etc. The Book Hobby Activity collaborated with the Debate and German Hobby Activity for an enthusiastic exchange on the modern interpretations of Grimm's Fairy Tales. It was an interesting experience to see the views of young adults in the context of fairy tales. At the end of the session the three Hobby Activities organised a non-flame cooking session, where a literary themed feast was planned where students crafted dishes with backstories inspired by fairy tales and Harry Potter.



CHOIR

The Choir Hobby Activity has a total of 12 students from Classes VI, VII and VIII. During hobby activity sessions, students learn how to manage their breathing while singing, develop tonal dynamics and gain knowledge of musical theory and various genres such as indie, Indian classical, rock, pop and more.

This year, the choir learned Indian and Western fusion music, focusing on layers and harmonies. They also learned to sing in various languages, including French, Japanese and Tamil.

The Choir Hobby Activity girls participated in several school programmes, including this year's concert, the art integration programme and various exchange programmes.

Being a part of the choir has helped students build confidence and improve their stage presence. Regular practice during club sessions helps develop their tone, vocal range, diction and vocal techniques.



FRENCH

The French Hobby Activity of 2025-26 was a vibrant exploration of language and culture. Students mastered the cardinal rules of French grammar, building a strong foundation for effective communication. Screenings of captivating French short films like 'Le Ballon Rouge' and 'My Life as a Zucchini' on TV5 Monde and YouTube sparked lively discussions. Cultural exploration was also a highlight, with engaging discussions on iconic topics like 14 Juillet and les monuments français. Interactive games on Wordwall made revising essential topics like légumes et couleurs, les questions générales et quotidiennes a fun experience. To test their skills, students participated in the World French Championship online examination, held in two batches in December 2025 and January 2026. The activity fostered a deeper appreciation for the French language and culture.



COMPUTER CLUB

The Computer Hobby Activity for Classes VI, VII and VIII was successfully launched in the academic year 2025–26, offering students an exciting opportunity to explore creativity, coding, and emerging technologies. During the year, students learned blogging, basic animation concepts using Flash, image editing with Pixlr and HTML for creating simple web pages, along with logical thinking through Micro:bit programming using a simulator. They were also introduced to Artificial Intelligence tools such as Notebook LM, Canva, Adobe Firefly and Google AI tools like Say What You See and Pottery, where students explored the practical use of Computer Vision (CV) and Natural Language Processing (NLP). In collaboration with the Debate Hobby Activity, students participated in a thought-provoking discussion, speaking for and against the motion “Technological development is in inverse proportion to the development of the human mind,” which encouraged critical thinking and balanced perspectives on technology. Through hands-on, project-based activities and interdisciplinary collaboration, students created innovative digital projects, enhancing their creativity, problem-solving skills, communication abilities and understanding of modern technology, making the Computer Hobby Activity a dynamic and enriching experience for young learners.



DEBATE



The Debate Hobby Activity helped students learn formal debate rules and engage in weekly debate activities to hone their skills. Debate topics were chosen for their relevance and topicality.

This session, students were given an orientation to MUN by Avni Bhojnagarwala and Girja Goenka (XI C2), as many students were desirous of pursuing MUN in the next session. The focus of this specialised form of debate was discussed at length by the senior girls.

In a year that saw many collaborations occur between different hobby activities, the Debate Hobby Activity collaborated with the Book Hobby Activity and German Hobby Activity to have a presentation on re-interpreting the stories of the Grimm Fairytales through presentations and discussions. The culmination of this activity saw a non-flame cooking activity take place, highlighting a menu based on food items inspired by literature. A collaboration between the Scrabble Hobby Activity and the Debate Hobby Activity saw students collaborating on a scrabble game with a difference, based on terminology specific to debating.

The academic year came to an end with a debate organised in joint collaboration with the Computer Hobby Activity on the topic: 'Technological development is in inverse proportion to the development of the human mind.'

SCIENCE AND NATURE

The Science and Nature Hobby Activity enhances students' holistic learning by nurturing scientific curiosity and environmental responsibility. With 16 members from Classes VI to VIII, the Hobby Activity meets every Friday for hands-on activities, including demonstrations in Physics, Chemistry and Biology. Over the year, students of the club participated in tree plantation drives, t-shirt painting, poster making and tiger conservation campaigns during the school assembly. They also prepared eco-friendly incense sticks, medicinal soaps, bio-enzymes from floral waste and biodegradable idols. Educational visits, such as a trip to the butterfly garden, further deepened their understanding of biodiversity and strengthened their connection with nature.



DRAMA

The Drama Hobby Activity comprises 34 students from classes VI to VIII who are truly passionate about acting. They engage in group activities like scriptwriting, acting, choreography and miming. Performances, whether solo, paired or in groups are assessed by teachers and peers based on clarity, expression, retention, time management and concept. Students practise vocal exercises to improve their audibility and to also perform physical exercises at the beginning of each class for fitness.

Students actively participated in the concert “Unmasked”. They also participated in an intra class skit competition.

The Drama Hobby Activity provides students with a safe space to express themselves and build confidence in public performance.



ELOCUTION

The Elocution Hobby Activity of the school is dedicated to enhancing the speaking and presentation skills of the students, who become confident, pronounce better and express themselves in spoken English, Hindi, and Bengali.

Students were encouraged to recite limericks to help them to improve diction and intonation while vocal warm-ups and articulation exercises were held to promote clarity of voice and projection of the same. Breathing exercises, tongue twisters and modulation exercises helped the students stabilise speech delivery. Studying the oratory of greats like Martin Luther King Jr., Kumar Vishwas, Amitabh Bachhan and Shashi Tharoor exposed students to techniques of speaking, persuasion skills and the effective use of rhetoric. In this process, arose opportunities for fluency and expression in reading sessions of notable poems, plays and inspirational speeches. These consolidated students’ understanding of rhythm, tone and delivery.

Periodic assessments were carried out for checking the improvement of the students. The assessment dealt with pronunciation, voice modulation, confidence and audience engagement. Assessments and constructive comments were given to the students for their further improvement.



PHOTOGRAPHY

The Photography Hobby Activity, comprising students from Classes VI to VIII, has emerged as one of the most popular clubs in the school. Under the guidance of a well-known professional photographer, members are trained in the fundamentals of photography and creative composition.

The Photography Hobby Activity members actively capture important school events such as concerts, sports programmes, blood donation camps and Smayan. Students also participate in photography walks in nearby locations like Minto Park, applying their skills in real-life settings.

The Hobby Activity further enriches learning through participation in photography workshops, including sessions held in the Maidan area. The Photography Club continues to inspire students by encouraging creativity, observation and teamwork.



GERMAN

The German Hobby Activity for Session 2025–2026 was characterized by a multitude of activities of different kinds, including multiple activities in collaboration with the Debate Hobby Activity and the Book Hobby Activity. The first session, as expected, was an ice-breaking session with introductions, a couple of light activities and greetings designed to establish firm relations between the students and the teachers.

Following the introduction, it was necessary to provide the students an insight into the language, nation and culture they were learning about. Along with the customary synopsis, various discussions, activities and lessons were employed to help the students grasp the world which they were entering. For example, German book reading sessions, introduction to the German nation and culture, learning new words through picture compositions, etc.

Following this, a second wave of slightly more challenging activities was adopted, like filling in the blanks while listening to German songs, which was entertaining and engaging for the students and also helped them pay their undivided attention and retain their interest, carefully challenging and testing their limits in the meantime.

They took part in speech practice with tongue-twisters, which was obviously a very educationally profitable challenge (German tongue-twisters were provided) and aided students in improving their pronunciation and oratory capabilities. In addition to that, recipe activities were conducted where videos of German recipes were shown.

It was well-executed and would not have been possible without the exemplary participation and cooperation of the students.



SCRABBLE



The Scrabble Hobby Activity 2025 was a vibrant language-enrichment initiative promoting creativity and collaborative learning. Activities included a word-based treasure hunt, designing word and crossword puzzles and an interactive workshop conducted by Mr Arindam Basu, Member of the Scrabble Association of India and Co-founder of the Kolkata Scrabble Club. In collaboration with the Quiz Hobby Activity, an etymology session was led by a resource person from Knowledge Capsule. Students also played English and French crossword puzzles created by the girls along with French delegates. Students created vocabulary brochures based on observed items during their field trips or old age home visit. The outcome strengthened vocabulary, improved etymological understanding and enhanced cross-cultural interaction, teamwork and language skills.

PUBLIC SPEAKING

During the 2025–26 session, the Public Speaking Hobby Activity offered students varied opportunities to refine their communication and critical thinking skills.

Through narrative-building tasks, structured debates and impromptu speaking exercises, students developed clarity of thought, confidence and the ability to articulate ideas effectively.

The hobby activity also engaged in collaborative sessions with other hobby activities, encouraging interdisciplinary learning and broader perspectives. These interactions provided students with meaningful platforms to express themselves, interpret ideas creatively and respond thoughtfully. Overall, the programme continued to nurture confident speakers equipped with strong oratorical and presentation skills.



QUIZ

Quizzing is an engaging and intellectually stimulating activity that tests participants' knowledge, presence of mind and analytical skills across a wide range of subjects. It fosters healthy competition, teamwork and quick thinking, while encouraging curiosity and a spirit of continuous learning among students. Serving as an effective platform for both education and recreation, quizzing enhances awareness, confidence and communication skills, making it a valuable learning experience for students.

SBGS strongly believes in providing such enriching platforms and to this end, has collaborated with Knowledge Capsule. Resource persons from Knowledge Capsule conduct regular quiz sessions every Friday between 1:25 p.m. to 2:45 p.m. The sessions are interactive and lively, supported by engaging presentations and quizzes on a wide range of topics such as General Knowledge, Current Affairs, Science, Mathematics & Logic, History & Civics, Geography, English & Literature, Computers & Technology, Sports, Art & Culture, Environment, Space & Astronomy, as well as Picture, Audio, Video Rounds, Riddles and Rapid-Fire questions.



SWABHIMAAN CLUB

Swabhimaan, the Social Entrepreneurship Unit of Sushila Birla Girls' School, fosters creativity, responsibility and hands-on learning among students.

During Craftastic Day organised in collaboration with banglanatak.com, the artisans of banglanatak.com showcased and sold their products with students actively assisting in marketing, sales, stock management and account maintenance.

Additionally, during the Blood Donation Camp held in November and the second Parent-Teacher Meeting in January, students sold handmade products created by them. The proceeds from these initiatives were utilised to provide raw materials for Swabhimaan's ongoing project "SHE CAN".

"SHE CAN" is an empowerment initiative in collaboration with the NGO Treasures of Innocence where students and teachers mentor underprivileged women by teaching them crochet as a practical, income-generating skill. Through continuous training and guidance, the women are empowered to create marketable products, helping them earn a livelihood and move towards self-reliance and dignity.

ZUMBA

The Senior Zumba Hobby Activity sessions for Classes VI, VII and VIII were lively and engaging. An Inter-Class Zumba Competition within the class promoted confidence and teamwork. Students participated in group choreography by creating a Zumba-Bhangra routine. An introduction to Zumba, its creator Beto Perez and its health benefits was shared. Memory and coordination games were conducted while performing Zumba steps, helping students enhance focus, quick reflexes and body coordination. Students revised four core Zumba rhythms like 'Merengue', 'Salsa', 'Reggaeton' and 'Cumbia' etc. and other rhythms like 'Soca', 'Bachata', 'Electro Bachata', 'Moombahton' and routines like 'La rueda', 'Con ganas', 'La Rumbita', 'Moombahtown', 'Taka Taka' etc. and explored new styles like 'Electro Arabic' and 'Electronic Fusion'. Popular routines such as 'Todo El Mundo' and 'Firehouse' added excitement and enjoyment. Overall, the sessions helped improve fitness, coordination, creativity, teamwork, focus and self-confidence.



SNEH CLUB - A SOCIAL SERVICE UNIT

Sneh Club, the Social Service Unit of our institution – students from Classes IX to XII, has been actively working towards fostering empathy, inclusivity and social responsibility among students since 2005. The club is dedicated to meaningful community service initiatives that create awareness and bring positive change in society.

Over the years, Sneh Club has organised several impactful activities focusing on charity (daan), health awareness and inclusion of individuals with special needs.

One of the key initiatives of the club is promoting awareness about Autism Awareness Programme. Through interactive sessions, campaigns and school programs, students are sensitized towards understanding and accepting neurodiversity. These efforts help in building an inclusive environment where every individual is respected and valued.

The club also conducts blood donation drives, encouraging staff, parents, and the community to contribute towards saving lives. These drives have received enthusiastic participation and have made a significant social impact.

Another important aspect of Sneh Club is its commitment to daan (charity) activities. Students actively participate in collecting and distributing essential items such as clothes, books, and food to the underprivileged, thereby learning the value of sharing and compassion. Students are visiting remote villages in Purulia to understand their livelihood and distribute all the daily needs like food, health kit, study materials, clothes, woollen garments etc.

A highlight of the club's initiatives is 'Smayan', a grand fest organised for children with special needs. This event provides a platform for these children to showcase their talents, interact socially and experience joy and celebration in an inclusive setting. It reflects the true spirit of acceptance and togetherness.

Through these continuous efforts, Sneh Club not only contributes to society but also nurtures socially responsible and empathetic individuals. The club stands as a beacon of kindness, inclusion and service, inspiring students to become compassionate citizens of tomorrow.

Sneh Club exemplifies the belief that small acts of kindness can create a big difference and continues to uphold its mission of service and inclusion with dedication and enthusiasm.



TED ED CLUB

The TED Ed Club of the school functioned as an enriching academic forum during the session 2025–26 with the participation of twelve students from Classes X, XI and XII. The members embarked on a guided journey of idea development where they familiarised themselves with the TED Ed framework, explored themes of personal relevance and prepared structured talks through sustained mentoring and discussion.

Each student selected an independent topic reflecting originality and depth of thought. Avni Bhojnagarwala examined 'I Believe in Equality but I Am Not a Feminist' presenting a nuanced perspective on gender discourse. Khushi Jain spoke on 'Failure Can Teach You Something Success Never Can' highlighting resilience and learning. Pritha Bhojnagarwala addressed a common academic concern in 'Why Do So Many People Hate Maths?' while Yatika Shah explored the 'Paradox of Identity.' Nishika Singhvi presented 'Nature as the World's Greatest Engineer' drawing attention to design and sustainability. Priyanka Jagnani discussed decision-making through 'The Paradox of Choice' and Adrita Mullick examined language evolution in 'Tumblr Fills a 1600-Year-Old Linguistic Gap.'

Multiple practice sessions enabled students to refine content, articulation and confidence. By the end of the year, all participants delivered their talks with clarity and poise. Students submitted a recording of their speeches and the videos were prepared for upload. The club was jointly conducted by Mrs Sayantani Mitra and Ms Deepsikha Majumdar during the academic session 2025-26.





House Reports



“You are successful the moment you start moving toward a worthwhile goal.”

- Charles Carlson

Such is the indomitable spirit of the Kushans; heads held high, they never give up!

Represented by the bold red colour, the Kushan House embodies passion, vitality and unyielding strength-qualities that evoke power, courage and fervent energy-qualities celebrated across global traditions. This vibrant color reflects the spirited determination that defines each member of the house.

Under the inspiring guidance of Housemistress Ms. Archana Sinha, the Kushan House shone brightly in inter-house events. Strong unity and leadership drove success across multiple domains, with Captain Adaa Agarwal, Vice-Captain Shreya Parekh and Prefect Chahek Malpani leading with passion and determination.

The house secured first place in the Inter-House Quiz Competition, Hindi Diwas celebrations and creative writing competitions across multiple classes. Notable victories also included first place in the Class II Dance Competition, the Class V English Elocution Competition and the Yoga Competition, along with strong second-place finishes in the debate and music competitions. The collective enthusiasm and dedication of all house members have translated into remarkable success throughout the year. Every member has contributed with focus and hard work, truly embodying the house's legacy of excellence and unity. With Ms. Sinha's mentorship and each member's unwavering commitment, Kushan House thrived in competitions, upholding the timeless values of connection, strength and achievement.

"Go Kushans, Knock Them Dead, Crown on Your Head!"



The Yellow House derives its name from the Pallava Dynasty. Over the course of the year, the members of the Pallava House have consistently displayed strong dedication, perseverance and teamwork in the pursuit of their objectives. Yellow symbolises happiness and optimism. It is a bright and lively colour that radiates cheerfulness and brings joy to everyone around.

The Housemistress, Ms. Amrita Mandal, inspired and guided the students of the house to participate wholeheartedly in various events, fostering a spirit of healthy competition and sportsmanship. The enthusiastic effort of the students, under the dynamic leadership of the Captain, Pritha Bhojnagarwala, the Vice-Captain, Devanshi Das and the Prefect, Rahini Patwari, brought great honour to the house by securing accolades in several competitions.

The Primary School led the leaderboards in competitions such as dance and music. The Junior House Representative and Prefect had a significant contribution towards these achievements. Additionally, they also aced in various competitions like elocution, skipping, debate and the inter-house throws. In the Annual Sports, all house members displayed enthusiasm and dedication which translated into multiple wins. Throughout the year, the members worked with a fiery passion and spirit to achieve many remarkable successes. Their collective effort and commitment paid off when the house secured the overall house trophy.



The Chalukya House draws its name from one of the most influential dynasties in Indian history, a legacy that resonates strongly in the house's performance. The members consistently displayed determination, unity and perseverance, striving for excellence in every endeavour. Represented by the colour blue, the house embodies strength, wisdom and resilience which are qualities reflected in the conduct and achievements of its members.

Under the constant support and guidance of the Housemistress, Ms. Preeti Bhatia, the students participated enthusiastically in a wide range of activities, demonstrating passion and commitment. The inspiring leadership of House Captain, Nishika Singhvi, Vice-Captain, Bhavya Mehta and Prefect, Palak Surana played a crucial role in motivating the members and steering the house towards remarkable success.

The students of the primary school showcased exceptional creativity and skills in events such as art, music and elocution, earning accolades for their commendable performances. The Chalukya House also secured top positions in several competitions including debate, yoga, skipping, carrom, skating and dance, highlighting both their academic strength and artistic flair.

At the Annual Sports Meet, the Chalukya House athletes impressed the spectators with their energy, discipline and competitive spirit. Their exemplary coordination and discipline earned them the prestigious March Past Trophy, along with leading positions in various throw events and basketball. Overall, the year stood as a powerful testament to the house's teamwork, dedication and pursuit of excellence. Every member played a vital role in upholding the proud heritage of the Chalukya House, making their collective achievements a true reflection of perseverance and indomitable spirit.

MAURYA HOUSE



Maurya House, the Green House, embodies the spirit of strength, courage and resilience, inspired by the mighty Maurya Empire. The house takes pride in upholding these values, fostering a sense of unity and cooperation among its members.

Under the guidance of the Housemistress, Mrs. Sanghamitra Chatterjee, Maurya House achieved remarkable success in various fields. The house leadership, comprising Captain, Priyanka Jagnani, Vice-Captain, Varnika Rungta and Prefect, Aarna Daga, played a significant role in motivating and leading the house to victory.

The students of this house have consistently excelled in academics. The house has also shone in sports, winning several inter-house competitions and demonstrating exceptional teamwork and sportsmanship. Additionally, the Maurya House has bagged prizes in various cultural events, including dance, music, quiz and Hindi elocution competitions, showcasing the diverse talents of the students. Notably, the Junior Inter-House Basketball team brought glory to the house by securing the first position in the inter-house competition.

The house's motto, "Trees are green, green is our land; Maurya, Maurya on the victory stand!", echoes the enthusiasm and pride of its members.

The success of the Maurya House is a testament to the unwavering support and encouragement of the teachers and the hard work of the students. We look forward to continued growth and success, upholding the values of the Mauryan Empire and making our house proud.

FIELD TRIPS

ASHA SCHOOL WINTER CARNIVAL

Seven students from Classes II–IV of Sushila Birla Girls' School: Navya Shah (IV A), Harshita Periwai (IV A), Ishika Kochar (IV B), Adhira Basak (III A), Akriti Jhunjhunwala (III A), Vaidehi Bhalotia (II C) and Saanchal Baid (II C) participated in the ASHA School Winter Carnival on 11th December 2025. They played games, interacted with students from other special schools, clapped and cheered for all, participated in impromptu music and dance performances, enjoyed photo shoots and experienced a warm, inclusive environment. Parents joined in the celebration and appreciated seeing their daughters engage so freely. The group was accompanied by Special Educators Mrs Madhumita Dasgupta and Mrs Saswati Roy.



CLASS VII FIELD TRIP TO BOTANICAL GARDEN

On 27th January 2026, all four sections of Class VII visited the Botanical Garden under the guidance of four teachers. The field trip offered students a refreshing learning experience amidst nature and allowed them to observe a variety of plants and birds closely. It also strengthened their understanding of ecological awareness and the need to protect our environment.



INDUSTRIAL VISIT TO DIAMOND BEVERAGE INDUSTRY BY CLASS IX

On 26th June 2025, the students of Class IX, accompanied by four teachers, went on an educational field trip to Diamond Beverages Pvt. Ltd., an authorised bottling partner of The Coca-Cola Company known for its high standards in hygiene, safety and quality control.

The group was warmly welcomed by the company's Public Relations Officer, who gave a brief overview of the company's history and its role in Coca-Cola's distribution network in India. Students were then taken through the production area where they observed the automated bottling process, which included water purification, syrup mixing, bottle washing, filling, capping, labelling and packaging.



The students saw how samples are tested at various stages to ensure high product quality and safety. The company officials explained how waste is managed and recycled. They also spoke about the use of renewable energy and water conservation techniques.

The industrial visit to Diamond Beverages Pvt. Ltd. was highly educational and enriching. It provided the students with a practical understanding of various scientific and industrial processes. The tour successfully bridged the gap between classroom learning and industrial application.

VISIT TO INDIAN ASSOCIATION FOR THE CULTIVATION OF SCIENCE BY CLASS XI



On 29th July 2025, students of Class XI (Science) were taken on an educational trip to Indian Association for the Cultivation of Science (IACS), accompanied by two teachers. The visit started with the Foundation Day lectures at the Meghnad Saha Hall of IACS. Eminent scientists Prof. D.D. Sharma from Indian Institute of Science, Bengaluru and Prof. Sayam Sengupta from Indian Institute of Science Education and Research, Kolkata enlightened the students about the recent advances in the fields of Materials Science and Chemistry. Post lunch, the students were guided to some of the research laboratories of the institute. They visited the Liquid Nitrogen plant, the X-Ray Diffraction lab and the Material Synthesis lab among others. They also saw the Raman Spectrometer, an instrument used by C.V. Raman. Overall, the experience successfully achieved its objective of bridging the gap between classroom learning and professional research.

ICCR EXCURSION

On 24 July 2025, the Fashion Studies students of Class XI and XII embarked on an enriching field trip to the Indian Council for Cultural Relations (ICCR). During the visit, students participated in a product design workshop and competition where they were divided into different teams and tasked with selecting materials of their choice to design innovative products, including posters and pieces of clothing. The experience provided practical insights into the world of fashion and design, allowing students to explore their creativity while applying theoretical knowledge from their coursework. One team from our school demonstrated exceptional skill and innovation, securing the first position in the competition. This field trip proved invaluable for the students' development from a design perspective, providing practical exposure to real-world design

processes, material selection and product conceptualisation. The students gained firsthand understanding of the challenges and creative processes involved in fashion design, bridging the gap between classroom learning and industry practice. The competitive environment fostered teamwork, critical thinking and the ability to work under pressure which are all essential skills for aspiring fashion designers. The visit to ICCR was a significant milestone for our Fashion Studies cohort, equipping them with valuable experience and deeper insights into the design industry.



VISIT TO THE INDIAN MUSEUM BY CLASS X

On 1st August 2025, the students of Class X from Sushila Birla Girls' School went on an educational field trip to the Indian Museum in Kolkata. Accompanied by five teachers, the students explored various sections of the museum and gained valuable knowledge about India's rich cultural and historical heritage. The visit began with the Bharhut Gallery that showcases sculptures from the 2nd century BCE Bharhut Stupa. It features intricately carved railings, gateways and panels depicting Jataka tales and early Buddhist art. In the Archaeological Gallery, students were able to see ancient sculptures, coins and tools from the Indus Valley Civilisation and other early Indian empires. The highlight of the trip was the Egyptian gallery which featured a real mummy as well as the natural history section with its fascinating fossil and skeleton displays. The students also enjoyed learning about traditional Indian art, textiles and ornaments displayed in the decorative art gallery. Students then visited the Painting Gallery. They were able to see and identify the different styles of paintings like Miniature, Mughal and Bengal School at the Art Gallery. They also saw the Lion Capital of Ashoka and the marble statue of Queen Victoria. The students were then taken to the Ecosystem Gallery, Mammal Gallery, Botanical Gallery, Invertebrate Gallery and the Fish, Reptile and Bird Galleries. These sections offered a rich insight into the diversity of life forms, life processes, their habitats and the interdependence within ecosystems. Overall, the visit to the Indian Museum was a memorable and enriching experience for the students, helping them connect classroom learning with real-life history and culture.



SCHOOL TRIP (IX & X)

The students of Classes IX and X embarked on an enriching educational excursion from 8th to 13th October 2025, visiting the vibrant cities of Bengaluru, Mysore and Coonoor. Throughout their journey, the students created countless cherished memories whilst immersing themselves in the rich culture and heritage of these remarkable destinations. The trip encompassed visits to a picturesque coffee plantation, where students gained insight into agricultural practices and the region's renowned coffee production, as well as breathtaking waterfalls that showcased the natural splendour of the Western Ghats. Additionally, the group visited several ancient temples, experiencing the spiritual and architectural magnificence of South Indian heritage firsthand. From exploring bustling city landscapes to experiencing the serene beauty of hill stations and engaging with local communities, the excursion provided students with invaluable learning experiences and a deeper appreciation for India's diverse cultural and natural treasures, leaving them with memories that will undoubtedly last a lifetime.



SCHOOL TRIP (XI & XII)

The students of Classes XI and XII embarked on a memorable educational excursion from 7th to 13th October 2025, visiting the culturally rich destinations of Coimbatore, Ooty, Coorg, and Mysuru. Throughout their journey, the students immersed themselves in the vibrant heritage and stunning landscapes of these remarkable places, gaining profound insights into the region's historical and cultural significance. The trip included visits to several ancient temples, where students experienced the true essence of South Indian architecture and spirituality, witnessing firsthand the intricate craftsmanship and religious traditions that have been preserved for centuries. From the serene hill stations to the majestic palaces, each destination offered unique learning opportunities that enriched the students' understanding of India's diverse cultural tapestry. The picturesque views, combined with interactions with local communities and exploration of heritage sites, created lasting memories and fostered a deeper appreciation for the historical and cultural treasures of these enchanting regions.



CLASS VI FIELD TRIP TO SCIENCE CITY

On 15th July 2025, the school had organised an educational trip to Science City, Kolkata for the students of Class VI. The main objective of the trip was to provide students with practical exposure to scientific concepts and to make learning fun and interactive. The field trip was designed as an interdisciplinary activity, integrating subjects such as English, Mathematics, Hindi and Geography. After a short briefing, the students explored various sections at Science City, including 'Space Odyssey', 'Dynamotion Hall' and 'Evolution Park'. The visit to Science City was both educational and enjoyable. It sparked curiosity and encouraged the students to think creatively about science and technology.



ART, HEART AND HERITAGE: THE SHANTINIKETAN EDUCATIONAL TRIP

In November 2025, a vibrant group of 124 members-including 111 curious students and a dedicated support team-embarked on an enriching educational adventure to Shantiniketan, the land of Rabindranath Tagore. Moving beyond the traditional classroom, the tour offered a deep dive into India's cultural heritage through hands-on engagement. Students explored the regional art forms of Srijoni Shilpagram, participated in artisan-led pouch painting workshops and wandered through the historic museum complex and Tagore's residences. These experiences transformed abstract history into a tangible reality, allowing the children to connect personally with the legacy of the 'Bard of Bengal' and the rustic beauty of the Bolpur landscape.

The journey was equally focussed on social responsibility and financial literacy, creating a holistic learning environment. At the bustling Sonajhuri Haat, students practised real-world money management while advocating for the environment by distributing handmade newspaper bags. A heartwarming highlight was the cultural exchange with the local Santhal community; using funds raised from a student-led food sale, the group organised dinner and goodie bags for tribal children, culminating in a rhythmic Santhali dance performance. From the competitive spirit of the 'Cleanest Room Award' to the quiet moments of reflection on the return journey, the tour successfully blended empathy with education, leaving our students with cherished memories and a broadened world view.



VISIT TO BITM

On 6th August 2025, at Birla Industrial & Technological Museum, Class V began their day with the 'Har Ghar Tiranga' programme to celebrate the spirit of patriotism. As part of the activity, the girls created a beautiful rangoli of the Indian National Flag, showcasing their creativity and respect for the nation. The visit continued with a tour of various galleries and exhibits. 'The Machines Gallery' introduced students to different types of machines and their working principles. In the 'Lost at Sea Room', they experienced simulated maritime challenges, learning about navigation, safety and survival skills. The 'Electricity' section helped them understand the generation, transmission and safe use of electric power, while the 'Television Gallery' traced the history and evolution of broadcasting technology. As part of Hiroshima Day, students watched an informative video highlighting the historical significance of the event. An open quiz followed, where our students enthusiastically participated and gave correct answers. The day ended with the 'Spectacular Show' on Space Science which offered fascinating demonstrations about the universe, celestial bodies and space exploration. The trip was a perfect blend of patriotism, learning and enjoyment, helping students connect classroom knowledge with real-world applications.



PARENTS' ORIENTATION

PROGRAMME

PRIMARY SCHOOL



The Orientation Programmes for the Junior Section commenced with a clear articulation of the school's vision and mission, as the school leadership-comprising the Principal, Headmistress and the Coordinators-outlined a commitment to holistic development and nurturing future-ready citizens. During the session, the speakers collectively spoke on the core ethos of the institution, emphasising that character-building and integrity are as vital as academic success. To ensure a smooth transition into the new session, parents were provided a detailed roadmap of the evaluation system and the shift towards continuous assessments. This was balanced by a comprehensive briefing on essential rules and regulations, covering everything from punctuality to uniform codes. The sessions concluded by setting clear social and academic expectations for the year ahead, highlighting the importance of parents and educators working as active partners to support each child's growth.

MIDDLE SCHOOL

An Orientation Programme for the parents of Middle School students was conducted in April 2025 to mark the beginning of the new academic session.

The Principal, along with the Coordinators and Class Teachers, addressed the gathering and shared key guidelines for the year ahead. Important aspects such as school regulations, planned events and exchange programmes were highlighted during the session.

The programme concluded with an interactive question-and-answer segment, where parents' queries were addressed by the school leadership, ensuring clarity and a smooth start to the academic year



CLASS IX

The Orientation Programme, conducted by the Principal, coordinator and teachers, outlined essential school rules regarding uniform, attendance, leave procedures, use of cell phones and academic monitoring. Parents were guided on maintaining communication, supporting remedial measures and ensuring discipline. The session emphasised collaboration between the school and parents for the holistic development and academic success of the students.

CLASS XI

An orientation programme was organised for the students of Class XI to familiarise them with school policies, evaluation system, promotion criteria, class timings and other important matters. An overview of the curriculum was also given to the students and their parents.



EPILOGUE

As we bring this year's edition of our school magazine 'Vignettes' to a close, we pause to reflect on a journey marked by effort, growth and continuous learning. This edition celebrates the achievements and voices of our students along with the enriching environment that empowers them to realise their full potential.

The theme 'Work in Progress' reminds us that growth is an ongoing process. Every challenge we face, every mistake we make and every lesson we learn contributes to shaping who we become. Through the pages of this magazine, the students have explored the many dimensions of progress-personal, academic and social, demonstrating that success is built step by step through dedication and hard work. It highlights the strength one finds in setbacks and one's journey towards becoming the best version of oneself.

This year, our school has witnessed remarkable milestones in fostering innovation and excellence. From embracing new technologies and creative approaches to strengthening values of respect, integrity and responsibility, the school continues to prepare its students to become thoughtful, capable and empowered contributors to society.

What makes our institution truly special is the spirit of exploration and self-improvement that thrives within it. Through a diverse range of opportunities ranging from workshops to international exchange programmes, the school has aimed to provide experiences that offer real world exposure to its students.

As we conclude this edition of Vignettes, we hope these pages have captured the essence of an institution that values learning as a continuous journey. May the theme 'Work in Progress' inspire us to embrace imperfections, celebrate progress and remain committed to improving ourselves every passing day.

We look forward to the upcoming edition of Vignettes, which is based on the theme 'Time'. The theme seeks to explore the various dimensions of time, from cherished memories and defining moments to aspirations, growth and change.

We extend our sincere gratitude to all contributors whose hard work and creativity has made this edition possible and look forward to future editions of the magazine with enthusiasm.

RENOVATION





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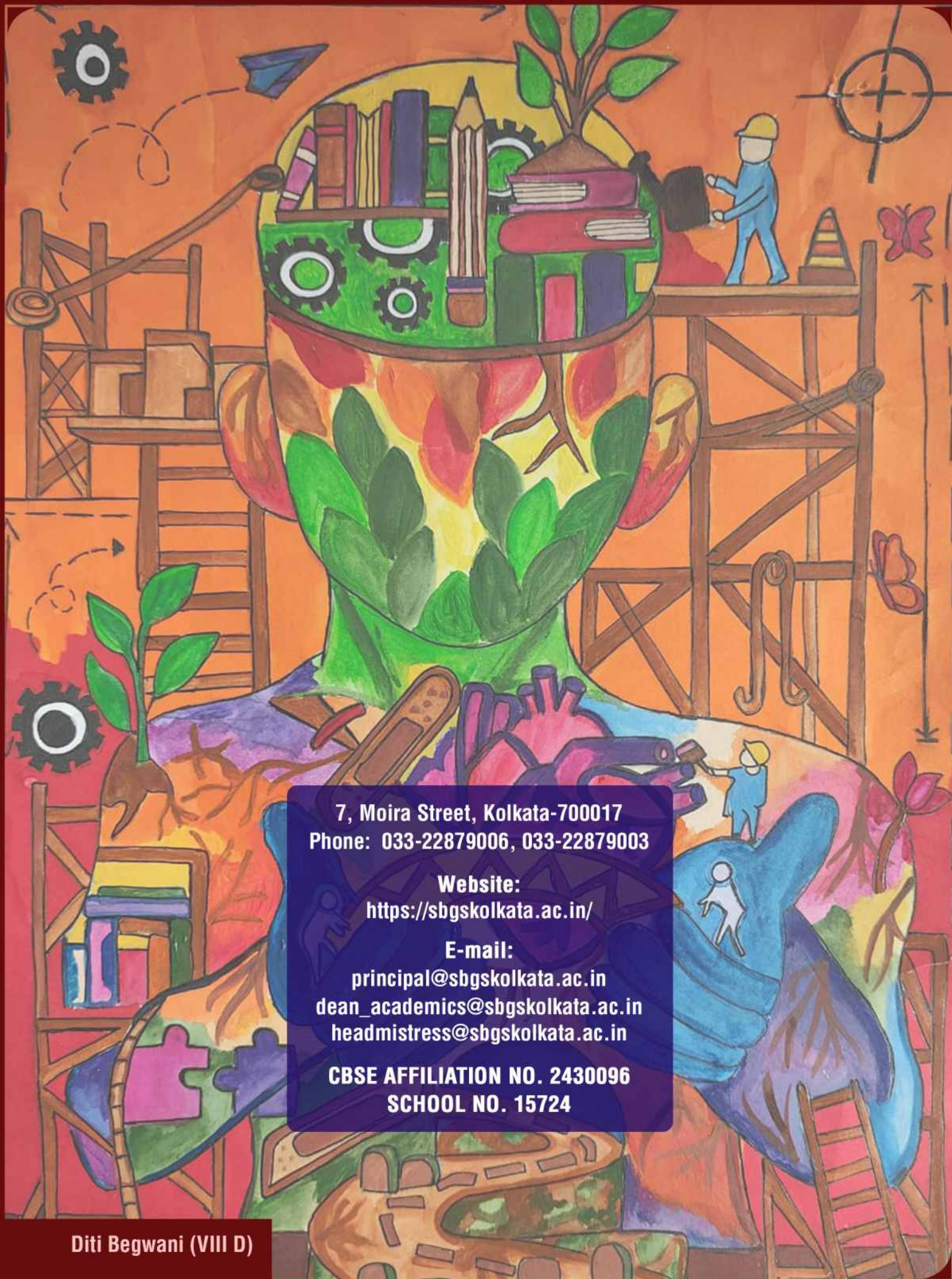


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